

ANGLIA RUSKIN UNIVERSITY

**MUSIC THERAPY FOR YOUTH AT RISK:
AN EXPLORATION OF CLINICAL PRACTICE
THROUGH RESEARCH**

APPENDICES

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INDEX OF APPENDICES

(Appendix numbers correspond to related sections in chapters)

Chapters 1 – 6 (CD)

Chapters 7 – 8 (Printed)

	Page number
Chapter 1	
1.5 Music Therapy Charity application handout.....	1
Chapter 3	
3.5.1a Music therapy record sheet.....	8
3.5.1b Music therapy questionnaire	9
3.5.1c Music therapy medium-term plan	12
3.5.1d Music therapy monitoring sheet.....	13
3.5.1e AQA Self-expression through music.....	14
3.5.1f AQA Communicating through music	15
3.5.1g AQA Expression through African drumming	16
3.5.1h AQA African drumming	17
3.5.1i AQA Songwriting	18
Chapter 4	
4.1 Consent form for video recordings.....	19
Chapter 5	
5.2.1a Beck Inventories for Youth (BSCI, BAI, BDBI)	20
5.2.1b Questionnaire for teachers.....	25
5.2.1c Music therapy project questionnaire	29
5.2.3a Ethics application form.....	30
5.2.3b Information sheet for parents (CVC)	41
5.2.3c Information sheet for students (The Centre School)	45
5.2.3d Consent form for parents.....	48
5.2.3e Consent form for students	49
5.2.3f Additional consent form for parents	50
5.2.3g Letter for ethics amendment.....	51
5.2.3h Additional consent form for students	52
5.2.4 Information sheet for teaching staff	53
5.2a Flow chart of the study design.....	54
5.2b Flow chart of original study design.....	55
5.3.2a Music therapy referral form (The Centre School)	56
5.3.2b Music therapy referral form (CVC)	57

5.3.3a	Student leaflet (The Centre School)	58
5.3.3b	Student leaflet (CVC).....	60
5.3.3c	Record of consent	62
5.3.3d	Consent acknowledgement letter	63
5.3.3e	Student record Sheet for files	64
5.4	Register of student questionnaires.....	65
5.5	Register of teacher questionnaires.....	66
5.9a	Interview schedule (before music therapy)	67
5.9b	Interview schedule (after music therapy)	70
5.9c	Student record sheet	73
5.10a	Music therapy report: Daniel	74
5.10b	Music therapy report: Mark	76
5.10c	Music therapy report: Guy.....	77
5.10d	Music therapy report: Tom.....	79
5.10e	Music therapy report: Joe	80
5.10f	Music therapy report: Harry.....	81
5.10g	Music therapy report: Iain	82
5.10h	Music therapy report: Stuart	84
5.10i	Music therapy report: Bobby	86
5.10j	Music therapy report: Clare I.....	88
5.10k	Music therapy report: Clare II.....	90
5.10l	Music therapy report: Clare III	91
5.10m	Music therapy report: Peter.....	92
5.10n	Music therapy report: Chris	94
5.10o	Music therapy report: Jamie.....	96
5.10p	Music therapy report: David	97
5.10q	Music therapy report: Ollie	98
5.10r	Music therapy report: Andrew	100
5.10s	Music therapy report: Charlie.....	102
5.10t	Music therapy report: Rory	104
5.10u	Music therapy report: John.....	106
5.10v	Music therapy report: Giles.....	108
5.10w	Music therapy report: Luke	110
5.10x	Music therapy report: Matthew	111
5.11	Form for meetings with parents	113

Chapter Six

6.1a	Completed Beck Inventories for Youth (BSCI, BAI, BDBI)	114
6.1b	Completed music therapy project questionnaire	119
6.1c	Completed questionnaire for teachers	120
6.1d	All students <i>T</i> scores	124
6.1e	Teachers' total scores for each student	125
6.2a	Beck <i>T</i> Scores (before and after music therapy)	128
6.2a.1	Individual student scores: Daniel	129
6.2a.2	Individual student scores: Mark	130
6.2a.3	Individual student scores: Guy	131
6.2a.4	Individual student scores: Tom	132

6.2a.5	Individual student scores: Joe.....	133
6.2a.6	Individual student scores: Harry.....	134
6.2a.7	Individual student scores: Iain.....	135
6.2a.8	Individual student scores: Stuart	136
6.2a.9	Individual student scores: Bobby	137
6.2a.10	Individual student scores: Clare	138
6.2a.11	Individual student scores: Peter.....	139
6.2.a.12	Individual student scores: Chris	140
6.2a.13	Individual student scores: Jamie	141
6.2a.14	Individual student scores: David	142
6.2a.15	Individual student scores: Ollie.....	143
6.2a.16	Individual student scores: Andrew	144
6.2a.17	Individual student scores: Charlie	145
6.2a.18	Individual student scores: Rory.....	146
6.2a.19	Individual student scores:	147
6.2a.20	Individual student scores: Giles	148
6.2a.21	Individual student scores: Matthew.....	149
6.2b	Clinical ranges (Beck).....	150
6.2c	The Centre School students' clinical ranges (Beck).....	151
6.2d	CVC students' clinical ranges (Beck).....	154
6.2e	Comparisons of clinical ranges (Beck) between schools	156
6.2f	Results from Levene's Test	158
6.2g	Parameter estimates (Beck).....	159
6.2h	Estimated means and confidence intervals	160
6.3a	Summary statistics comparing groups.....	161
6.3b	Levene's test results comparing groups	162
6.3c	Parameter estimates comparing groups	163
6.3d	Estimated marginal means comparing groups	164
6.4a	Short-term follow-up data tables	165
6.4b	Long-term follow-up data tables	166
6.5a	Data from MT project questionnaire: anger	169
6.5b	Data from MT project questionnaire: school categories I	170
6.5c	Data from MT project questionnaire: school categories II.....	174
6.5d	MT project questionnaire: tables of results	177
6.5e	MT project questionnaire: variables inferential statistics.....	178
6.6a	Teachers' data: tables of summary statistics	179
6.6b	Teachers' data: by student.....	180
6.6c	Teachers' data: inferential statistics	182
6.7	Attendance data	183

Chapter 7

7.1.1	Student interview before music therapy: Daniel	184
7.1.2	Student interview after music therapy: Daniel	196
7.1.3	Student interview before music therapy: Mark	205
7.1.4	Student interview after music therapy: Mark	214
7.1.5	Student interview before music therapy: Guy	221

7.1.6	Student interview after music therapy: Guy	228
7.1.7	Student interview before music therapy: Tom	237
7.1.8	Student interview after music therapy: Tom.....	248
7.1.9	Student interview before music therapy: Joe	259
7.1.10	Student interview after music therapy: Joe	268
7.1.11	Student interview before music therapy: Harry	275
7.1.12	Student interview after music therapy: Harry	281
7.1.13	Student interview before music therapy: Iain	294
7.1.14	Student interview after music therapy: Iain	300
7.1.15	Student interview before music therapy: Stuart	311
7.1.16	Student interview after music therapy: Stuart	317
7.1.17	Student interview before music therapy: Bobby	322
7.1.18	Student interview after music therapy: Bobby	330
7.1.19	Student interview before music therapy: Clare.....	344
7.1.20	Student interview after music therapy: Clare	355
7.1.21	Student interview before music therapy: Peter	360
7.1.22	Student interview after music therapy: Peter	367
7.1.23	Student interview before music therapy: Chris	375
7.1.24	Student interview after music therapy: Chris.....	382
7.1.25	Student interview before music therapy: Jamie	388
7.1.26	Student interview after music therapy: Jamie	397
7.1.27	Student interview before music therapy: David	403
7.1.28	Student interview after music therapy: David	414
7.1.29	Student interview before music therapy: Ollie.....	425
7.1.30	Student interview after music therapy: Ollie	434
7.1.31	Student interview before music therapy: Andrew	443
7.1.32	Student interview after music therapy: Andrew	454
7.1.33	Student interview before music therapy: Charlie	463
7.1.34	Student interview after music therapy: Charlie	468
7.1.35	Student interview before music therapy: Rory.....	474
7.1.36	Student interview after music therapy: Rory	486
7.1.37	Student interview before music therapy: John	498
7.1.38	Student interview after music therapy: John	505
7.1.39	Student interview before music therapy: Giles	510
7.1.40	Student interview after music therapy: Giles	521
7.1.41	Student interview before music therapy: Luke	526
7.1.42	Student interview before music therapy: Matthew	528
7.1.43	Student interview after music therapy: Matthew	538
7.2a	Interests listed before music therapy	539
7.2b	Interests listed after music therapy.....	540

Chapter 8

8.1	Case study: Jamie	541
8.2	Case study: Andrew	546

Appendix 7.1.1

Daniel's pre-MT interview

Marion (M): Hello! Come in. We met when we did the questionnaires didn't we, and what we're going to do this morning, is just going to have a little chat really, ok. I'm going to ask you a few questions about what it's like to be your age in the world right now because it's such a long time ago when I was your age and the world's changed a lot since then. So, it'd be really great if you could talk about your experiences and your opinions, so feel free to talk about things you feel strongly about, or things you're interested in. Alright? Are you interested in any of these magazines for example?

Student (S): I'm interested in art.

M: You're interested in art. Oh this one you had a look at the other day? I'm recording this talk so that I don't have to write fast and also so that Philippa can listen to it because she's going to be doing music therapy with you, and I'm talking to you instead of Philippa because we're trying to keep the talking and music therapy separate but it's all connected really. Ok? And Philippa's going to be the one who listens to the conversation in a few months time. Ok. So, I've also brought some paper so we can doodle while we're talking. If you're good at art and you like art you might want to doodle and do drawings to show what you mean. Ok, so there's a pen there if you want to do that. Ok. So, when did you start getting interested in art?

S: I've been interested in it since reception at my old school actually.

M: Yes, what started off your interest?

S: Don't know actually, just done art lessons not very often though, they were in Fen Ditton.

M: Yes so it's just who are really, you're an arty person. That's really good. What about your friends, did they have the same interest?

S: Um.

M: Did you make friends who were also interested in art?

S: Two yeah.

M: Yes? And did you enjoy doing art together?

S: Yeah.

M: Can you remember what that was like? It must've been quite a long time ago.

S: It was about year four but then they moved to another school.

Appendix 7.1.1

M: Yeah. Do you want to perhaps do a little drawing. How old would you have been then?

S: Oh, 8, 7?

M: Ok, let's put eight here [drawing time line]. Do you want to put something down that shows what it was like when you were eight perhaps you and your friends.

S: Everyone was interested in drawing burning buildings.

M: Really?

S: That was about it.

M: Burning buildings.

S: Drawing a building on fire, everyone asked me to photocopy it or draw it again.

M: Can you still do the building?

S: Well it was quite rubbish at that time.

M: So obviously it would be a bit different if you were to do it now. Do you think your skills have developed a lot?

S: Yeah.

M: Yeah and do you practise a lot?

S: Yeah I do a lot of clay work at lunchtimes.

M: You do. That's wonderful. So you really enjoy expressing yourself it sounds, like that to me. Ok, so do you want to put down something maybe you do with your friends to do with art. Did you talk a lot about your pictures?

S: Usually just sat down and draw at lunchtimes outside, inside anywhere.

M: And you don't see each other's pictures, stuff like that?

S: They ask me to draw for them.

M: Yes, that's really great. Good, are you still friends with the same people?

S: No they left and they live in Fen Ditton now. They still live close but don't have much time together.

M: I suppose, you can't drive yet, you're not old enough so you can't just whizz off to arrange to meet people.

S: It's about 15 minute walk to them.

M: Is it?

S: The other one's in Cambourne, goes to Comberton Village College.

M: So not that far away but not close enough to stay in touch firmly. What about using Facebook and texting and that sort of thing, do you stay in touch like that?

S: I do have their numbers but I don't have any email apart from CVC.

M: Yes, so maybe in the future, you might hook up with them a bit or, it's difficult

Appendix 7.1.1

isn't it because you get new people in your lives and people move on.

S: I know where one of them lives and the other one I've got the number of, so.

M: Yeah, ok. What happened between aged eight and now?

S: Well, my art skills developed and for some reason didn't have many more friends.

Don't know.

M: Things changed a little bit.

S: Quite a bit.

M: Quite a lot yes. Are there any important things that happened that you can remember in the inbetween time?

S: Well, things have changed a lot. [unclear] 2009 because my brothers are in prison.

M: Oh I see, that would be a big change wouldn't it. Did it make a big difference to you.

S: One of them's coming out in May and the other one's going to be coming out in two years.

M: Yeah. So have you been able to talk to people about that sort of thing or is it something that you can't talk about really.

S: No not. I did go to Netherhall near where I live and J and J, my brothers, went to there as well but I wanted a fresh start and for no one to know which is why I came here.

M: Mm. And did it work? Did you get a fresh start?

S: Yeah.

M: Yeah, fantastic. So that's been a good thing to do, a successful thing. Yeah, that's good. But obviously it's been a bit tough inbetween?

S: Mm.

M: Yes, so what about respect. You've probably come up against different types of respect in that stage. Do you think people give each other enough respect generally?

S: Mm.

M: Yes? Respect is probably a good thing, there's plenty of respect going on around? That's good. Do you think adults give young people enough respect?

S: Yeah.

M: Good. Can you think of any examples where you've thought oh yes that was a good demonstration of respect? I know we don't walk around thinking that was good respect but.

S: Giving out merits, three in one lesson.

Appendix 7.1.1

M: Really! Three merits in one lesson.

S: Almost three quarters of my merits after [unclear]

M: Yes, that's wonderful, well done.

S: Shall I show you?

M: Oh I'd love to, yes. Thank you. So what does it feel like when you get a merit?

S: Quite pleasing.

M: Yeah. That is such a huge display of merits. A whole page of merits, how many did you count?

S: Eight. Eight art and one French and two maths.

M: That's really good, so you're shining academically as well as artistically. That's good. People obviously recognise you as a really good chap. Yeah. Great. In your previous school did you get merits there as well?

S: No just stickers. My old teacher couldn't afford to give me them cos she said my handwriting was perfect.

M: Yes. Oh I see.

S: And I'd already given them her so she'd be giving me them back. I gave her the stickers.

M: Oh I see, as a present? That was nice. You must have had a good relationship with that teacher?

S: Mm.

M: Yeah. Have you got some really good memories?

S: Um [unclear]

M: Oh good, can you say a bit about that?

S: It's Primeval, have you seen that?

M: No.

S: Like just this tv programme where things come back in time, primitive things.

M: Yes, oh I see. How is she involved in that?

S: She was one of the people like sent them back, then she changed and went down and didn't come back, and it ended.

M: Ok. What did you think about that? Did you think it was impressive?

S: Good.

M: Inspiring?

S: [nods]

M: Pretty much so. Fantastic. Do you have any other sorts of memories that are less good, things that you would rather not remember perhaps?

Appendix 7.1.1

S: Definitely in reception when I done the play cos I done everything wrong.

M: Oh did you?

S: Um.

M: And you were very small in reception.

S: I forgot my line.

M: Yes, did people explain to you what you were supposed to do.

S: Just didn't remember it.

M: No so you did it your way. Well that's fine I think a lot of people probably do exactly the same thing in reception, you know, that's part of the charm of going to see little people doing something like a play because you never know what's going to happen [both laugh] because they sometimes have to make it up because little people don't remember very easily. So this is a great place for you, you've had a fresh start, they give merits, there's respect going on. So teachers show respect to the students, do students show respect to the teachers as well?

S: Most.

M: There's plenty of it going on, good. And you talked a bit about art and you belong to a lunchtime club where you do lots of clay work, and what about music and sport and drama? Do you get involved in those at all?

S: Um, well, I'm going to get involved in the productions but just going to be doing the lights not the actual.

M: Ok, well the lights are very creative actually aren't they cos that's important for atmosphere and all sorts of things, and technically it's got to be polished hasn't it? Yeah, and what about music?

S: Um no don't get involved in music.

M: No. Because it doesn't appeal to you?

S: I'd actually quite like to.

M: You'd like to? What sort of things do you imagine you might enjoy doing?

S: Definitely drums.

M: Definitely drums, yeah.

S: That's it.

M: That's about it, what appeals to you about drums do you think?

S: I don't know, just everybody likes the drums so.

M: Yeah, do you see yourself being a loud or quiet, or fast or slow sort of drummer?

S: I don't know.

M: No. Are there any types of music that you like particularly, the style or particular

Appendix 7.1.1

songs or groups?

S: I don't know, I don't listen to music really.

M: No? You're not involved in a music thing where everyone likes the same band, or follow the same thing? Ok, some people do don't they. Yeah. And what about sport, are you interested in that?

S: Not really sporty.

M: Not really involved in sport.

S: Quite enjoy dance.

M: Do you? What sort of dance do you like doing?

S: Street dance.

M: Ah, I've always admired that a lot. Do you do that body pumping thing or moon walking?

S: No just do it in PE really, put it together sort of thing.

M: Yeah. That's good. So you're working in a group with other people. Are they easy to work with? Is it a good team?

S: Um, sometimes.

M: Yeah, bit patchy.

S: [laughs]

M: It's complicated isn't it, working with people and trying to find a way to get people to cooperate together or.

S: There are a few people in that group who don't accept other people's ideas and they only like theirs.

M: And that's to do with how old you all are at the moment isn't it.

S: I don't know.

M: Or do you think it's about people generally?

S: They don't really accept other people.

M: No, they're quite different to others in that way. Can you think of an example when that's happened?

S: Well one of them's not listening to anyone, doesn't listen to anyone anyway, but

M: How do you get on with it? Sounds very frustrating.

S: Well we just sort of move away and do it in 4 instead of 5.

M: I see. And leave that person to do their own thing.

S: That's what they wanted.

M: Yes. And does that work, is it a solution?

S: Usually until the teacher comes and tells him to get back in the group.

Appendix 7.1.1

M: And then you're back to where you were.

S: Yeah.

M: And you've worked a few things out?

S: And need to start again.

M: Oh, so it's one of the lads, yeah. Is he bigger than everybody else?

S: He's a little bit taller but

M: Is he like that most of the time?

S: Yeah.

M: Yes, so he's just a difficult character. Yeah, and do the others feel the same way as you about this?

S: Yeah.

M: So it's complicated. Is the teacher understanding?

S: He doesn't watch him do it and then tells him off and then he starts again.

M: So everybody acknowledges what the problem is. And is there some progress overall in your group?

S: Yeah.

M: Oh good, I'm pleased to hear that. Now, teachers are they encouraging?

S: Mm.

M: And you feel they're supportive?

S: Yeah.

M: That's all good. And do you think about the future sometimes?

S: I do quite a lot actually.

M: Do you? That's great. Cos some people think it's a bit scary don't they.

S: Mm, I didn't know what I was going to do when I'm older but now I've got quite a good thing that I want to do.

M: Fantastic.

S: A lot of stuff helped me back to be what I want to be but.

M: How did you get through that?

S: Well, I was just told that my brothers were in prison therefore I could not be like a police officer or something like that.

M: Oh I see.

S: So I wouldn't be allowed, then I was told by a police officer that I could.

M: Right.

S: And that's what I want to do, my mum said to do a firearms course.

M: Right, so having your brothers go to prison has sort of made you come face to

Appendix 7.1.1

face with your future in a way that maybe other people haven't yet and you've had to make some big decisions.

S: So it might stop them doing stuff that's what I really want to do it for.

M: Yeah, oh I see. So you want to be the role model for them and help them to stay out of prison, that's great. Do you think you'll be able to do that?

S: Should do.

M: Yeah and you're very determined about that.

S: Want to do that.

M: Yeah that's great. So you've got this goal which is really important to you, and you know a policeman who's been helpful, so are there other people who could help you achieve your goal?

S: Um, don't know.

M: No, but you're determined to do it and you'll ask for advice as you go along, maybe here at school could give some advice. People could put you in touch with those who can really help. That's good. Do you want to do something on the paper to perhaps show your goals and things like that. You don't have to.

S: I used to want to be a fireman cos my dad used to be. He had two jobs, a driving instructor, so I should get my licence early actually and a fireman. And I wanted to be a fireman, he gave me his helmets.

M: Really.

S: He had about ten.

M: Oh fantastic.

S: A white one, so he wasn't too [unclear]

M: That's good and is he helping you to become a policeman as well?

S: Um, sometimes yes.

M: Good, so you've got some interesting things happening. [discuss time line and hobbies]

S: I wanted to be a fireman at age 9 I think it was, and now I want to be a policeman.

M: Yeah.

S: I just wanted to be one of the emergency services really.

M: Yeah. [draws] And what about how you were feeling at each stage? Are there differences or are you feeling the same?

S: I was feeling the same at these ages.

M: Fantastic, and what about friends, do they fit in to how you see yourself at those

Appendix 7.1.1

different ages?

S: Hmm, through this age to this age I didn't actually have friends.

M: Ok, well that's important isn't it, so it shows that you were really resilient and felt strong inside if you can manage like that. Do you want to put anything down about that or prefer to leave it off?

S: [silence but S drawing]

M: Did that worry you or was it just how it was?

S: Just how it was.

M: Yeah. Well I think I really admire that. That's a positive thing in a way because it means you have to be a really strong character.

S: That's a person called J who really didn't like me.

M: Really.

S: He insulted me and hit me.

M: Really.

S: It got sorted out in year six, went through a bit of a time of it though.

M: Yeah that must've been terribly difficult. Hm. Do you want to put that on there?

S: [unclear]

M: Ok, was he at the school you were at before?

S: Yeah.

M: So he's out of your life now?

S: Mm.

M: Oh good.

S: Think he was thrown out.

M: Right.

S: In this school there are quite a few people like J.

M: Really. Ah, and does the school manage that a little bit better than your previous school or?

S: Definitely.

M: Oh good. What's the difference?

S: Well at my old school they just said well we'll watch it, then I went back again cos it got worse and everytime said we'll watch it and never did it.

M: So that could've been improved somewhat, yes. And what about here, how do they deal with it here?

S: Well people have been made to apologise and I don't actually like wearing my coat so my mum says I literally freeze outside cos people make fun of it and I don't

Appendix 7.1.1

want to have my coat on.

M: Yeah.

S: And I can't actually wear my hood cos someone stuck gum in it and now it's [unclear].

M: That's not so nice is it, no. Is your coat different to everyone else's?

S: Mm, it's a different one, it's a designer one.

M: Oh I see. And they kind of notice that. Hm. Well, I think growing up can be jolly tough and things like this happen to most people unfortunately sometimes. But I'm glad that the school's dealing with it in a positive way. Do you think there's more that can be done?

S: Mm, my mum say that there definitely is cos she just says that it carries on and on and on and school's not doing anything about it. She's right in a way.

M: Yeah. What do you think should be done?

S: Well I don't actually want anyone to talk to them or for my name to be mentioned but just tell them that they've seen someone being like hurt by you or insulted by you.

M: Are they much older than you or the same age?

S: Same age, they're in my form.

M: Right, yeah. I've seen this sort of thing happen to people before, particularly talented in something, maybe it's something to do with that. Ok, so if you were going to summarise what it's like to be in your world at your age right now could you maybe think of three points or three words that would give me a bird's eye view?

S: Um, worrying,

M: Worrying

S: Confused

M: Confused, yeah.

S: And sort of quite sad.

M: And a bit sad. Yeah. But the future can be bright, yes? You're going to be a policeman, and you really know you can shape your future, you've talked to people and found things out which is good. So in terms of friends, because your situation with friends has had patchy periods hasn't it. So do you think friends are important to you or do you think they're not as important as they might be really?

S: No.

M: What do you think?

S: Um, well I'd rather have friends but nobody seems to want to be friends apart from a few people I've felt are sort of friends.

Appendix 7.1.1

M: Do you think, I mean, you've had these friends you were close with when you were 8, so thinking about that as well, are you somebody who prefers to change friends or keep friends?

S: Rather keep friends.

M: Yeah. Well that's very clear and you've done some really clear things on the page for me, and you've said a lot of things really clearly. Is there anything else you'd like to talk about?

S: Well it's just my brothers I'm feeling sad about.

M: Yes, you're very sad about your brothers. Are they much older than you?

S: J is 22 or 23, possibly four and the other one's 19. The 19 year old's got a son.

M: And how old is his son, your nephew?

S: Not 1 yet.

M: Yeah.

S: He was born while he was in prison.

M: Oh I see, so that was all very complicated, yeah, lots of things happening. And do you manage to go and see your brothers in prison?

S: Yeah but hardly often.

M: Yeah, would you like to see more of them?

S: Definitely.

M: So going to visit them isn't a difficult experience?

S: No the 19 year old's got a girlfriend, she takes all the attention and doesn't allow us to talk to him.

M: Oh I see.

S: So J made that, he's going to send a visiting order for only us so we can go on our own without her actually knowing.

M: I see. Yes, so is she his age as well?

S: She's 18 now.

M: Yeah, so she's probably feeling emotional too isn't she, about it.

S: She's always moody.

M: Is she really. Well it sounds as if she's got a little baby to look after and she's obviously very fond of your brother if she's going to see him lots so that's another situation isn't it. Is there anything that you want to ask me before we stop?

S: Hm, no.

M: You don't want to ask any questions. Do you want to talk some more about anything?

Appendix 7.1.1

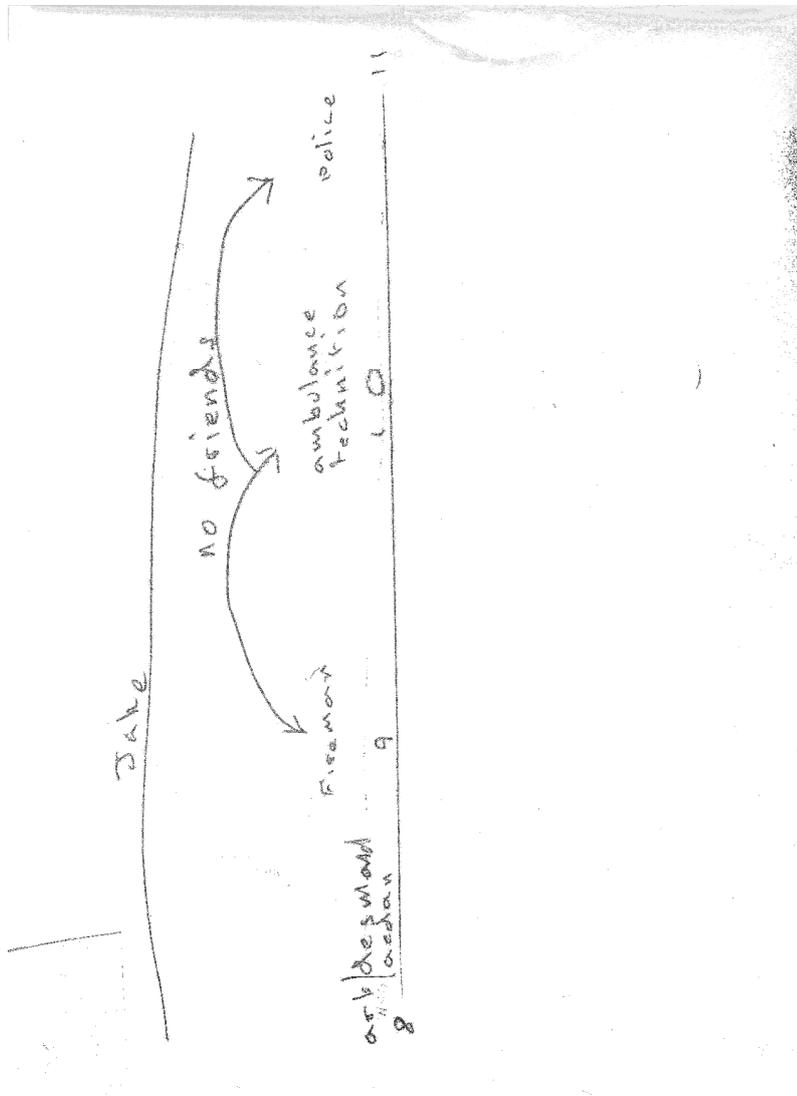
S: There isn't anything new that I haven't said.

M: Ok, that's great. It's been so wonderful talking to you, a real privilege for me.

Now I'm going to just forget everything that we've said because this has been for Philippa to listen to and she's going to do music therapy with you soon isn't she.

Yeah. And she'll be someone you'll be working closely with. Alright. And it's been wonderful talking to you. I think we'll probably meet up again in the summer, I'm not exactly sure what we'll be doing in the summer yet but we'll definitely be spending a bit of time together then, alright. And I'll look forward to seeing you then.... Thank you once again for coming.

Daniel's time line



Appendix 7.1.2

Daniel's post-MT interview

Marion (M): Hi. How lovely to see you again! It's been quite a while hasn't it. Was it snowing on the day I came last time?

Student (S): Think it did.

M: There was quite a lot of snow wasn't there.

S: Hm.

M: Yes I remember all that. Now we're recording just like we did last time. It's just cos I can't write fast you know. And I don't want to miss anything important and we're going to wipe it once we've listened to it Is that alright with you? We can stop anytime you want. Ok?

S: Hmm.

M: Great. Last time we did some lovely drawings do you remember that? No? I remember you doing some drawings, and we've got these magazines. We've got drumming, computing...kind of thing. Was it the street art one you looked at last time?

S: Yeah

M: I don't think we've got that here today but I think there's probably some design stuff in these because they're to do with computing. So, what have you been up to in the last six months?

S: Phewph, where to start?

M: Where do we start? Yeah... Do you still have the same interest in art?

S: Yeah.

M: Yeah. Tell me all about that. How's that going?

S: Fine. Made a junk face. Have you seen the junk faces there?

M: Oh yes.

S: I made one but I took it home yesterday.

M: So that was a good thing to do? Yeah. And what do you enjoy doing in your spare time these days?

S: Hmm, playing Xbox.

M: Oh yeah. I remember you told me about that last time.

S: Playing rainscape. That's all.

M: Do you know when you first started doing that?

S: Um, a month ago I started playing on 'scape' and I got the Xbox a few weeks

Appendix 7.1.2

before the game.

M: And you're still using it and like it?

S: Yeah.

M: Yeah, great. So do you do those with your friends at all, or is it something you do on your own?

S: Yeah.

M: Mm. And what sort of influences you the most, with things that you do and things that you like?

S: Not sure.

M: Do you find things out for yourself? Or are you aware of what other people are interested in, and you try out their stuff?

S: Hm.

M: Do you ever see other people doing things that are quite interesting, that you try?

S: Hm.

M: Not really, ok, that's alright. So how's school going?

S: Alright. Same old.

M: Same old. I hear you're changing schools this year?

S: Yeah.

M: That's a shame. I hope I get to see you next year. The idea is that I see everybody once more in the future. Maybe I'll find you somewhere in a different school, and come and catch up with you.

S: I'm moving to Manor.

M: Are you looking forward to that?

S: Can't stay here. Nearly got killed at one point.

M: Really? What happened?

S: Someone held a lighter to my head.

M: Yeah? Gosh. Do you know why it happened?

S: No.

M: No idea? No. So would you say you've enjoyed school since the last time I was here?

S: No.

M: No, can you talk about what's happening?

S: It's just worry

M: Worry.

Appendix 7.1.2

S: At school, I dread what might happen.

M: Yeah, that can't be good. That can't be easy for you. No. Do you know it's why it's worked out like this?

S: No.

M: No, no idea. Is there anything you'd like to change? Anything that could've been done better?

S: No.

M: Nothing you can think of. Is it just a big mystery? So I suppose you'd quite like to work out the answer to the mystery would you?

S: Hmm.

M: Yeah. Have you got any sort of idea about what might be the answer?

S: No.

M: No. Do you think adults give young people enough respect?

S: Not my humanities teacher.

M: Oh really? What makes you say that?

S: He swears.

M: Oh I see. Because someone's doing something wrong or?

S: No. Well, sometimes yeah but not always.

M: No. And what about towards you. Does he swear at you?

S: He swears at the whole class.

M: Oh I see. So what do you think of that?

S: Um, unprofessional.

M: Yeah. Do any of the adults here show understanding of the young people?

S: Yeah. Quite a few of them.

M: Yeah. So what do you think about that? How does that make you feel?

S: Sometimes safe.

M: Yeah. Good, can you think of an example where you felt safe?

S: Um, yesterday Miss stopped C trying to hit me.

M: What happened?

S: C just tried to hit me and she stopped it.

M: Ok. So did she run up and physically stop him or did she just say something?

S: No she just said something and everyone's scared of her. She is fair, she's nice.

M: So how do you feel about her?

S: Feel safe.

M: That's great. Do you want to draw some pictures about some of these things?

Appendix 7.1.2

S: I'm not actually very good at art.

M: No? It doesn't matter whether you're good or not. It's just a way of putting down a story isn't it sometimes. It's up to you.

S: Hmm. Not sure how to start.

M: Well, you could start with you, or you could start with this teacher you've just talked about. Do you want to do that scene with you and Mrs. V and C?

S: Not really.

M: That's alright.

S: What about you and her then?

M: She makes you feel safe. It might be nicer.

S: Not sure.

M: Ok. So now then, let's have a look at something else now. What about expressing yourself? How do you express yourself? What about music, art, sport or acting. Do you express yourself through any of those?

S: No.

M: No. Ok. Now I know you've been having music therapy with Philippa every week. What was it like?

S: Fun.

M: Oh good.

S: Get things off my chest.

M: Oh right. What did you expect it would be like?

S: At first I didn't want to go cos I thought it would just be like this and...

M: Like what?

S: Like when we first met.

M: Oh, you and me?

S: No with a big group.

M: Oh in a big group, yeah.

S: I can't stand them to be with.

M: Yeah, you didn't want to do that sort of thing. So tell me what your first session was like? How did it feel when you realized it was different?

S: Sort of, oh I don't know the word. Surprised.

M: You were surprised, yeah. What surprised you?

S: That it wasn't in a group and all the instruments.

M: All the instruments, yeah. Are there lots?

S: Yeah!

Appendix 7.1.2

M: Can you tell me about that because I haven't seen them?

S: Tell you what the instruments are?

M: Yeah, what they're like, that sort of thing.

S: They're fun. Loud. Some quiet, some were really loud, like deafening.

M: Wow. Was that good? Were they loud in a good way?

S: Yeah.

M: Can you talk about how it feels?

S: Um, fun, exhilarating.

M: Exhilarating? Wow that's a brilliant word! Yeah. What did you choose to do? Or did Philippa choose what you should do?

S: No I chose.

M: You chose. So did you choose the same thing every week or did you try things?

S: I tried to vary it a bit.

M: Yeah. So was there something you always wanted to do every week?

S: No.

M: Did you plan what you wanted to do? Did you think, I want to do that next time?

S: No. Even when we were in there we were thinking what we going to play and just made it up as we went along.

M: Yeah, so you just got there and chose depending on...what?

S: How I felt.

M: Oh I see. And how did you feel?

S: Happy when I was doing it. It just like washed away all my feelings.

M: Ah. What sort of other feelings got washed away?

S: Sadness.

M: Mm.

S: That's it really.

M: Yeah. And what came along instead?

S: Um, happiness, fun. Like that.

M: What about at the end of the session. What did you feel?

S: Um, not sure. Happy that I'd done it.

M: Yeah. And after you left the session did that last? What happened

S: Just went back to normal.

M: Very quickly or gradually?

S: Quickly.

M: Ok. And was it the same every week? Tell me, how it changed each week or was

Appendix 7.1.2

it always the same?

S: It was always the same but I chose different instruments.

M: Ok. And what were your favourite things?

S: The drums.

M: Why?

S: Keyboard.

M: What did you do and why did you like those?

S: Hm, I like keyboard because I can play pretty well on it.

M: Yeah. So tell me about the music you like to play?

S: Creepy.

M: Oh right. How do you do that?

S: Not sure, I make it up as I go along.

M: What makes it ...I mean, how would I know it was creepy music? What's creepy about it?

S: Not sure. You feel like you're on the edge of it, of your seat in the dark.

M: Yeah. Would I feel scared if I heard it?

S: Maybe.

M: Maybe. Right. Did you do that every week?

S: No.

M: No. Was that the sort of music that made it fun?

S: Yeah.

M: Yeah. Did you do any other kind of music?

S: Um, no.

M: You stayed on the creepy one.

S: Mostly.

M: Yeah. Creepy music expert. [both laugh] If you were going to explain to somebody what to expect of music therapy what would you say?

S: Um, it'll change your feelings very quickly. Um, you won't feel much sadness anymore.

M: Oh. Ok. And looking ahead, would you like to carry on with music therapy once the research project is over?

S: Yeah. Can't.

M: Well, you never know what's going to happen in the future. Did you feel listened to when you doing it?

S: Yeah.

Appendix 7.1.2

M: Yeah, what was that like?

S: Um nice. Someone's talking about my stuff.

M: And so if you were going to tell somebody what that was like, how would you explain it?

S: Um, not sure.

M: Not sure, that's fine. And how do you feel about the future? Is it the same as the last time I came?

S: Yeah.

M: Or is it more positive or negative?

S: Same.

M: It's the same. Now what about your teachers. Do they give you encouragement?

S: Mm, some people say don't go to Manor.

M: And what do you think?

S: I think they're wrong. Anywhere's better than here.

M: Right. And why do you think anywhere's better than here?

S: Because of the things that have happened to me.

M: Yeah. And do you think Manor will be different?

S: Yeah.

M: Why do you think it'll be different?

S: Cos I've been there and it's nice.

M: It's quite nice, so you think it's better. Right, that's good. Now what do you think about when you think about the future?

S: Hard to answer that.

M: It's hard to answer. Because some people have dreams or ideas or plans in the future. Do you have anything like that?

S: Not really.

M: No.

S: See where I go.

M: See where it goes, yeah. Do you think it'll be an interesting future?

S: Maybe, not sure, can't tell.

M: Yeah. Are you feeling like you're looking forward to it or not?

S: Yeah.

M: You are, why?

S: See what it'll be like.

M: Ok. And are there any goals that you have for the future?

Appendix 7.1.2

S: No.

M: No, right. Now what about today. How do you feel today?

S: Alright.

M: You're feeling alright. So if someone was to come along and be you for the day, what sort of things should they expect?

S: An absolutely terrible day!

M: Absolutely terrible day. Oh, what sort of warning would you give them?

S: Um, just stay away from everyone.

M: Yeah. Anything else? No? Anything they should look forward to today?

S: No.

M: No, ok. So that's fine. Is that the sort of thing you did in your music therapy?

S: Yeah.

M: Were you able to put that into your playing?

S: Mm.

M: So if that person was going to do music therapy, what would it feel like for them?

S: Good.

M: Yeah.

S: Easy to get things that way.

M: Yeah, great. Now what do you think the most important things about music therapy are if you're going to tell somebody.

S: It doesn't matter if you can't play an instrument, you don't even have to be able to, to do that. That's about it.

M: I've asked you loads and loads of questions and you've been brilliant at answering them. Are there any questions you'd like to ask me?

S: Nothing.

M: Or anything else you'd like to add? Because you know it's quite an important music therapy project so if you can think of anything that would be useful for the project, can you think of anything?

S: No.

M: No, that's fine. That's lovely. Well, it's been really nice meeting you. And look, [both laugh] wow, good luck with Manor. I think you're tremendously brave and courageous, lots of courage, do you know what that means?

S: Mm.

M: Yeah. And I hope that all goes very well for you. And perhaps I'll see you when you're there. It'd be really nice, wouldn't it. Come and find out how you're getting

Appendix 7.1.2

on. Ok, well thank you once again and have a lovely summer holiday.

S: Thanks, bye.

M: Bye.

Appendix 7.1.3

Mark's pre-MT interview

[Sort out FM at the start].

Philippa (P): If Marion wears that...Ok, see you later.

Marion (M): Ok, so we know each other a little bit already don't we? Thank you for coming to talk today. It would be great if you could talk to me about yourself.

Student (S): Yeah.

M: I'm really interested in finding out something real about what's it like being your kind of age in today's world. It's a long time ago when I was your age and it was a very different world. Would you be happy to answer a few questions and perhaps say a bit about your own experiences? It's ok to stop at any point but I'd really value hearing your opinions. This is going to be recorded because I can't write very quickly and I don't want to miss anything important and the recording is going to be wiped anyway when I've finished listening to it so is that ok?

S: Yep.

M: I've brought along some colours and pens and paper so we can doodle, and make cartoons and stuff while we're talking, ok?

S: Yeah.

M: So we've got magazines and books and things. Which one did you like looking at?

S: Quad-biking. But I'm not really interested in that.

M: What are you interested in?

S: Books

M: Books.

S: Lots and lots.

M: Oh lovely, tell me what sort of books you like.

S: I like some fantasy and adventure books and ones that are horror books.

M: I see, so what's your favourite author or do you like lots of different ones?

S: Umm. Lots of different ones. Don't have a favourite really.

M: No, do you remember when you first got your passion for reading?

S: It was my friend's idea, he's in Australia now. I first started reading Harry Potter then got into those and then I started reading all other books as well so.

M: That's good, so that was a really important stage for you wasn't it, discovering how much you loved reading.

Appendix 7.1.3

S: Yeah.

M: Yeah and you had a friend who liked it as well. And are you still in touch with this friend who's in Australia now?

S: No, tried to. No, a bit.

M: And what about the other friends you had back then, are you still in touch with them?

S: No.

M: Not really.

S: There was a lot of trouble going on round the school then.

M: Oh was there? That's tricky isn't it. Isn't that sad that that can get in the way of friends and things. Do you remember how you felt when that was happening?

S: What, when there was trouble?

M: Yeah.

S: Well most of it was on me and other boys. They were picking on me I was going back at them and got the blame and in the end I just got banned from going on the trip to the Isle of Wight and they got to go which is.

M: Did you think that was a bit unfair?

S: Yeah, cos after that I really didn't want to go to school and I didn't for a while.

M: No. Do you want to do a bit of a drawing?

S: No.

M: I understand that. Can you remember some nice things that you did back then with your friends?

S: Yeah.

M: Yeah?

S: I got some good grades and work and all that.

M: So lots of things were going well.

S: Yeah. Was nice playing football and that.

M: Yeah so that's good. So you were loyal and close with your friends then, in teams together.

S: Yeah.

M: So did you stick up for each other then?

S: Yeah.

M: And did you trust them?

S: I stuck up for one of them once and ended up getting into trouble.

M: Yeah so it didn't work out with one of them but with all the others you were fine.

Appendix 7.1.3

S: Yeah.

M: That's really interesting. These things happen don't they sometimes. Ok so looking back on it now, how do you feel about it, is it ok?

S: Um different.

M: Yes, are you able to talk about it?

S: Very different from coming to this college.

M: Yeah. What sort of differences are there between that place and this place?

S: Well, here isn't, um not as bad, I get on well with people well there I didn't really get on with people.

M: Yeah, so do you think it depends on the place or depends on the people?

S: The people.

M: The people more than the place. So, here then. Do you think people respect each other really well?

S: Yeah.

M: So is that different too?

S: Yeah.

M: Can you think of some good and bad examples of people?

S: Some can be really nice and help you out.

M: Yeah, can you think of some examples when they helped you out?

S: Um, when I was a bit upset one of them came and said if I was alright.

M: Yes, they came to see if you felt alright.

S: Yeah.

M: And what about an example of a time when you didn't think they were showing respect?

S: Sometimes it's just accidents with some of them it didn't it just bubbles up. But I'm friends with one of them I did it with then.

M: Oh that's good isn't it. So these things can turn out fine in the end. What about expressing yourself. Do you like drawing or music or sport or drama, anything like that?

S: Um, yeah I do like music quite good.

M: Yes. What kind of things do you like doing?

S: Um, music? Like listening to pop ones.

M: Yes, do you have a favourite band or singer?

S: Favourite band would be Take That. Favourite singer would be Michael Jackson.

M: Yeah. Isn't that sad about Michael Jackson?

Appendix 7.1.3

S: I only got into him since he died. I just read the newspaper, read the book and then listened to it.

M: You found out a lot about him, yeah, I remember him from my whole life really.

S: My old TA had tickets to go and see the concert.

M: Oh so she was very upset, or he.

S: Yeah.

M: So have you seen the videos of him dancing?

S: Moonwalker.

M: Moonwalker yes.

S: Live performance, it's quite rare. I got quite a lot of DVDs for Christmas.

M: And do you sing?

S: No.

M: No you just listen. And do you dance?

S: No.

M: Not learning to do the moonwalk?!

S: No I can't do it.

M: No neither can I, it's good though. So what about the other things, sport and drama, is that as interesting to you?

S: I was into sport when I was younger but not that much anymore.

M: No. We change don't we as we get older.

S: I've grown out of it.

M: Have you.

S: My brother's quite bit famous round our area in football.

M: Oh is he.

S: Well we support Arsenal and my stepdad supports Liverpool so bit of, see my brother plays for a group quite a way away, and yeah played for that team, got into Cambridge, but then he actually got to get into Arsenal so he was quite big and that.

M: Golly. So he's pretty good isn't he.

S: He's the goalkeeper.

M: I see. He's good at that. So did that affect how you felt about sport a bit?

S: Yeah. Sometimes I go and see his games, sometimes I don't.

M: Yeah, so it's changed how you think about sport. I think that most people would probably have a similar feeling actually and do you think maybe when you're older you might go back to sport a bit?

S: Yeah maybe.

Appendix 7.1.3

M: Cos talent does go in families doesn't it, so maybe you've got talent in there for sport.

S: Mmm. I do quite like cricket.

M: Do you? I love cricket.

S: Yeah it's fun. Depends what kind you're playing. I play normal one.

M: Are you a batsman or a bowler?

S: I can put quite a bit of spin on the bowling.

M: Yeah.

S: But I'm really good at batting though.

M: So you're an all-rounder.

S: Yeah.

M: Well, I'm always following the test matches, I enjoy that.

S: Actually I don't watch the cricket matches that much.

M: Don't you.

S: My friend got really annoyed once cos I just kept getting too many sixes, then he bowled it really fast and I just get it again.

M: Fantastic.

S: So he got quite annoyed.

M: Yes. So it's good to have you on people's teams isn't it. What's your highest score in runs?

S: Did quite a lot of 60s, 70.

M: Well done you, you should keep going at that, it seems an important thing. So tell me about your friends. Do they like sport as well?

S: Yeah.

M: Yes, and were you in the same teams before you got less interested?

S: Yes mostly, we did [unclear] the year below us but then I went on theirs cos I got fed up of winning so much.

M: Yes. And so what about now you don't do so much sport? Are you still involved with the friends who are interested in sport and that sort of thing?

S: No not that much anymore.

M: Do you miss them a bit?

S: Yeah.

M: A little bit yeah.

S: Books I read a lot and play.

Appendix 7.1.3

M: Have you got friends who read books a lot as well that you can swap books with and things?

S: Yeah.

M: That's quite nice then. So do you have nice conversations sometimes?

S: Yeah, cos if she has one, she has the same book, she actually had that one.

M: Oh that's good. So what's the best thing you do with your friends?

S: Just play with them.

M: Fantastic. Is that here?

S: Here.

M: What about encouragement. Are you getting plenty of encouragement from teachers or parents or both?

S: Yeah. My parents would go mad if I got into big trouble with something they really would.

M: Would they really.

S: Yeah. If I got pretty good grades I get a lot of good stuff.

M: Then the sun comes out and everybody's happy, that's good. Are your teachers encouraging?

S: Yeah.

M: And they support you?

S: Yeah.

M: That's good. Do you sometimes think about the future?

S: Hmm, sometimes yeah.

M: Have you made some plans?

S: No, not really.

M: Well the future's quite scary in a way isn't it. We don't know...

S: You don't know what to do first.

M: We don't know what to do, we don't know what it's going to be like but some people do dream about what they might do or what sort of house or what kind of job they might have, do you ever think a little bit like that?

S: Yeah sometimes.

M: Do you have lots of different ideas or something that keeps coming up?

S: Yeah, it keeps coming up.

M: Yes so how determined are you to do this thing?

S: Um dunno yet.

M: Not sure, no. And have you wanted to do it for quite a long time?

Appendix 7.1.3

S: Don't know.

M: Don't know, maybe it's just part of you. Do you know anyone who could help you?

S: Mm

M: Not yet?

S: No.

M: Ok. We haven't done any drawings have we?

S: Not really a drawer.

M: No, we could do it like lines and labels and stuff.

S: No.

M: You're happy not to, that's alright it's very nice to talk about it anyway. So we've talked a little bit about the future but I think you're not going to tell me what your plan is, are you.

S: No. I've just got brothers and sisters though that's the problem.

M: You've got all these brothers and sisters. How many have you got?

S: Three.

M: Oh three. And are they younger or older?

S: All younger. One of my brothers, is he 8 or 9 now, 9 yeah, um a little brother he's 1 he's coming up to 2 in about a week, and a sister that's 4. So. 2 of us with one dad and the others have another dad.

M: Yeah. Does that make a difference?

S: No not really.

M: No. So you really are the big brother aren't you. Do you have to do a lot of jobs?

S: It's hard sometimes yeah.

M: And set a good example? Are you quite a bossy big brother?

S: No.

M: No. Do you spoil them?

S: No I just let them do what they do.

M: Yes, just what they do.

S: Cos the little one can get really grumpy if you take something off that he wants.

M: Yes.

S: He starts going at you and sometimes tries to bite me.

M: So what happens then? Are you very understanding or does it make you a bit....?

S: Sometimes I just tease him and sometimes I pick him up.

M: You're teaching him the ways of the world.

Appendix 7.1.3

S: Yeah. That's the good thing about being the eldest you get to tease the little ones.

M: Do they like it? Do they mind it?

S: Yeah sometimes. He gets grumpy and then he's good again.

M: Yeah. Oh well done. So you quite enjoy being a big brother really?

S: Yeah.

M: I suppose you can't always have your own way, with all these other people in your house.

S: Yeah.

M: So are there lots of things that you'd like to do but it's a bit tricky to get to?

S: No can't think of anything.

M: No ok. So, living in your world then which is full of people, yes? Can you give me a little picture what it's like. If I was you what would it feel like?

S: It would be hard sometimes but sometimes it'd be easy.

M: Yeah.

S: Cos I've got a huge family really cos I've got quite a lot and some others on the other side, it's quite big.

M: And would I like it?

S: Hmm probably.

M: Probably yeah. It wouldn't be a bad experience at all. So your friends, you've got some of these friends who've moved to Australia.

S: My uncle's in Australia now as well.

M: Yes, it's a great place, lots of cricket!

S: Yeah my Dad went a couple of years ago for Christmas and at that time my other teacher was there and they actually met each other!

M: Really? In such an enormous place! They managed to meet, did they plan to or by chance?

S: No it was a surprise. It made quite a lot of news on the school!

M: Yes I'm sure it did. So you've got your friend and uncle who've gone to Australia, your sporting friends who you had quite a lot of team work with and that was nice, but you don't see much of them now and you've got your friends who like reading as well. So do you think you're somebody who makes friends all the time or are you someone who keeps friends?

S: Keeps friends.

M: Yes you're keeping friends, and how important are friends to you?

S: Hm quite important. They help out and everything.

Appendix 7.1.3

M: Yes, so would you, would they be in top position or would reading books be in top position? Is that hard?

S: That's hard.

M: Very hard yes.

S: I'd put them at the same level.

M: About the same, yeah. Now I've asked you so many things haven't I, and it's been lovely because you've explained everything really clearly and I really feel like I can understand a bit more about what it's like to your age. Maybe you'd like to ask me some questions?

S: Mm, no.

M: Or maybe there's something you want to know or want to say before we finish?

S: Not really.

M: Not really, ok, so we can finish now. Shall we? Thank you so much for talking to me, it's been absolutely brilliant.

Appendix 7.1.4

Mark's post-MT interview

Marion (M): Hey, nice to see you again. Having a good morning?

Student (S): Yeah.

M: Great. Ok we've done all the questionnaire stuff haven't we. So it'd be really nice to have a chat with you now. Ok, do you remember last time we had a chat it was snowing and you told me some stuff and we did some pictures. You can do some more pictures today if you want to?

S: Yeah. I don't think I did any pictures last time.

M: Some people did.

S: Here ..[hands over FM]

M: Oh would you like me to put that round my neck. Is that ok? Can you hear me?

Great. So now I'm really interested in finding out a little bit about what music therapy with Philippa was like. Ok. And cos we're doing this really important research project and you're really important because you're part of the project. Ok, so your opinions are really important because they're part of the project too. Is that ok?

S: Mmm.

M: Now we've got some recording gear over there and that's so I don't have to write everything down cos I'd get a sore hand! But I'm going to wipe it as soon as I've written it all down. Is that ok?

S: Yeah.

M: Great. Now then. Let's see. What are you interested in at the moment? What do you do in your spare time?

S: Read books.

M: Read books? What kind of books are you interested in?

S: Erm, some fantasy.

M: Fantasy stuff.

S: And a bit of horror.

M: Bit of horror. Is that what you've always liked?

S: Yeah

M: Yeah. And do you friends like those sorts of books too?

S: Yeah some of them do.

M: Yeah. Do you talk about books a lot with your friends?

S: Erm, no not really.

M: No. What kind of things do you chat about with your friends?

Appendix 7.1.4

S: Errm, football really. World cup,

M: Yeah. World cup, of course. Wasn't it terrible! Wasn't very fair was it, what happened.

S: The whole thing's been terrible.

M: Yeah true. Now have you got the same friends that you had last time I saw you? Have you got new friends now?

S: I've got more.

M: You've got more friends! Oh, tell me about that. Was that surprising?

S: They're just there.

M: Yeah. They're just about. How long have you been here now in this school?

S: 10 months or so.

M: So you're getting to know people all the time. And it's just growing all the time?

S: Yeah.

M: That's really nice. Ok. So how long have you been interested in horror books?

S: About a year.

M: What got you started on that?

S: I don't know I just saw the cover of one of them.

M: Yeah and you liked the look of that. Do you read anything else apart from horror books?

S: Lord of the rings.

M: Lord of the rings. When did you read that?

S: About a month ago.

M: And did you finish it?

S: Half way through.

M: And are you enjoying it?

S: Yeah

M: Good. Ok, now how's school going?

S: Good.

M: It's good, yeah? Have you enjoyed school since I came last time?

S: Yeah much more.

M: Much more. Could you say a bit about that? What's got better?

S: Urm. More friends to chat to.

M: That's good. Did that happen suddenly or gradually?

S: Gradually.

Appendix 7.1.4

M: Gradually. Good. And, do you think the adults give the young people enough respect here?

S: Yeah.

M: Yeah? And do you get real understanding from the adults here?

S: Yeah.

M: That's good. Now, what about expressing yourself at school. Do you do music or art or sport or acting?

S: Urm, do some sport. Do football.

M: Yeah? Do you let off steam doing football? Do you like that?

S: Yeah.

M: How does it make you feel?

S: Don't know.

M: Ok. Do you score goals? Are you good at football?

S: Yeah I'm good at games.

M: Yeah and you're in a team? Or do you play with your friends?

S: Play with my friends.

M: Yeah. That's really nice isn't it. Are you in a squad where you do leagues and things?

S: No no, my brother is though.

M: Is he? He's doing well with his football?

S: He got to Arsenal.

M: Wow. I think I remember you telling me all about that last time, didn't you. So how does that make you feel?

S: Proud.

M: Very proud of him, that's lovely. Now I know you've been having music therapy with Philippa haven't you? Every week yes? What was it like?

S: Fun.

M: Fun, great. Can you tell me all about it.

S: Urm. We sometimes listened to music. We sometimes played lots of games. Sometimes we just talked about things.

M: Yeah. Ok. And what did you like best about it?

S: Playing.

M: Playing the music?

S: Yeah.

M: And how is the music therapy different to other lessons?

Appendix 7.1.4

S: It's more relaxing.

M: Right. And what do you do that makes it relaxing do you think?

S: Urm, just free time.

M: Yeah.

S: Play what you want.

M: Yeah. That's great. So do you like the way that it's nice and free?

S: Yeah.

M: Yeah. So do you do something different every week or do you always choose the same thing because you like it?

S: Urm we do different things.

M: Yeah. Does Philippa choose?

S: Err, I choose.

M: You choose.

S: We both choose.

M: You both choose. That's nice. And do you feel listened to when you're there?

S: Yeah.

M: How does Philippa do that?

S: What?

M: When she listens to you how does she make you feel?

S: Good.

M: Good. Wonderful. And is there enough choice of instruments?

S: Definitely.

M: Yes. So have you tried them all?

S: Most of them, yeah.

M: Yes? Which ones do you like best?

S: Drums and the guitar.

M: Why?

S: Erm, I don't know.

M: You just do. What do you do on them?

S: Bang stuff.

M: You bang stuff yeah. How does that make you feel?

S: Good to play sometimes. We play this memory game.

M: And is it important do you think to do it?

S: Yeah.

M: Why do you think it's important?

Appendix 7.1.4

S: Erm, can help with everything.

M: Yeah? What sort of things does it help with?

S: Erm, some things you learn.

M: Yeah. Ok. That's lovely. Now looking ahead. Would you like to carry on with music therapy once the project's over?

S: Yes.

M: Why would you like to do it a bit more?

S: Erm, it's just good to do.

M: It's just good. That's great. What did you expect it would be like?

S: Bit like how it is.

M: Exactly the same?

S: Yeah.

M: So it was just what you thought it would be. Ok. And what about the future, are you feeling more positive?

S: Yeah more positive.

M: In what way?

S: Just do.

M: Just do, just a better feeling?

S: Yeah.

M: Yeah. Do your teachers give you some encouragement?

S: Yeah sometimes.

M: In class yes? Which teachers are helping you?

S: My science teacher. She said I could do well in science.

M: Oh good. Has that changed recently?

S: Erm no, we've got a test on Wednesday.

M: Oh right. So you'll be able to really try hard. Ok. Do your teachers support you?

S: Yeah.

M: How do they do that?

S: They think I can go far.

M: So they really tell you you're good. That's lovely. Do you think about the future sometimes then?

S: Yeah.

M: I know lots of people, adults and kids, who think that the future's quite scary.

Yeah? But some of them have lots of dreams and ideas about the future. Do you have any plans or ideas about the future?

Appendix 7.1.4

S: No.

M: None at all, no. Is that because it's quite scary or because you haven't thought about it?

S: Haven't thought about it.

M: Yeah. And we've talked a bit about the future then. Let's think about the present now. How are you feeling today?

S: Erm, good.

M: You're feeling good. Ok. And what's it like living in your world? What's it like being you?

S: Erm, don't know.

M: Ok. Feels normal does it?

S: Yeah

M: Alright. We're sort of coming to the end of this now. Are there anything things that I haven't asked you that you'd like to talk about with music therapy? Things that you can remember that were particularly good or interesting?

S: No.

M: Not really. Ok. And do you think music therapy's made any difference to you?

S: Yeah (emphatically)

M: In what way?

S: It's calmed me down quite a lot.

M: Has it? Ah. How do you know?

S: I'm just wear a halo no

M: Ahh. So what's changed?

S: I'm more sensible.

M: Can you give me an example?

S: I don't mess about in class as much as I used to.

M: And you've noticed that have you. Have other people noticed?

S: I don't know

M: No so nobody's said anything to you. But you've noticed. What do you think about that?

S: Erm, it's good.

M: Are you pleased with yourself?

S: Yeah.

M: Are you going to carry on being like that, do you think?

S: Yeah.

Appendix 7.1.4

M: Yeah? Great. Will it make a difference to the future?

S: Probably.

M: Why?

S: Bound to be good.

M: Bound to be. I think you're right. So what are the most important things about music therapy?

S: It's a good lesson. It helps you play instruments.

M: Yeah. Anything else?

S: [silence]

M: That's it.

S: Just fun.

M: And it's fun. Anything else?

S: No. Place where you can go and chat.

M: And you can go and chat. Anything else?

S: No.

M: No. that's great. Well is there anything you want to ask me?

S: Erm no.

M: No? Ok. Well thank you very much for telling me all about that. It's really interesting. Thank you. So we'll stop now.

Appendix 7.1.5

Guy's pre-MT interview

Marion (M): Now I've got some nice magazines here, I went to WHSmith yesterday and a nice man said, 'Oh yeah' he was about 17, 'I reckon they'd like these'. What do you reckon? Did he get it about right?

Student (S): Yeah.

M: Well you can look at those if you want to.

S: Alright.

M: Now what we're going to do today, is first of all I'd like to say thank you for giving up some of your time for coming here and seeing me.

S: 's ok.

M: It'd be really great if you could talk to me a little bit about yourself.

S: Ok.

M: Alright? Because I'm interested in finding out something real about what it's like to be your kind of age in today's world. Alright? It's such a long time ago when I was your age. [both laugh] Would you be happy to answer a few questions and talk to me about your experiences a bit? Yeah? Ok. And it's ok to stop at any point if you feel a bit funny about it but I'd really value your opinion.

S: Ok.

M: And we're recording it cos I can't write fast.

S: Alright [both laugh]

M: Alright? Only Philippa's going to hear it and then going to wipe it.

S: Alright.

M: I've brought some pens and paper and stuff so we can maybe doodle a bit as we go along.

S: Alright.

M: Ok. So, are you interested in quad bikes?

S: A bit.

M: That kind of thing, yeah. Is that one your hobbies?

S: No.

M: No. What do you like doing?

S: Football.

M: Yeah.

S: Things like that.

M: Have you been into football for a long time?

Appendix 7.1.5

S: Yeah.

M: Yeah, when did you start getting interested in football?

S: Well, when I was in year 1.

M: Oh gosh, you were early I'd say! So were your mates all interested in football as well back then?

S: Yeah.

M: It was a good time. So, do you think that was a particularly interesting time for you? When everything took off a bit.

S: Yeah.

M: Did anything get you started on football particularly?

S: I was watching it on telly.

M: Watched it on telly, yeah. Ok. So did you have the same group of friends back then as you do now.

S: I didn't actually go to school round here. I was up north.

M: Up north, so ages away. Both in time and geographically as well.

S: Yeah.

M: So when did you come down south?

S: About last year.

M: Oh, so it was a big change then I guess.

S: Yeah.

M: Have you managed to stay in touch with your friends from up north?

S: Yeah.

M: You have, oh that's great. Supposing we just get this bit of paper here and we put up north there, and put down south here, there we are, [describes picture]. What's it been like going between the two? Have you stayed in touch with your friends?

S: Yeah.

M: You see them?

S: Yeah.

M: Do you do football with your new friends here?

S: Yeah.

M: Great, ok. Can you remember any special memory of being up there?

S: Um, getting to the final of the tournament. [drawing]

M: So you got to the final of, what was it, a football competition?

S: Yeah.

Appendix 7.1.5

M: What kind of team was it?

S: Just a normal team in M.

M: Did you always play the same position in the team?

S: Yeah.

M: What's that?

S: Striker.

M: Oh striker. Wow, so you scored all the goals then?

S: Yeah.

M: Did you have a particularly good day on that final?

S: No we lost!

M: Oh did you, but it was a great occasion.

S: But we should've won.

M: Oh, tell me about that. What happened?

S: We got dis-goal, shouldn't have been allowed.

M: Oh, was there a big fuss about that?

S: Yeah.

M: So, who do you think was at fault?

S: The referee.

M: Really? And did everybody agree that?

S: Yeah.

M: And how were you feeling that day?

S: Excited.

M: You were really excited, yeah. Was that at the beginning of the day? What about the end of the day after the bad decision?

S: Alright.

M: Was it alright? You weren't too disappointed?

S: No.

M: No, ok. What about here? Have you got a good memory of life here?

S: Well, scored a hat trick last week.

M: Did you? That was good. [drawing] So you've managed to keep that hobby really strong.

S: Yeah.

M: That's good.

S: Cos it was against a hard team.

M: Which team do you play for?

Appendix 7.1.5

S: Um, Willingham.

M: Are they good?

S: Yeah. They're second in the league.

M: Oh right, are they as good as the team up north?

S: No I don't think so.

M: It's good that you've been in such great teams really, yeah. 3 goals, fantastic. So if you could sum up in 3 words what scoring a goal feels like, what would you say?

S: Um, against a hard team? Like proud, and excited and um, happy.

M: That sounds fantastic, what a great feeling. And what's it like for the rest of the team? Do you have lots of loyalty in your team?

S: Yeah.

M: Yeah, is that important do you think?

S: Yeah.

M: Yeah. So what does it take to make a good team?

S: Um like good attitude, respect and good footballers.

M: Yeah. Do you think adults give young people enough respect?

S: Yeah.

M: And do you think adults understand young people these days?

S: Not as much as we understand each other.

M: No, can you say a bit more about that? That's very interesting.

S: Like adults don't know like all the new words that you're talking about cos like if it's kids saying people so they won't know about it. They won't really talk about it.

M: So adults are a bit behind?

S: Yeah.

M: That's interesting. And what about at school? Is there enough respect in schools for young people?

S: Yeah.

M: Have you got some good memories about respect in schools?

S: No.

M: Have you got other memories?

S: About school?

M: Yeah.

S: Er, not really. Not any good memories.

M: No ok. Well it's not very nice talking about the other sorts of memories, is it? No. Were there times when you thought things were a bit unfair perhaps or there wasn't

Appendix 7.1.5

enough respect?

S: Yeah. At my old school it was rubbish.

M: Oh right. Was there anything particular that made it difficult?

S: M' behaviour.

M: Ok [refers to drawing] So are things different on this side of the picture?

S: Yeah, not as bad.

M: What's the difference?

S: Don't know. Not with the same people.

M: Yeah, different people. And do people treat each other differently here?

S: Yeah a bit.

M: How does that work?

S: Like people argue, always like putting up fights n that.

M: Is there kind of like a chance for you to express yourself and let things out?

S: Yeah.

M: How do you do that? Is it mostly through sport or have you tried other things?

S: Sport.

M: Yeah. Football and other sports too?

S: Badminton.

M: Yeah? Have you just started that since you've been here? What's that like?

S: It's good. It's fun.

M: Do you play badminton with the same people all the time?

S: In PE.

M: What about art and music and drama?

S: Drama's good.

M: Yeah.

S: Art's alright. Music's good.

M: Yeah. Can you say a little bit more about music because I'm interested in music.

S: Like, get to like choose instruments.

M: Have you got an instrument you like best?

S: Drums.

M: Yeah. What do the drums do that the others don't do that you like?

S: Make good rhythm.

M: Yeah and are you into fast or slow rhythms?

S: Fast.

Appendix 7.1.5

M: [drawing]

S: I don't do it that often.

M: Just when you get a chance. Do you get lots of encouragement from your teachers?

S: Yeah.

M: Do you think they support you, that kind of thing? Mostly alright?

S: Yeah.

M: Good. What about the future? Do you think about that sometimes?

S: No not really. Only think of future of football and stuff, don't think of anything else.

M: No. Some people think the future's a bit scary, some people dream about the future and some people have ideas and plans. Have you ever made any plans or got serious ideas?

S: I make plans.

M: Yeah.

S: To go out in the future.

M: Yeah. Are you determined about your plans?

S: Don't really know.

M: But you had some a while back? And did something put you off those plans?

S: No.

M: No, they just sort of changed.

S: No I didn't.

M: Oh sorry did I misunderstand you?

S: I didn't make any serious plans.

M: Oh that's where I got that wrong a bit. Have you ever thought about being a footballer? You sound quite talented.

S: Yeah.

M: Do you know people who could help you achieve that?

S: Not really. Keep on practising.

M: Yep, keep going and being determined.

S: Cos most of my mates at my old school, they play for Man United.

M: Really? That's impressive isn't it.

S: One of my mates, he got a scholarship from Man United.

M: Really?

S: And he was in my year.

Appendix 7.1.5

M: Really? Gosh. And are you as good as him?

S: No!

M: No, you keep practicing. Ok, well we've talked a bit about the future and let's zoom back into the present now. We're going to stop soon. But how is it living in your world? Can you sort of sum it up in 3 words, or 3 ideas?

S: Good.

M: It's good.

S: Fun. Energetic.

M: That's a good word. Great. And your relationships with your friends, do you sort of change your friends quite a lot or do you tend to keep your friends?

S: Keep 'em. And make new friends as well.

M: [drawing] Are friends important to you?

S: Mmm.

M: They are. Ok. Fantastic. You've really explained a lot of stuff really clearly. I've learnt a lot so thank you very much. Are there any questions that you'd like to ask me?

S: No.

M: Not really. Ok. Or if there's anything you want to know, or maybe want to say before we finish chatting about it?

S: Do you know when you do music therapy, yeah, do you have to go anywhere or is it just like in school?

M: Yeah it is. There's a place that's a special little studio at school. So you don't need to get on a bus or anything, it's right here. Just separate so that it feels private, which is really good.

S: Ok.

M: We'll finish now then. Thank you very much.

Appendix 7.1.6

Guy's post-MT interview

Marion (M): It's nice to see you again. Thanks very much for coming back today. Last time we met it was snowing wasn't it! Do you remember that?

Student (S): Oh yeah.

M: Yeah, ages ago. Just like last time we're recording the conversation because I can't write fast.

S: Ok.

M: Once we've listened to it, it'll just be wiped. Is that alright?

S: Yeah.

M: Fantastic. So you're happy to talk a little bit about your music therapy experiences?

S: Yeah.

M: Fantastic. And it's alright for you to stop at any point but your experiences and opinion are really, really important to us. Ok? It'd be lovely to hear all about that. Also I've got some pens here and paper so if you wanted to do some drawing like last time you can. You might feel we talk about something you could draw, that would be nice. And we've got these magazines. Which one were you looking at before?

S: The drum

M: Was it the drumming one? Oh yeah. Have you got drums at home?

S: No.

M: No, why did you choose the drumming magazine then?

S: Don't know.

M: You just like it. Are you into music a lot?

S: Yeah.

M: Is it like quite important to you?

S: Not really. Just like listening to it. Helps me relax at night and that.

M: How do you listen to it?

S: Don't know.

M: What do you use?

S: A stereo.

M: Oh right, and do you always choose the same music every night?

S: Yeah.

M: Yeah? What do you listen to?

S: Now 70 or The California Girls by Katy Perry.

Appendix 7.1.6

M: Why do you like that?

S: Don't know, just tunes are good. Like the way she sings it.

M: Yeah. And what about your mates. Are they into the same sort of music as you?

S: Yeah.

M: How do you know they like the same stuff as you?

S: Cos they've got it all on the [unclear] and listen to it all the time.

M: Oh I see. So do they have exactly the same tracks?

S: More or less.

M: What do they think of it? What do you think of it?

S: What, the music? It's good. Catchy rhythms.

M: So do you like the rhythms more than the words?

S: Yeah.

M: Do you know when you first liked that kind of music?

S: When I listened to it on the TV.

M: Was that ages ago?

S: Yeah.

M: Did you work out your taste in music a long time ago or is it always changing?

S: Worked it out.

M: How old were you?

S: 3 years ago. I was 10.

M: Ho did you decide what instruments you liked?

S: My mum had MTV, dance tunes and I was listening to that and it was good.

M: Yeah. What about your mates?

S: I don't know.

M: So you didn't talk about it with them?

S: No. I just listened to it.

M: When did you get together with other people and share your music and stuff?

S: When I got a phone and was sending it blue tooth and stuff.

M: Yeah. So how long ago was that?

S: Last year.

M: Yeah, ok. What about in the last 6 months, since I've seen you, tell me about you and music.

S: Music therapy?

M: Well just music generally.

S: Don't know. Just listen to it.

Appendix 7.1.6

M: So that's about the same. Ok. Fantastic. Last time we talked about friends and school as well. How's school going these days?

S: Alright.

M: Yeah? Have you enjoyed it since we last had a chat?

S: Yep.

M: Good. Has anything been worse or better?

S: No, don't know really. It's been alright.

M: Great, that's good. What about adults and young people. How much respect is there between adults and young people at the school?

S: Don't know.

M: Ok. Is there some real understanding? Do the adults understand the young people here?

S: No.

M: No. Oh tell me about that.

S: I don't know, it's just like we get in trouble for doing like silly things and then teachers don't know what we're doing. They just don't get it.

M: Right. What would you like to change about the way they understand you?

S: I dunno. Just like not getting in trouble for little things.

M: Yeah. Is it because you think the little things aren't very important?

S: Yeah.

M: Can you give me some examples?

S: Like, playing football when we're not allowed.

M: Yeah. When aren't you allowed to play football?

S: During break.

M: Ok, and then you do, and what happens?

S: We get the ball taken off us.

M: How do you feel about that?

S: I just get annoyed.

M: So what would you change about school?

S: Let us play football, at break.

M: Yeah, is that the only thing?

S: Yeah.

M: That's fine. Now what about expressing yourself? While you're at school. Are there things you can do which you can connect with?

S: What d'you mean ?

Appendix 7.1.6

M: Well, like football or art or music or drama.

S: Football and drama.

M: Tell me a bit about drama.

S: Well, you get to make up plays of your own during lessons, cos we're doing our exam.

M: What do you have to do for the exam?

S: Well, I don't know. Just make up whatever you want. Like based on a film.

M: What did you choose?

S: Highway to Hannover.

M: And what did you have to do in that?

S: One of us gets lost and we have to look all around for her.

M: Oh I see. What does that feel like? What do you think of it?

S: Don't know. You get to do what you want. No rules.

M: Yeah. So when you don't have rules and things is that when you're...

S: Yep.

M: Do you think you learn better?

S: Yep.

M: How does that work?

S: Cos you don't have to do, you can do what you want.

M: Yeah.

S: It's just easier.

M: Now tell me about football. How do you express yourself?

S: You can get rid of all your energy. It's good.

M: Yeah. Ok, that's great. Now I know you've been having some music therapy with Philippa every week. What was that like?

S: Good.

M: Yeah? Can you tell me a bit about it?

S: Well, you get to play whatever music you want. I've been playing the drums.

M: Yeah. So is a music therapy session different to another lesson?

S: Yeah.

M: How?

S: Cos you can do what you want and there's loads of different instruments you're allowed to play.

M: Yeah, ok. So what did you expect it to be like?

S: I don't know. I thought we'd just... I don't actually know.

Appendix 7.1.6

M: So you just went there with no expectations.

S: Yeah.

M: Were you looking forward to it?

S: Yeah.

M: And so once it started, what did you think of it then?

S: I thought it was good. I didn't think it was going to be like that. I thought it was just going to be like a lesson basically, but with music.

M: So what was different?

S: Well you just .. play. And you can't do that in music lessons.

M: No. So tell me about what's it like just playing?

S: It's good. You can take all your anger out on it.

M: Ah. How do you do that?

S: Banging the drums.

M: Yeah. In what way do you bang them? Is there a special way?

S: No, just hit them with the drumsticks.

M: Yeah, and why does your anger come out, in that way?

S: Cos like, you take your frustration out on it. I don't actually know. It feels weird.

M: Yeah. In what kind of way does it feel weird?

S: Um, like after you do it, you don't feel angry anymore.

M: Oh I see. How did that make you feel afterwards?

S: Like calm.

M: Yeah. How long did that calm feeling last for?

S: Til the next lesson.

M: Really? For a whole week? Or til the next academic lesson?

S: Yeah.

M: Oh the next lesson, and then what happened when you went to your next class?

S: Got bored and angry again cos I had maths.

M: Yes. So you get bored and angry in lessons but when you play the drums ...

S: Yeah it relieves it.

M: It relieves it. Ok, amazing. That's good. So were all the sessions the same that you did with Philippa?

S: No it was all different.

M: Ok. So could you ...

S: Like one lesson we made music, next we recorded it and then just played loads of different ones every week.

Appendix 7.1.6

M: I see. So did you play different instruments or always the drums?

S: Yeah, different instruments.

M: How did the different instruments make you feel? Was it different or the same as the drums?

S: Yes, like more calmer than the drums.

M: Oh ok. So can you talk about that so I can understand?

S: Like if you play the guitar, it's all quiet and you like get sleepy and with the drums it keeps you alert and that.

M: Yeah.

S: That's it.

M: Ok. What about listening. Did anybody listen to you?

S: In music therapy?

M: Yeah.

S: There was no one to listen, it was just Philippa.

M: And what did Philippa do?

S: Played. Drums and that with me.

M: What's it like having someone else play with you?

S: It's good.

M: In what way?

S: Cos she's funny.

M: Yeah?

S: It's good chatting to her.

M: Oh good. And do you feel she listened to you when you chatted to her?

S: Yeah.

M: Yeah. How did that make you feel?

S: Good.

M: Great. Did you have enough choice of instruments?

S: Yeah, I could just go and pick what I want really.

M: Yeah. Was it easy to choose what you wanted?

S: Not really cos there was like loads of 'em and I didn't know which one to play.

M: How did you decide? Did you plan ahead?

S: No I just picked one up.

M: Yeah. Were you allowed to change your mind?

S: Yeah.

M: Did you do that sometimes? Can you explain what that was like?

Appendix 7.1.6

S: What, changing my mind?

M: Well, how did you know you wanted to change instrument?

S: If I got bored of the other one. If I wasn't playing it good, didn't think it was alright.

M: Can you think of some examples where the instruments felt less good than others?

S: Um, that shaky thing. That's a bit pointless.

M: Right, yeah.

S: So I'd choose another one.

M: What was better than the shaker?

S: The, um, thing you swing around. Different coloured hoop, no tube.

M: Yeah. That takes a lot of energy actually. What sort of sounds did you manage to get out of that?

S: Like wind.

M: Right. Yeah. Why did you like it?

S: Cos it was like calm.

M: Right. So just tell me again what the most important things are about all this and music therapy you've been doing.

S: Getting calmer and that. Better behaviour.

M: In what way?

S: You know what to do. I don't know.

M: Ok. So looking ahead, would you like to carry on with music therapy?

S: Yeah.

M: Why?

S: Cos it's fun.

M: Ok, and any other reasons?

S: No.

M: If someone else was going to do music therapy and they asked you about it, and say, they were worried about going, what would you say?

S: There's nothing to worry about, it's fun.

M: Ok. Great. How do you feel about the future?

S: In what way?

M: Do you feel positive or negative about it?

S: Positive.

M: Ok, could you talk a bit about that.

S: I don't know. I just think it's going to be better.

Appendix 7.1.6

M: It's going to be good, yeah. So it just has a good feel?

S: Yeah.

M: That's nice. Now, do you get some encouragement from your teachers?

S: What teachers?

M: Your ordinary teachers in classes?

S: For what, music therapy?

M: No, for ordinary work.

S: No.

M: Not really?

S: Not really no.

M: Ok.

S: I do in German.

M: Oh great. Tell me about that. Have you noticed any differences in your lessons since I last saw you?

S: No.

M: No? Ok. But your German teacher is encouraging?

S: Yeah.

M: That's good. Do you think your teachers support you generally?

S: Dunno.

M: Not really?

S: [shrugs]

M: Ok. Now then. You've told me that you think the future is quite positive. Do you have any dreams or ideas or plans like people do sometimes.

S: No. What, for the future?

M: Yeah.

S: No.

M: Ok. What about now. How are you feeling today?

S: Alright. Quite happy.

M: Happy, great. What's it like living in your world?

S: It's alright, it's good.

M: Everything's good, that's really nice. If someone was going to come and take over your life for a day what would you say it was going to be like, giving them some warning?

S: Um, adventurous.

M: Oh right. Examples?

Appendix 7.1.6

S: It's like yesterday me and my mate biked all the way to Cambridge from Willingham and then jumped in Histon river.

M: Wow. With your clothes on?

S: Yeah. Took off my t-shirt.

M: So you got slightly wet.

S: Soaked. [both laugh]

M: Then what did you do?

S: Well, once we were in for like 3 hours and it was 10 o'clock when we were back home.

M: Wow. Did your parents know where you were?

S: Yeah. Knew we was going to Cambridge. Didn't know [unclear]

M: Ok, so it would be full of adventure. What else would you tell this person?

S: Fun.

M: It'd be fun. Example?

S: That one.

M: Anything else.

S: That's it.

M: And any bad stuff to warn them about?

S: No, not really.

M: No, ok. Do you want to do a picture of you and the brother?

S: Can't really draw.

M: Ok, that's great. Are there any things you want to ask me? Is there anything about music therapy that I didn't ask you that you think I should have talked to you about?

S: No, think we covered it all.

M: So if this person's going to do music therapy is there anything else they'd need to know?

S: No, that's it.

M: That's great, ok. Well thank you ever so much, it's been nice to see you again. Would you like some sweets?!

S: No thanks.

M: Ok. See you again next year. Bye.

Appendix 7.1.7

Tom's pre-MT interview

Marion (M): Thank you for giving up some of your time today. It'd be really great if you could talk with me a little bit about yourself because I'm really interested in finding out something real about what it's like to be your kind of age at the moment, ok? It's a long time ago when I was your age, you see, and also the world has really changed since I was your age. So Philippa and I are interested in knowing what it's like to be your age in the world at the moment. Now then, would you be happy to answer some questions and talk a bit about your experiences?

Student (S): Um, mm.

M: Yeah? Good. And it's alright to stop at any point if you want to, ok so you just say if you don't want to carry on. Now we're recording the conversation because I can't write quickly so that means we can listen later on to what you've said and then we'll wipe it. Alright?

S: Hmm.

M: Yes?

S: Yeah.

M: Good. Now then I've brought along some paper and some colours and pen, so we can doodle on this if you want to draw, then that'd be nice. So, which magazine did you like best?

S: I don't know.

M: Which one did you look at?

S: Motorsport.

M: And the quad-bike?

S: I haven't looked at it.

M: You haven't. Did you look at the skateboarding one?

S: Yeah.

M: What did you think about that?

S: Well I don't know.

M: Do you have a skateboard?

S: Well, I might do.

M: You might do yeah, have you done any skateboarding?

S: Well I tried but I'm not much good.

M: It's not your thing. Not so good at that. So what do you like doing in your spare time?

Appendix 7.1.7

S: Well, I go on my laptop.

M: You go on your laptop, you like that. When did you get your laptop?

S: I got it myself for my birthday.

M: Oh, when was that?

S: Well, in the summer holiday.

M: Oh, was that the first time you had a laptop?

S: No, well, my dad had a laptop and we shared.

M: You shared the same one and then you got your own one.

S: Yeah.

M: That's good. Have you always had computers in your life?

S: Til after I was eight.

M: Since you were eight. Can you remember what it was like to be 8?

S: Well, was boring.

M: Quite boring, yes, not an interesting time.

S: No.

M: But you worked out what you liked, which was computers.

S: Yeah.

M: Yes! And did anything special help you to find that computers were your favourite thing?

S: Yeah.

M: What happened?

S: Well, you can get internet on it.

M: Yes you do. What do you look at on the internet?

S: Facebook.

M: Yeah. And you stay in touch with your friends.

S: When they're on.

M: Yes, and do you have lots of Facebook friends?

S: Well I got a couple like 20.

M: 20? That's nice. That's fantastic. And have you had those friends for a long time?

S: Well just had them his year since I got the internet and my laptop.

M: Yes I see and you really enjoy that?

S: Yeah.

M: Good, and when you were eight did you friends go on the computer with you?

S: No.

M: Not then, you did it on your own?

Appendix 7.1.7

S: Well, when I first got a computer, I hadn't got internet.

M: No. And did you have friends come to your house to play on the computer?

S: Sometimes.

M: Sometimes yeah. It's a long time ago.

S: Yeah.

M: Do you still see the same friends?

S: No.

M: Were they interested in computers as well?

S: I dunno.

M: No, ok. Shall we just put on here, maybe we could have 2010, today, now and maybe this is when you got your new laptop [discuss time line] How did you feel when you got your new laptop?

S: Well, excited.

M: Yes. Was it a surprise?

S: And I had to do the first part, install bits.

M: Yeah, install things and set it up. So that's your new laptop. And what about you when you were eight. How did you feel then when you started playing on computers, was that exciting?

S: Well, sometimes my dad go on it so I couldn't go on it.

M: Oh I see, you wanted to do it but you couldn't.

S: Well sometimes I could.

M: Sometimes, yeah. How did it feel when you couldn't do it and you had to wait?

S: Annoying.

M: It was annoying.

S: Well my dad was copying some discs and I didn't know.

M: Yeah what do you do if that kind of thing happens. Do you have something else you can do instead?

S: No.

M: No, you just get annoyed, yes. I understand how that feels. So now that you've got your new laptop, these friends that go on Facebook, have you had those friends a long time?

S: Some of them.

M: Some of them, yes. And they like computers as well?

S: Some of them do.

M: Do they like other things?

Appendix 7.1.7

S: I don't know.

M: No, so do you do other things with them as well? Do you see them or go to places?

S: Well not really.

M: Not so much. Would you like to? Would you like to spend more time with your friends doing things?

S: I like chatting to them.

M: Yes. And do you have lots of things that you talk about or do you talk about one special thing?

S: Um, well, lots of things.

M: Lots of different things, yeah. What do you like talking about most of all with them?

S: I don't know.

M: No, do they like sport and cars, or football?

S: Um, normally ask questions.

M: You ask questions, that's a good thing. So, would they stick up for you and do you stick up for them if they get into an argument or something?

S: Um no.

M: Not really.

S: Not really.

M: Doesn't really happen.

S: Doesn't really happen.

M: Oh ok. But you know they're your friends, are they very close to you?

S: Well, some of them.

M: So you feel you can talk about things to them you wouldn't tell other people maybe?

S: Mm.

M: Yes, that's very nice. Now then can you remember anything that showed that you were really close friends?

S: Well the thing is I don't get on well from my year really, I only get on with the older ones.

M: You get on with the older ones? That sounds good. More interesting maybe? So do you do interesting things with the older ones?

S: Well chat.

Appendix 7.1.7

M: Just chat and you spend some time together. Ok, that's good. So there aren't any exciting things that you've all done together?

S: No.

M: No, that's fine. Now then, what about adults? Do you get on well with grown ups?

S: Well, sometimes.

M: Do you think that adults show respect to young people these days?

S: Well sometimes.

M: Yes. Can you think of any times when it's been very nice, the time you've spent with an adult?

S: I don't know.

M: No, have you had any difficult experiences with adults?

S: Um, no.

M: Don't really no. So there isn't anything we could put on here maybe.

S: Um, no.

M: Not really, that's ok. Now what about school? What's school like?

S: Quite annoying.

M: Is it really! What's the most annoying thing that happens?

S: You have to go to it.

M: You have to go to it! Yes, I suppose so! So when you get to it, what's annoying then?

S: I have to wait eight hours to go home.

M: Oh so you really like being at home. And what about when you're at school, are there any good things that happen, can you think of anything you like at school?

S: No.

M: Do you see some of your friends at school maybe?

S: Well sometimes some of them.

M: And does that help? Or is that annoying as well?

S: Well, no.

M: It doesn't help or not annoying?

S: Not annoying.

M: It's not annoying, oh well that's good. Shall we put something about your friends on here?

S: No.

M: No, ok. How long have you been at this school?

S: About two years, this is my second year.

Appendix 7.1.7

M: Is it good, when it's not annoying?

S: Mm.

M: Yes and is it very different to your last school?

S: Yeah.

M: Better?

S: Uh, yeah.

M: And what's the difference?

S: This school's bigger.

M: Yeah. Is that good or not?

S: Yeah.

M: It is good, ok. That's good. Can you remember what your last school was like, do you have any memories?

S: Well no stairs.

M: There were no stairs at all? Gosh, so it was quite small then. Yes, and do you remember anything else about it, anything about the people?

S: Well, no.

M: Can't remember about the people, and do you remember any interesting things you did?

S: No. Well, some of them.

M: Not really, ok. What about teachers, what are the teachers like at this school?

S: At this school, it depends.

M: Yes, are there some that are good and some that are not so good perhaps?

S: There's a couple who are quite too harsh.

M: Oh some are too harsh, yes, and what about the others?

S: Ok.

M: They're ok, that's good. And what are the harsh ones like? What happens?

S: Well I had Miss K last year on maths and when you borrow stuff because you haven't got it you get a detention.

M: Really? How did you feel?

S: Annoyed.

M: Very annoyed, oh yes. Did it make you remember your stuff?

S: Sometimes.

M: Sometimes it helped you to remember maybe?

S: [unclear]

Appendix 7.1.7

M: Yes. Do you like maths?

S: No.

M: No! Do you do computers at school?

S: Yeah.

M: Do you like doing computers at school?

S: Depends what we're doing.

M: So what do you like doing on computers at school?

S: Don't know.

M: Is there anything you don't like on computers at school?

S: Well I didn't like, well, I can't remember.

M: You can't remember. Ok, so what about other things. What about art?

S: It's normal.

M: Have you done some good art, do you think your art's good?

S: Depends.

M: On what you're doing?

S: Yeah.

M: So tell me some things you like doing in art.

S: Well, clay.

M: Oh yes that's lovely. What do you make in clay?

S: Well, we made a pot but I haven't got it. Oh no, that was in primary. We made a mask but I probably lost it because I didn't collect it.

M: Oh I see. Did you like doing that?

S: Yeah.

M: How did you feel when you did that?

S: Excited.

M: Oh good. And what colour did you do your mask?

S: Blue.

M: Why did you choose blue?

S: I don't know.

M: Because they liked blue I think?

S: I don't know.

M: Well that's wonderful, and what about music, do you like music?

S: Well, no, not playing music, don't like using instruments.

M: You don't like using instruments, no. Do you like...

Appendix 7.1.7

S: Only like drums.

M: The drum kit's fantastic. And do you like playing loudly or quietly?

S: Never played it.

M: Oh you've never played it, so you want to do it.

S: Yeah.

M: That's going to be good isn't it? And what about sport? Do you like sport?

S: No.

M: No, do you do sport?

S: No.

M: Not really. So when you have to do games at school, or PE is that very annoying as well?

S: Yeah.

M: What happens?

S: You have to carry your PE kit, annoying.

M: You have to carry it. And what about doing teams?

S: Well, don't get on with teams.

M: You don't like teams, no, how do you feel when you've got to do teams and things?

S: Well, annoyed.

M: Annoyed, yes, ok. What about when everyone's running in sport, what's that like?

S: Annoying.

M: Still annoying, yeah. What about drama?

S: Well, get annoyed as well.

M: Is it a different sort of feeling or the same feeling?

S: The same.

M: Exactly the same.

S: Have to get into groups.

M: Into groups, ah yes, so that's annoying.

S: Last year I had Mr. B and now I have Miss O and it feels different with different teachers.

M: Yes, can you explain a little bit and tell me what it's like?

S: Well, Mr. B was quite more experienced to explain stuff and more better things.

M: So you did better things and you understood what you had to do a bit more because he explained it more clearly?

S: Yeah we had him last year.

Appendix 7.1.7

M: You liked him.

S: Yeah.

M: That's good. Was he kind?

S: Yeah.

M: And what about Miss O?

S: Not so kind.

M: A bit different, yes. Maybe next year you'll have the other teacher, you never know. Do you want to show that on the drawing?

S: No.

M: That's ok, it doesn't matter. Do your teachers give you encouragement?

S: Like what?

M: Do they tell you well done, that's good, keep going.

S: Well sometimes.

M: Do you like that when they do that?

S: Well yeah.

M: That's good. And so they support you and help you?

S: [pause]

M: You're not sure?

S: Yeah.

M: Sometimes?

S: Sometimes.

M: Do you sometimes think about the future?

S: Sometimes.

M: Sometimes. The future I think is quite scary really, some people I know think it's scary to think about the future. Some people have lots of dreams about the future, they know what they want to do, they make plans, and think about what they're going to be like in the future. Do you do that a bit?

S: Yeah.

M: What sort of dreams and plans have you got?

S: Well cars.

M: Cars you're going to have?

S: Well first I want to get like Porsche 944.

M: Really. What colour?

S: White and black wheels.

M: Really, that sounds really...

Appendix 7.1.7

S: It's actually quite old.

M: Yeah.

S: But they look quite good.

M: Mm.They're very smart. How many will you have?

S: Like two.

M: At least two. That sounds like a very good plan. So they're very expensive.

S: They're quite old and quite rare to find now.

M: Are they?

S: Well they cost like three thousand at least.

M: Gosh.

S: And then I want to get a Cadillac.

M: Yeah.

S: [unclear]

M: Do you want to draw these? Have you been in one of those before?

S: No.

M: How do you know about it?

S: Well I've heard of Cadillac and I typed into Google images and [unclear]

M: And you loved it.

S: It's big.

M: How did it make you feel when you saw it?

S: Good.

M: Mm.That's good. So you're going to drive these beautiful cars and what about the job you're going to do to buy the car?

S: I don't quite know, not sure.

M: Not sure yet. But you've got a strong idea of who you're going to be and you're going to have these cars and that's fantastic. So, are you very determined about this, are you really going to make it happen?

S: I don't know.

M: You don't know, ok. How long have you wanted to have Cadillac and Porsche?

S: Well, Porsche. I'd like to keep it forever so I can do things inside, like modifications.

M: Yeah. And are there maybe some goals that you used to want to do but you don't want to do anymore.

S: I used to have loads.

M: Really, what sort of things?

Appendix 7.1.7

S: Well, like being in a race team, doing racing.

M: Motorsport racing?

S: Motorsports.

M: Yeah. Ok, so let's just get back to the present, back to today. What's it like living in your world?

S: Well, don't know.

M: Is it a good place? Would you like somebody to experience what it's like to be you?

S: Oh yeah.

M: What would they find out? Would they have a good experience or would they think gosh this is actually quite tough?

S: I don't know.

M: Ok, and could you tell me a little bit about what it's like to be in your shoes so that I could understand it a bit.

S: I don't know.

M: Ok, now then. Have you got friends that you've kept for a long time or do you make lots of new friends all the time?

S: Well I have one friend since I was in year seven.

M: Have you? That's good. And you're very close friends.

S: Yeah, well the thing is he's in year ten.

M: Yes and which year are you in?

S: Year eight.

M: So now, are your friends very important to you?

S: I don't know.

M: Is that particular friend, your close friend, is he important to you?

S: Well, um.

M: Sometimes he is. Well, that's very, very helpful. Now then, I've asked you lots of questions haven't I, do you want to ask me some questions?

S: No.

M: Ok, so is there anything else you think we ought to talk about that we haven't talked about. Anything else you'd like to say?

S: No.

M: That's fine. I think we'll stop now and go back to class. Thank you very much.

Appendix 7.1.8

Tom's post-MT interview

Marion (M): Hello, how are you?

Student (S): Good.

M: Great. It's really nice to see you again. Do you remember last time I came it was really snowy wasn't it. Do you remember that?

S: Yeah.

M: Do you remember what we talked about?

S: Not really.

M: No I don't remember much about it but I remember it was really interesting, I enjoyed talking to you. Would you be happy to answer a few questions today?

S: Yeah.

M: Yes? And maybe we could talk a bit about music therapy because you've been doing that haven't you?

S: Yeah.

M: Yeah. Ok that would be good. I'm really interested in it, you know. And it would be really nice to hear your opinion on it. But if you want to stop at any point that's fine. Do you remember last time we recorded it so I wouldn't have to write everything really quickly? I can't write fast. So we recorded it last time. And then when I've listened to it, I can just wipe it. Is that alright with you?

S: Yeah.

M: Ok? And I've brought some pens and paper with me so we can draw while we're talking. Do you want to do that?

S: Err.

M: Yeah? Draw around some of the things we're talking about or you can draw anything. It's up to you. I think you did some drawing last time, didn't you, can you remember?

S: Err, I can't remember.

M: You've forgotten it that's ok. And I've brought some magazines like last time. You liked the computing magazine last time didn't you? We've got some computing things here, and a drumming one. A dirt biking one. And this one, is all about lots of different things, quite good. Ok. So what sort of things are you interested in at the moment?

S: Farming.

M: Farming. Ah, tell me about that. What do you do?

Appendix 7.1.8

S: I play farmings (and guitar?). My uncle has a farm.

M: What kind of farm?

S: A kind of a little farm.

M: Yeah. What does he do on the farm?

S: Like farming stuff.

M: Do you want to show that on a picture?

S: No, I don't want to draw.

M: No you don't want to really. Ok. What do you do when you visit the farm?

S: I help with all the harvesting stuff. And ploughing as well.

M: What do you do?

S: Well sometimes I get to drive the tractor.

M: Really? Is it hard?

S: No.

M: It's easy?

S: Yeah. It's like in a car.

M: Yeah. What do you like about it?

S: The farm.

M: Yeah.

S: Is it important to you?

M: Yeah. How does it make you feel?

S: Good.

M: Yeah? Can you tell me about that?

S: Hmm.

M: So, do you do it very much? Very often?

S: In the summer holiday.

M: So you're looking forward to going to help?

S: Yeah.

M: Yeah that's going to be really nice. I'll look forward to hearing about that next time I see you.

S: And in a couple of weeks I'll be there.

M: Yeah. So you're really looking forward to it. Are there other people who do it as well?

S: No. My Grandpa.

M: And where's the farm?

Appendix 7.1.8

S: In Poland.

M: Ah. So you're looking forward to going to Poland?

S: On the 11th. And today I'm going on a plane.

M: Are you? Wow, that's so exciting. Let's talk a little bit about what you've been doing at school now. How's school going?

S: Good.

M: Yeah can you tell me about that? What have you been doing?

S: Music therapy and lessons.

M: Really? Ah. So what are you going to talk about first?

S: I don't know.

M: Do you want to talk about the lessons first or music therapy?

S: I don't want to talk about lessons.

M: You don't. Let's talk about music therapy then. What's it like?

S: Quite fun.

M: Yeah? Can you tell me what kind of things you do?

S: Play music, and from the CDs.

M: Oh yeah? Tell me about that.

S: Like we were playing it quite loudly and a little bit of drumming and that's it.

M: Yeah. How did it make you feel?

S: Excited.

M: Really? Can you tell me about that?

S: Well, I do this kind of thing at home, playing the music loud.

M: What did you expect music therapy would be like?

S: Don't know.

M: Don't know, that's ok. So how is it different to other lessons?

S: Well, you get to do, mess about, in lessons you don't.

M: Yeah. Is it important?

S: Music therapy?

M: Yes.

S: Yeah.

M: How is it important? Why is it?

S: Takes me out of lesson.

M: In a good way or not in a good way?

S: In a good way.

M: Yeah? What's good?

Appendix 7.1.8

S: I go from a fun lesson to an even more funner lesson.

M: Ok. That's really good. And did you feel listened to? Did Philippa listen to you?

S: Yeah.

M: What was that like?

S: Good.

M: Yeah. Were there lots of instruments to choose?

S: Yeah.

M: Could you choose the instrument you wanted?

S: Yeah.

M: Yeah, that's good. What did you choose?

S: Drums the first time.

M: Tell me all about the drums, why do you like the drums?

S: I just do

M: How are the drums different?

S: I just like the drumming.

M: Why do you like drumming?

S: Cos it's fun.

M: Would I like drumming?

S: Don't know.

M: No. And do you want to carry on with music therapy once the research project's finished?

S: Yeah.

M: Does it matter to you?

S: Yeah,

M: Why?

S: Cos it's fun.

M: Ok. And are you feeling more positive about the future?

S: Yeah.

M: Yeah? How do you feel about the future?

S: Fine.

M: Yeah, great. How's school going? Has anything been worse or better?

S: Well I've been in trouble a couple of times.

M: Have you. What's happened?

S: Fights.

M: Yes? What kind of things?

Appendix 7.1.8

S: Don't want to talk about it.

M: That's fine I understand if you don't want to talk about it. Not a problem. Do the adults give the young people enough respect?

S: Yeah.

M: Yeah? Good. And do you get real understanding form the adults here?

S: Yeah.

M: Oh that's good. Even if you're in trouble, do they still give you respect?

S: Yeah.

M: That's good. Do you think the young people respect the adults enough?

S: Not all of them.

M: No. What happens?

S: Well, don't know

M: Can you remember anything that you noticed very much, a very strong memory, since I last saw you?

S: No.

M: No? Nothing stands out in your mind. Ok. How do you like to express yourself? Do you use art or music or sport or acting?

S: Art I think.

M: Art. Yeah. What sort of drawings do you do? Or painting?

S: I draw like cars and that. Sometimes when I've got time. Or when I don't want to play games.

M: Is that very different to doing music therapy?

S: Yeah.

M: Yeah? In what way is it different?

S: In music therapy we play music and I enjoy the opportunity to draw.

M: How does it make you feel when you do drawing? And how does it make you feel when you do music therapy?

S: I think they're the same.

M: That's interesting isn't it? They're really the same but they're different as well.

Would you be able to draw me a picture of you doing something like that? Maybe music therapy, playing the drums?

S: I need ages to draw.

M: Do you? There's no rush. We've got lots of time.

S: Well, I'm not in the mood to draw now.

M: That's fine. Do the teachers give you a lot of encouragement here?

Appendix 7.1.8

S: What like?

M: Are they supportive?

S: Yeah.

M: Yeah, that's good. Can you think of a time when they've been supportive to you?

S: Don't know.

M: Do you sometimes think about the future.

S: Always.

M: Always, yeah? What do you think about?

S: Well, what I'm going to do when I get older.

M: Yeah. So what do you think you're going to do?

S: Well, probably get a farm.

M: Yeah? That's good. And would you do that in Poland or over here?

S: Somewhere like Canada.

M: O wow, why Canada?

S: I just feel like being there. And you can get free cars which you can destroy.

M: Really? You can destroy free cars. Why do you want to do that?

S: Well, cos I want to do this kind of stuff.

M: What kind of stuff?

S: Like wrecking cars.

M: Oh I see. How will it make you feel when you wreck cars?

S: Quite excited. Well, only old cars, not new cars.

M: So is it ok to do it to old cars?

S: Yeah.

M: Why?

S: Cos they're old. And they'll get killed in scrap yards. So I think the mores you use them just kill them before they get to the scrap yard.

M: Yeah.

S: Some people bring in cars to the farm, so there's a history of it there.

M: That's quite interesting isn't it, to do that. Is it important? Is it something you're definitely going to do?

S: Yeah.

M: Are you very determined to do that?

S: Now I'm getting ready for my summer holiday.

M: You're really looking forward to going.

S: Yes so I can play on a couple of games which I left in there.

Appendix 7.1.8

M: Yeah? What games did you leave?

S: Which was very stupid to leave them.

M: Ok. What were they?

S: Flight assimilator.

M: Yeah, on the computer?

S: Yeah, and [...]

M: Yeah, another good one?

S: Yeah.

M: You like computer games?

S: Yeah.

M: So you miss those? Did you do computer games with your friends sometimes?

S: Yeah. And now I'm saving up for my PS3.

M: Yeah? So how many of your friends do computer games.

S: Well I know one of them does a lot of them as well. He's PS3. I haven't got my PS3 but save up so much. I have to save up like about £400 just to get the console and tv.

M: Yeah, has your friend got PS3?

S: Yeah.

M: Yes, so do you go on his PS3 sometimes?

S: He doesn't let me much.

M: No. They're valuable aren't they.

S: 300, 200 pounds something. Hopefully the prices will go down after the summer holiday. Bring some money from the summer holiday.

M: Are you getting paid for helping on the farm?

S: Well, no not really. Some people give me money for the present.

M: Right that's nice. It's good to have presents like that, isn't it. So do you feel very determined about getting a farm for your future?

S: Well, planning a lot of stuff.

M: Yeah, do you? What kind of planning do you do?

S: Like map of it, drawing. A map of it.

M: Can you show me?

S: No, I don't do many maps.

M: I don't do many maps. Perhaps you could show me how it would roughly look, that would be quite good.

S: Not really.

Appendix 7.1.8

M: Ok that's alright.

S: [...]

M: Oh right. What sort of things do you need?

S: [..] Plenty of food, to sell some, get a massive truck and a tractor

M: How do you get the money for all these things as a farmer?

S: Well a couple of years I've been saving up. [...]

M: Oh I see. And do you know anyone who could help you in getting this farm and all the things you need?

S: No. Well I used to talk with PB

M: Who's that?

S: A guy in year 10, the friend with a PS3. But he doesn't want to do it anymore.

M: No. does that matter.

S: Yeah.

M:Why?

S: It's going to be harder for me to get a farm, cos I'm the only one saving up. Then if there were 2 of us saving up it would be quicker.

M: So were you going to do the farm with him?

S: Well I was actually but don't know he gave up and then I gave up and came back to it.

M: When did you have this idea for the farm? Was it since I saw you last?

S: Well, before.

M: When did you start your plan? Was it when you were had music therapy or before that?

S: I think before it.

M: Yeah and did you like talking about it in music therapy?

S: Yeah.

M: Was it useful like that?

S: Um.

M: Or did you like doing music most?

S: I liked the music.

M: What kind of music did you do?

S: Played loud Prodigy. Prodigy Omen.

M: Oh I don't know that. Tell me what it's like.

S: I don't know. It's just music.

M: Yeah, what kind of music?

Appendix 7.1.8

S: Don't know.

M: Was it very quiet music?

S: No very loud?

M: Oh loud. Was it very slow?

S: No very fast.

M: Oh right, what else is it like?

S: That's it.

M: Is it very squeaky? Squeaky music? Tiny noises?

S: No.

M: Was that your favourite kind of music? Did you do that a lot?

S: It was my favourite music.

M: Ok, does your friend like the same music as you?

S: Yeah. Some of it.

M: Does he do music therapy?

S: He used to.

M: Oh right. Do you talk about it a bit with him?

S: Yeah.

M: Ahh. Do you have the same kind of opinion as him?

S: Yeah.

M: Yeah. What's your opinion of music therapy?

S: Don't know.

M: is the same as his?

S: Don't know now. He never told me what it was about. We don't really talk about that sort of stuff. We talk about cars.

M: Cos cars are more exciting aren't they. So is it hard to talk about music therapy?

It's not like a car? Or is it too private?

S: I don't really want to talk about it.

M: No, that's alright. It's fine if you don't want to talk about it. Let's just think about the future. So how are you feeling today?

S: Better than normal.

M: Because?

S: Because I'm on student reception.

M: What's that like? I don't know what that it is. What do you do?

S: You have to go round and pass the messages round?

M: So you're helping people. Why do you like it?

Appendix 7.1.8

S: It's just I don't have to do boring lessons.

M: Which lessons have been boring for you?

S: Maths, drama, which I'm missing now.

M: You don't like drama. Maths and drama. What else is boring?

S: Well, for a couple of lessons DT now because we have to do writing and I don't get on well with that.

M: Yeah.

S: I was getting dangerous.

M: You were getting dangerous, were you? What did you do that was dangerous?

S: Mess about

M: Oh I see.

S: So I got taken out before I injured someone.

M: Yeah.

S: We were working with needles and I was messing about.

M: And that was because it was boring was it?

S: It's nearly the summer holiday and I didn't want to work anymore.

M: Oh right. What's it like living in your world? Being you, what's that like?

S: Don't know. No idea.

M: What was it like when you had music therapy, being in your world?

S: Quite exciting.

M: Yeah. Can you say a bit more about that?

S: Urm.

M: What did you like about it?

S: I got to listen to music.

M: Yeah. And was that exciting?

S: Yeah.

M: Was anything else exciting?

S: No.

M: Just the listening to the music.

S: Mmm.

M: That was the good thing? Ok, so that's interesting. That's really good. Is there anything you want to know or you want to ask me or anything? No? You don't want me to answer any of your questions?

S: No.

M: Why do you think I want to know about music therapy?

Appendix 7.1.8

S: Don't know.

M: [laugh] Shall I tell you? We're doing quite an important research project, so all the people who talk to me are really important too. And whatever they say to me is really important. So, your opinion on music therapy is really important. Because it's part of an important project. Not because I want to know about your secrets. It's just because we want to know about music therapy. That's all. To find out how it makes people feel. So it's very nice that you're part of something as important as this. Is there anything else you'd like to talk about with music therapy?

S: No.

M: All done? Ok. It's been really interesting talking to you. Thank you very much. Do you want some chocolate eclair sweets?

S: O no.

M: Or some jelly babies?

S: Yeah!

M: Yeah they're nice. Have as many as you want. Thank you ever so much. See you soon. Bye.

Appendix 7.1.9

Joe's pre-MT interview

Marion (M): Thank you for coming back, so what we're going to do today is a little bit of talking. It'd be great if you could talk about yourself a little bit and I'm really interested in finding out something real about what it's like to be your age in the world of today because it's a long time ago when I was your age.

Student (S): Oh yeah.

M: Yeah! And the world has changed a lot, so it would be good if we could talk a little bit and I could understand what it's like now. Would that be alright?

S: Yeah.

M: If you want to stop at any point that's ok, just say so, alright but I'd really value your opinion. Ok, and we're recording this because I can't write very quickly so that way we'll be able to hear what you think about things. Is that ok?

S: Yeah.

M: Good. I've brought some pens and some paper so if you want to make cartoons or doodles or do anything like that, that's fine, we can do that a bit while we talk. So, you were looking at the magazines earlier, did you like one of them?

S: Yeah I did. I'm really into boards n stuff, I like magazines because I like looking at guys n skate boards n stuff like that.

M: So you really liked all this.

S: Mmm.

M: Good, that's fantastic. When did you start getting into skateboarding n all that type of thing?

S: I got after my brother started doing it because he told me it was well cool and everything so thought I give it a go. I used to but now I don't cos I broke my arm, cos I was doing one of those slide things down the bar and I fell off and cracked my arm.

M: Ouch, that must've hurt.

S: Yeah.

M: Has that put you off now, so you don't do it anymore?

S: Mmm.

M: So have your friends done it a lot as well? Or just your brother really?

S: Yeah.

M: How old were you then?

S: I was about 10.

Appendix 7.1.9

M: How old are you now?

S: 13.

M: So this is 2010 [drawing time line]. Do you want to draw a picture of you cracking your arm? [S draws and talks about arm and the skating accident].

S: It was a really dangerous thing.

M: Gosh, so who rescued you?

S: Um I dialed 911 on my mobile. That was basically it and phoned my mum.

M: Was this in a different country, in the States?

S: Yeah. But now I'm into riding quad bikes and everything.

M: Yeah ok so what age did you get into quad bikes?

S: I gotten into them about, after I got the cat, so I was 12 when I came over here, I came over last March and that's when I started liking quad bikes.

M: Ah, how did you get into quad bikes?

S: Because there's my dad, he kind of like quad bike tracks, he goes out on tracks and races.

M: Professionally or as a hobby?

S: Yes.

M: I see.

S: I think it's quite fun cos that you can't fall off or anything and 4 wheels on it.

M: Stable.

S: Yeah.

M: So, you do that as a thing with your dad rather than with friends? Or have you got your friends interested in it?

S: I got one friend interested in it but they daren't won't do it, they scared of it.

M: Too scary.

S: Yeah.

M: So you've a skate boarding crew of friends back in the States and you've got your quad bike hobby here with your father and one friend who does it with you. Have you got any other hobbies you do?

S: Football and what made me get into football is just I love it and..

M: Yeah, are you in a team or support one?

S: Not yet, yeah I support a team though.

M: Yeah and do you do that with your mates?

S: Yeah.

Appendix 7.1.9

M: So you're all in it together.

S: Yeah, I also like NFL, which is National Football League for Americans, American football.

M: Yeah.

S: I also like that.

M: That sounds interesting. Does that help, can you Facebook or something to stay in touch with people back home in the States?

S: Uh-hm.

M: Fantastic. Ok, so do you think you're kind of like similar to everybody here or having come from the States and having had a different start.

S: Quite different.

M: Do you?

S: Everybody speaks different and just bit weird but I'm getting used to it.

M: Yes. Sometimes it's nice to be a bit different, yeah, it means people are more interested in some ways. They think you're a bit special and yeah it's good. And can you remember any really important things that you've done with your friends that would perhaps show that you are very loyal with your friends and close together?

S: I keep my friends. But I'm getting into fights you know [unclear] help them if they need help and I save them, I kind of like keep 'em from getting into kind of stuff because if you go up and punch someone they punch them back.

M: Oh right, you help him to keep check.

S: I suppose so.

M: That's a really good thing to do. Is he able to help you in some way?

S: Yeah.

M: Yeah, good. So it's a give and take situation. That's really nice. Do you want to put that on here as well? [talk about time line]

S: I had loads and loads of friends in the States.

M: So this one you help is here?

S: This one is the only one I have.

M: Let's put him here because he's someone you know now isn't he. That's an amazing thing isn't it, to get to know somebody that well. So do you think people respect each other well these days? Is there lots of respect?

S: Yeah I think they do. They respect each other quite better than I thought they would.

M: Is it very different to the States in that way?

Appendix 7.1.9

S: A lot different. We drive on the other sides, like in the States you drive on this side but over here they drive on this side. It's just...

M: I mean though in terms of respecting each other. Is it about the same would you say?

S: Um, yeah kind of.

M: Kind of the same. And what about adults and kids, is there a good level of respect between adults and kids would you say?

S: Um, yeah I think that's real good.

M: That's really good too. So have you got some experiences that were particularly good to do with respect with adults? Adults showing you lots of respect.

S: Yeah they would.

M: Yeah that's good. Have there been any situations where you've thought they didn't show enough respect?

S: Um, what do you mean by that?

M: Well maybe a situation where you thought oh it shouldn't have happened like that, that wasn't right, they didn't listen to me or...

S: Well it's happened a few times.

M: A few times yeah? But nothing terribly upsetting, because otherwise you would've thought I know what you mean.

S: Yeah.

M: So these are just small little things that don't really worry you. Ok. So what about your school here. Do you think this is a good place?

S: Yeah I get a lot more help here than I expected.

M: Yes, you're getting loads of help? That's good. How does it make you feel having the help?

S: Makes me feel like I'm not the only person that is deaf and hearing impaired.

M: Yes and that must be a nice feeling.

S: Yes, when I was in the States I was the only person out of the whole school that was deaf.

M: Right and so you felt quite aware of it.

S: Yeah.

M: Yes, so, did that make a big difference to you then?

S: Totally different.

M: Totally big difference. Would you be able to explain that a little bit? Is it a bit private?

Appendix 7.1.9

S: Yeah. It was, it's just people being cared of deaf [unclear] and everybody take the micky out of me but over here they don't.

M: Yes. SO that's more respect isn't it. Definitely.

S: Mmm.

M: Now what about expressing yourself, maybe through art or music or sport or drama, do you enjoy any of those things?

S: I enjoy them all.

M: All of them, that's good. Can you say a little bit about what they mean to you?

S: Well, PE they just, they all make me get better at drama n sport because I don't want to be the only person that is not good at everything, everybody else is good at everything. So I'm just trying to get there but I will be catching up with people so I will be a bit better.

M: You sound really determined. I'm sure you're getting loads of skills. Which one do you want to be best at?

S: Best I want to be at is being a stuntman on bikes and everything.

M: That sounds very good. So quad bikes or

S: Yeah. I kind of like want to be in dangerous boards that show dangerous things [unclear]/

M: You like risks?

S: Yeah.

M: The thrill, or do you feel completely smooth and cool while you're doing it?

S: Kind of like that, I just like taking the risk for it.

M: Yeah.

S: I don't know I just like it a lot.

M: Yeah it's exciting. Do you feel as if you can let off steam that way?

S: Yeah.

M: Pretty much, more than maybe drama or music or art?

S: Yeah.

M: Ok, so do you get lots of encouragement for the things you're interested in?

S: Yeah I do.

M: You do? Do you get particularly good encouragement in some things more than others?

S: Kind of.

M: Yeah. Can you perhaps explain a little bit about the sort of encouragement you get?

Appendix 7.1.9

S: People cheering me on and they say well done and say that was cool and great and say nice things about me.

M: Great, that's great. And do you sometimes think about the future?

S: Yeah I do, I think about when I'm a bit dead and can't come back alive because I just don't want to even think about the future. I just want to think about right now and

M: Yes. When you had your accident did you think maybe you nearly died then?

S: Yeah I thought I nearly died there because I had my full face in the cement and I thought that was it.

M: Yeah, that is a big experience isn't it, so now when you think about the future you worry a bit about dying?

S: Uh-hm.

M: I think that's very natural. I think lots of people do.

S: Especially my mum when she wants me bungee jumping, it's really dangerous but it's just I worry about her because she if the rope snaps. I mean I've seen it on TV before someone that someone does bungee jumping and the rope snap and they fell down and killed themselves.

M: That was that.

S: Yeah.

M: But you like risks don't you.

S: Yeah I do except I don't want my mum taking the risks.

M: No that's right, mums shouldn't. [Both laugh] Mums have to be there. Right, yeah, so what about the future in terms of job or the kind of life style you can see yourself having. Do you think about that a bit or is it a bit early?

S: Hmm I think about it, I want to, it's a bit too early, I don't know quite what I want to be yet, there's too many jobs I want to do. First I want to be [unclear] then I want to be a lorry truck driver then I want to be [fixer?] then I want to be a stuntman then I want to be a racer or whatever. There's just too many in my head.

M: Loads of them, that's great isn't it. So are there any ideas you've given up because you don't think they're such great ideas anymore?

S: I gave up on snowboarding, I used to do, I still do it once in a while but I used to do it a lot but I gave it up because me and my mate made like an ice ramp and I got down it. I went up, slid off the ice ramp and went up and when I came back down my leg stuck, went sliding, I hit my head, there's a scar there and something cut it.

M: Ooph, bad news.

S: Yeah.

Appendix 7.1.9

M: Yes, golly so that was a good reason to perhaps give up the snowboarding.

S: Yeah I would've been dead then.

M: Another near experience, gosh do you want to put that on the diagram? So that's a dream you've dropped because it's turned out to be too dangerous. So while you do that, and we've been thinking about the future, but back to the present. What's it like living in your world? What's your world like?

S: I quite like living in me. I wish I was in the bad times because then I could see what the world war was like and everything but it's quite nice. I wish I was still a baby because then I wouldn't be, because I'm not really that good with school, I don't really like school a bit but I do, but I don't like sitting in class like writing, writing, writing all the time.

M: Yeah.

S: So I wish I was just still like a young kid and then my life would be more longer.

M: Yeah but you'd still have to go to school.

S: Yeah.

M: And you'd have it all ahead of you but that's an interesting idea. Yeah. So, if you want to be a young kid still I suppose that means you like playing and being creative?

S: Mmm.

M: Yeah. So what about when you're spending time with your friends are you quite into play and making up stuff?

S: Yeah we usually go out, I usually go out being with them [unclear].

M: So you kind of like take off and perhaps pretend you're being someone else or will you always be you?

S: Try and pretend to be someone else.

M: Yeah, what kind of people do you be?

S: Tony Hawk [unclear].

M: Oh right, is he a hero or someone you know?

S: He's someone I know, he's someone a skateboarder.

M: Oh ok, you see I don't know about skateboarding. Sure if I googled him would I find him?

S: Yeah. I met him before, I just want to be like him.

M: Because?

S: He's rich.

M: He's rich! That's good. How did he get so rich? Was it because of the skateboarding?

Appendix 7.1.9

S: Because he can skateboard, he can do it good and he hasn't fell of his skateboard yet and everything.

M: Yeah. So he's made a big success out of it.

S: Yeah.

M: Oh fantastic. Now then, that's really interesting. How important are friends to you, would you say?

S: What do you mean by that?

M: Well, if you had to choose between giving up all your friends or giving up your excitement in your life, your quadbiking, and learning to do things, or are friends everything?

S: It's kind of like, it's just that when I have to, it's just that when I get older and I have to leave house it's just that's going to be hard cos I'm going to miss my friends. I mean I'm the same age as my mate I have now but he's um one month older than me.

M: Yes.

S: Yeah he's one month older than me.

M: Does that make a difference?

S: We're both 13 but his birthday is March 3rd and mine's April 22nd. So.

M: Yeah, ok. And do you keep the same friends? You've got this special friend, do you keep your friends for a long time?

S: Yeah.

M: Yes, so how long do you think you're going to be friends with him for? Forever?

S: I hope forever.

M: Yeah. That's nice isn't it? Ok. That's really interesting and you've explained everything really clearly for me which has really taught me loads. Now is there anything perhaps that you'd like to ask me as I've been asking you all these questions.

S: Not now.

M: Nothing you can think of. That's ok. Maybe you might think of some things you want to ask and you could always ask Philippa if I've gone home and she'll be able to answer your questions. Even if it's tomorrow or next week, it doesn't matter. So that's lovely. Well thank you again. That's fantastic. And such good drawings. Thank you very, very much. It must be about lunch time. There's lots of snow out there, isn't there?

S: Yeah a lot. I don't know where everyone's gone.

Appendix 7.1.9

M: Well I think Philippa's outside and she'll give you an idea of where everyone's got to. Ok, bye, see you soon.

Appendix 7.1.10

Joe's post-MT interview

Marion (M): Hi, thanks for coming. That's great. Do you remember last time I came it was snowing?

Student (S): Yeah.

M: Yeah it was really cold wasn't it. Now it would be really good if you and I could talk a bit about music therapy and what that was like for you. Would that be ok? Last time I came we recorded our conversation because I can't write fast but it's going to be wiped once we've listened to it. Ok?

S: Yeah.

M: That's great. Did you have a look at some of these magazines last time?

S: Yeah.

M: The quad-biking one's not here but we've got dirt biking, something else that's fast, drumming...that kind of thing. Yeah, you like the dirtbikes? Do you do that kind of thing?

S: Yeah.

M: Yeah? What's it like?

S: What this? It's quite good but you have to be very experienced to do it.

M: Yeah. How long have you been doing it?

S: I only started it 2 months ago so I've only been doing it for 2 months.

M: How's it going?

S: It's going quite good but when you first experience, you fall off your bike a few times but then you get used to it and then you do it more and you get able to stay on it more and ride it a lot faster.

M: Yeah. Fantastic. So do you have any friends that you do it with or is it a skill that you can develop on your own?

S: I do it with L.

M: Yeah. Is he good at it?

S: Yeah he's been doing it for a long time.

M: Oh right. Is he kind of teaching you then?

S: Yeah.

M: Oh right. Are you getting on ok with it?

S: Yeah, I'm quite good actually.

M: Oh well done. Do you want to do a picture to show what it's like? [starts drawing]

So, this is quite a new thing for you to do?

Appendix 7.1.10

S: U-hm.

M: Have you given up something else so you can do this?

S: Not, well, I have given up a bit of football though.

M: Why did you choose to give up football?

S: Cos I thought this was fun and my mates wouldn't play football with me anymore.

M: Yeah. Have you got different friends then, now that you've stopped football?

S: Yeah, got loads more friends.

M: Ok, can you talk about all that? How did that change come about?

S: Well when I first came here, I didn't have as many friends but as I started becoming nice, and started playing around with them a lot they started becoming my friends.

M: Yeah. So, how many people are we talking about here? A handful or a crowd?

S: 10 handfuls.

M: 10 handfuls of new people. Gosh! Sounds like a total party.

S: Yeah!

M: That sounds great. So how does that make you feel?

S: Makes me feel quite surprised and makes me feel that I have more friends and it ain't just me on my own anymore.

M: What was it like when it was you on your own?

S: Quite boring, not that good. I wasn't very popular.

M: Yeah. So what changed? How do you think you went from being like that to being how you are now?

S: People just started being nice to me. And they like my American accent.

M: I see. Were you surprised when it changed or do you think it was going to happen always?

S: I was thinking it was going to happen.

M: Mmm. Why?

S: Well, I don't know why but I knew if I started being more nice and playing with more people they'd become my friends.

M: Yeah. Did it happen gradually or suddenly?

S: It happened gradually.

M: Yeah. Did you notice it happening?

S: U-hm.

M: You did. What did it feel like?

S: Well it makes you feel like, um, well it just makes you feel like you're more

Appendix 7.1.10

popular and you have more friends around you and to hang around with them a lot.

M: Yeah. Were there any changes that you had in your life that changed the way you were doing things?

S: Hmm. Not really no.

M: Not really. Ok. That's really good news isn't it. That's nice. So, how's school going?

S: It's going actually quite better than I thought it would be. I'm getting good grades and all that.

M: Yeah? Give me some examples. That sounds great.

S: Um, like in drama I get pluses and in PE I get equals. I hardly get any minuses.

M: That's really good isn't it. So would you say you've enjoyed school since we last had a chat?

S: Yeah.

M: Ok. So give me some examples of how you've enjoyed school.

S: I enjoy doing PE and drama. And some lessons are quite fun and some lessons are quite boring, you know.

M: Has anything particularly got worse or better?

S: No, all my lessons basically got better.

M: Ok. And when did they get better?

S: They got better after Christmas time. We came back in January.

M: And did it happen suddenly or gradually?

S: Gradually.

M: Yeah, ok. What about respect. Do you think that the adults give the young people respect?

S: Yeah.

M: Is it enough respect?

S: U-hm.

M: Can you think of some examples?

S: Well if I get like I'm going to get in an argument they come up and help me a lot.

M: Yeah, and do they show understanding when they help you?

S: Yeah.

M: Can you give me an example of them showing understanding towards you?

S: Um, what do you mean by that?

M: Can you think of a time when you just thought oh yeah, that was fair, or whatever?

Appendix 7.1.10

S: Well, like if I do something wrong and they say that you'll be punished for a day or two, and I say ok that's fair cos I did something wrong so I believe you pay for what you do.

M: Yeah. And do you think in the school here there's enough respect for the young people?

S: Yeah.

M: Yeah? Ok. That's great. What about expressing yourself. How do you do that? Do you take part in art or music or sport or acting?

S: What do you say by expressing? Do you mean like [unclear]

M: How do you let down your feelings, that kind of thing?

S: Um, I don't really know.

M: No. ok. Now, you've been having music therapy with Philippa every week haven't you?

S: Mm-hm.

M: Now what was that like?

S: That was like [big pause] Er, was actually quite good. It makes me discuss my issues and all that stuff.

M: Ok. And was that the bit that you enjoyed?

S: Yeah.

M: Can you talk about that a little bit?

S: Hmm, like it, um, [big pause] Can't think of a word to describe it. Um. [pause] I don't know how to describe it to you.

M: Ok. Did you feel like she listened to you?

S: Yes.

M: Yeah? What did it feel like when she was listening?

S: Made me feel like that someone's listening to me and not ignoring me anymore.

M: Why was that special?

S: Because it's like when people listen to me they feel like more interested in me and all that.

M: Yeah. What about the music part? What was that like?

S: It was what?

M: Did you play any musical instruments?

S: Yeah, the drums and the guitar.

M: And what was that like?

S: It actually feels quite good because you feel like you're playing instruments which

Appendix 7.1.10

makes you get your aggressive out and your anger out on the instruments and not on someone else.

M: Oh I see. So how did you do that?

S: Um, I want to like go up to him and start fighting with him, like I play the drums and it makes me get my aggressive out on 'em.

M: Ah and did you still want to fight them after that?

S: No.

M: Why?

S: Just makes me feel that I already got my anger out on the drums.

M: Ok. But was the reason for fighting still the same?

S: No.

M: So did that go as well?

S: Not. Hmm, no, just basically feel totally different.

M: In what way?

S: Hmm, just makes me feel like I don't want to argue with him.

M: Ok, were you pleased about that?

S: Yeah.

M: And how long did the feeling last? [pause] How long did you feel like you didn't want to fight?

S: Well, makes me feel like I won't go there, I don't want to argue with him I just want to be friends again.

M: Ok, for the rest of the day?

S: Yeah.

M: Did that happen a lot?

S: Yeah.

M: Can you say a little bit more about that?

S: No not really.

M: Ok. Were all the music therapy sessions the same?

S: Hmm, not really. There were some different ones.

M: What was the difference?

S: Hmm, um, [pause] We played different instruments sometimes guitar kind of different stuff.

M: Yeah. And what did you expect music therapy to be like?

S: Talking and all that.

M: Yeah, and was it the way you expected?

Appendix 7.1.10

S: No it was totally different.

M: How was it different?

S: Um, like I get to play instruments and all of that.

M: Yeah. Ok, so which instruments did you like the best?

S: Drums and guitar.

M: And was there a reason you liked them best?

S: No, I just love playing them.

M: Oh you love playing them?

S: H-mm.

M: Oh that's great. Did you expect to enjoy it that much?

S: No.

M: No, so can you explain to me how it felt when you first got that experience?

S: It made me feel really, really good.

M: How? I know it's hard, but it'd be lovely if you could say.

S: Like I thought it would just be sitting around talking for an hour but I got to like express myself and play music and all of that. Like in a happy way not a boring way.

M: Yeah, fantastic. So looking ahead, would you like to carry on with music therapy when this research project is over?

S: Yeah.

M: Yeah? Can you explain why?

S: Because it helps me like release my aggressive. And it helps me discuss about things I don't want to discuss with other people.

M: Ok. And what do you think about the future now?

S: I'll have a good life.

M: Ok, do you feel more positive or negative since I saw you last?

S: Positive mainly.

M: Positive? In what way?

S: That I'll have a good family and all of that.

M: Yeah.

S: [unclear]

M: So has this feeling come on gradually or suddenly?

S: Yeah.

M: Which? Gradually or suddenly?

S: Gradually.

M: Ok. Do you get encouragement from your teachers?

Appendix 7.1.10

S: What do you mean by that?

M: Your school teachers. Do they give you encouragement in lessons?

S: What do you mean by encouragement?

M: I mean, do they support you?

S: Yeah.

M: Yeah, good. Do you have any plans or ideas or dreams for your future?

S: Not yet.

M: Do you think you will have some?

S: Mmm.

M: Ok, good. What about today. How are you feeling about your life today?

S: It's quite good.

M: Yeah? So if someone was going to come and take over your body and be you for the day, what sort of introduction would you give them? What would you tell them to expect it would be like?

S: Good one.

M: A good one. Yes and experience of life? Ok. Would you give them some examples of what to expect?

S: Hmm, it's better to not get into fights and not swear and all that.

M: Not to swear a lot and get into fights. Ok. Is there anything they ought to be careful about?

S: Hmm. Not really.

M: Ok. Lovely, well I think I've run out of questions now. Thank you for explaining everything so well. Is there anything you'd like to ask me?

S: No.

M: No, is there anything about the music therapy I didn't ask you that you would have talked about if I'd asked you?

S: No.

M: No, well, that's great. We've come to the end of the interview now. Thank you very much. You're enjoying that magazine, yeah. And thank you for your drawing.

Appendix 7.1.11

Harry's pre-MT interview

Marion (M): Now this is going to be absolutely cool, you'll see it's going to be ok. Now, what do you reckon about the magazines I've got there, are any of them any good? This kind man at WHSmith who was about 17, picked them out, I didn't choose them. That one is about street art, quad bikes, motor sports, skateboards, I don't know what that's about. Wildlife and fashion. Are any of those your kind of thing?

Student (S): Mmm

M: Maybe? I'll explain what we're doing here. We've also got a drumming one actually, so feel free to look at any of those. First of all I want to say, thank you for giving up a few more moments of your time. And it'd be really great if you could talk to me a bit about yourself. I'm interested in finding out what it's like to be your age in today's world, cos it was a long time ago when I was your age. Would you be happy to answer a few questions and say a few things about your experiences?

S: Sure.

M: Thank you. Now this is recording so that Philippa can hear it and because I can't write fast. So that's the reason for recording it. And I brought some pens and paper so that we can put things down on paper if we feel we want to. Alright? So, you've got the drumming thing there. Are you interested in drumming?

S: My dad's a drum teacher in the school so yeah.

M: Oh I see. So have you had drums around you ever since you were little?

S: Pretty much, yeah.

M: You must actually be quite good?

S: I'm alright.

M: Yeah. Are your mates interested in music and drums and bands and things?

S: Yeah my friend R, I used to do drums with him but our lesson got split up.

M: Right, ok. Was that a bit of a nuisance? Do you still do drumming together?

S: No I do it by myself now. But I don't mind. Plus I have a friend called J who I do it with.

M: Oh that's interesting. So are these people kind of important to you and do you sort of develop your own style with them?

S: Well no, I sort of hang around [unclear]

M: Sure. And have you got your own musical style that you've worked on?

S: Not really. I listen to all sorts really.

Appendix 7.1.11

M: Yeah. So are there some particular musicians that you admire?

S: Not really, I just listen to a song that I think's good.

M: Yeah. So is there anything that's been particularly influential would you say, musically for you, shaped the way that you think about music, or what you like?

S: No.

M: No, ok. And have you kept the same group of friends since you first started doing drumming with those guys? Do you have lots of friends doing lots of different kinds of interests?

S: Yeah.

M: Yeah, alright. What kind of things do you do together?

S: Play around.

M: Yeah. Have you got some particularly good memories of times that have been good?

S: Not really.

M: Alright. What about young people and adults. Do you think adults give young people enough respect?

S: I think they're more experienced people so you should listen to them more and I don't think it's about respect. I think it's more wisdom. Well, knowledge.

M: What's the difference?

S: No, I think that if you listen to them cos they've been there and they've done that really.

M: Right, yeah. Do you think that adults should listen to young people more?

S: Not more. I think in certain circumstances when, the child knows something that the adults doesn't and they try and show them. Like say someone that's older didn't know how to use the computer or something the child could show them so in that sort of respect then yeah.

M: That's a really interesting point. Do you think there's enough respect in schools for young people?

S: Yeah.

M: Ok. Do you have any particular good examples of respect in school being shown by adults to young people? Can you think of things that worked out quite well?

S: I can't think at the moment but yeah sure there are. Takes a while to think.

M: Yeah. And what about the other way round, where there've been some good experiences where young people have shown respect to adults?

S: Well, I think showing respect to adults is quite viable cos obviously like I said

Appendix 7.1.11

earlier, they know, they've been there and done that.

M: Yeah, ok, that's great. What about times when there's been a lack of respect. Can you think of incidences where that might stand out in your mind?

S: Do you like mean child to adult or adult to child?

M: Either.

S: Disrespect I think, sometimes when say it's adults and children is when the other person doesn't know what they're talking about at all and they do.

M: Yeah and there's a basic misunderstanding.

S: Yeah.

M: Yeah, ok, does that work between adults to children as well as children to adults?

S: Both ways.

M: Ok. Fantastic. What about here? Is it different here to previous schools you've been to?

S: Yeah.

M: Could you say a bit about that?

S: They treat us more like we're older rather than as kids. And we shouldn't [unclear]. I like being listened to. Well I don't like being listened to sometimes but I prefer to be listened to when I have a fair point but..

M: Yeah. Do you think adults would be able to pick up the context quickly and sensitively enough so that they know you've got a fair point?

S: Yeah cos I think they've been in your circumstance before, they're talking to other adults and yeah adults pick it up themselves cos they've obviously been there.

M: Yeah. Ok. So I think it sounds like you've got a fair amount of respect and trust of the way things are done here actually.

S: Yeah.

M: Is it very different? Can you think of particular incidences where things have been handled very differently here?

S: What do you mean?

M: Like, well I don't know what it's like to be here. And I don't know what it's been like in previous schools that you've been in. But I'm just wondering whether it's different and in what way it's different, in terms or respect?

S: I think they treat you more like, like I said, like adults rather than kids cos in primary school I didn't like it that much cos you knew you had a good point but they wouldn't listen to you. And even looking back on it now, sometimes when you look back on things you think that wasn't a fair point but it was a fair point, on some of the

Appendix 7.1.11

things.

M: Right, yeah, ok. So there's a lot about what you're saying that relates to fairness and justice? Yeah, so this place is just, would you say so? And fair?

S: Yeah, I think it tends to be. Some people are different but yeah it tends to be.

M: Well that's good. Now when you're here then can you express yourself through art or music or sport or drama?

S: Sometimes when, I like to take my mind off things, drawing and playing drums. Playing drums more cos it's another target, there's something else to do and I really focus on it. And art when I can sort of express myself and think of other things that you can put into a painting.

M: Yeah fantastic. Speaking of which, if I give you some paper, would you be able to draw some sort of representation of that?

S: Of what?

M: The importance of art and drums, for you, in terms of taking your mind off things. Doesn't have to be a masterpiece just some sort of symbol or sketchy thing, that would go with what you said, that would be really nice.

S: Can I write here? [drawing]

M: Can you talk me through what you're doing?

S: I'm putting day-to-day things cos instead of having my mind on those. When I'm doing art I don't have to think about those things and when I do music I don't have to think about those things at all. [drawing] As soon as when you think about those things it feels shit.

M: Do you get plenty of encouragement from your teachers, are they supportive?

S: Certain ones yeah. They know I'm not good at the subject and I, well if I bring it up that I'm not good at the subject and they know I'm no good at the subject I respect that and yeah, pretty much.

M: Ok and do you think about the future sometimes?

S: Not really.

M: Ok. Some people I know think that the future's pretty scary, some people I know have dreams about the future, really unrealistic, some people have a few ideas, some people make detailed plans. Do you ever have any of those sorts of thoughts about the future?

S: No I never get scared, or nervous or anything like that. Think the more relaxed you are doing something the better.

M: That's a really positive approach. Have you always felt like that or is it something

Appendix 7.1.11

you've learned?

S: Something I've learned I think.

M: I've never heard anyone your age say that before. That's really interesting. Would you be able to say a bit about how you came to that frame of mind?

S: Believe it or not it's something weird. Cos I play football and they all... I always remember to stay calm in front of the goal and you end up scoring and I think that's my view of everything else. You stay calm about something and you score a goal, not necessarily like football wise but your goal, of what you're trying to achieve.

M: Gosh that's amazingly profound. Fantastic. So is that how you feel whenever you're determined about something, you apply that approach? Does it work, usually?

S: Tends to work, yeah.

M: Yeah, wow, I'm really impressed. Do people help you achieve your goals as well? Or do you tend to go about them by yourself?

S: Depends on what I'm trying to achieve.

M: So do you have people you can tap into when you need to?

S: In what way, ask for help?

M: Ask for help or get advice.

S: Teachers, parents, stuff like that. If they don't know I'll ask someone else really.

M: Yeah, Ok. [drawing] Network of support you have... Do you find the internet's helpful for achieving things?

S: Yeah.

M: Someone said to me a while ago that in the future, advice from people will be completely replaced by advice from the internet. It's going to change the way we relate to people. Do you think that might be true?

S: What do you mean?

M: Well, instead of asking for help, people might just completely rely on their computer. Could you imagine that?

S: I don't think that's ever going to happen cos you need someone to supply the computer with knowledge and to be totally honest, I think that would completely ruin socialisation. I don't think people would let that happen.

M: Ok, that's interesting and I hope you're right cos I agree with you. Ok, so we're going to stop in a minute but if you were just going to summarise in say 3 words what it's like living in your world, how would you summarise it?

S: Just get on.

Appendix 7.1.11

M: Yeah. Ok. And would you say relationships with friends are important to you?

S: Sometimes yeah.

M: Yeah, do you keep friends or do you tend to change your friends quite quickly?

S: I keep my friends but I try, well I don't try, and find new ones but I think if someone likes me, I like them, we become friends.

M: Yeah.

S: Simple as.

M: Yeah, simple and natural. Fantastic. Well thank you ever so much for giving up your time and explaining all this. It's been really interesting and I'm amazed that someone your age can have such mature ideas, profound ideas.

S: Thank you.

M: It's really impressive. So thank you very much. I've asked you loads of questions. Is there anything you'd like to ask me?

S: No.

M: No, alright. Anything to add?

S: Um, no.

M: No, well thank you very very much. I think we're finished then. Would you like some jelly babies?!

Harry's drawing



Appendix 7.1.12

Harry's post-MT interview

Marion (M): Would you be happy to talk about your experiences of music therapy?

Student (S): Yeah

M: Great, cos I'm really interested to know how it's helped you. It's a research project to find out more about music therapy. That means you're very important because you're part of the project and your opinion is very important. So we're going to really value everything you say. And we're recording it because otherwise I'd be writing very fast! So I'm going to listen to it later and then wipe it once I've done that. Ok. You're happy?

S: Yeah.

M: Alright, and as I say, we've got pens and paper here so if you want to doodle or express yourself through drawing rather than talking, that's fine. So, what kind of things are you interested in at the moment, spare-time wise? That kind of thing, is it the much the same as last time?

S: Yeah, football, stuff like that, activities really, sometimes believe it or not things that sort of give you adrenalin and stuff, like I really want to do stuff like base jumping but I can't.

M: Tell me about that. Why do you like that?

S: I just really like the idea. Just adrenalin if you know what I mean.

M: Yeah, what do you expect it would be like?

S: A lot of people like my mates, I wouldn't want to jump out of a plane, I wouldn't want to jump out of a helicopter with a parachute. You know you're going to be safe.

M: Is that like skydiving, then?

S: Yeah.

M: What's the difference?

S: I think base jumping is down a field is actually, I'm not entirely sure.

M: Yeah. It sounds absolutely amazing. Ok. So do any of your friends have the same interest as you?

S: Yeah. One of my friends Henry wanted to do it but he was too young. Obviously I'm too young as well but I would love to do it.

M: So you kind of like talk about it a bit together and...

S: I'm usually the one that brings things up. I'm usually the one that the conversation starts with.

M: Yeah, and so they follow you do they? Are you a bit of a leader?

Appendix 7.1.12

S: Not really.

M: No, but you have the ideas?

S: Yeah but I like to have conversations with people.

M: Oh yeah. Ok, that's great. Was there anything that particularly influenced you with this? How did you get into that idea?

S: With music therapy, do you mean?

M: I was thinking about the base jumping but if you want to talk about music therapy, excellent, that's great.

S: To be fair, things like making me want to base jump and stuff like that and feeling a lot more happy is cos of music therapy, I've got to say once I've left music therapy, after having a good chat and expressed myself on the drums and guitar and stuff and even then, makes me feel really good. Not only that I've learned something, but that I really got to express myself and talked to Philippa and stuff. But it's been really fun and it's made me feel a lot more happy and a lot more head held high when I come out of there. Cos I do feel, I feel like I've achieved something more than anything.

M: Yeah.

S: I feel, yeah, I feel good about that.

M: That's really lovely to hear. Now so that, you know, we can capture as much as possible about your experience of music therapy, it would be so nice if you could just describe to me what it's like, what you do, how it feels, why it's important, all that kind of thing.

S: Well having a chat with Philippa, knowing that it's just going to be sort of between me and her and obviously probably you but...

M: No no, not even me. Just you and her.

S: It's good to have a chat and the great thing about it as well is not only that but I'm enjoying myself on the drums as well and on the guitar, and just learning new things, learn new instruments, play new things. It's just really good for me. In a way it does help me, helped me a lot, makes me feel a lot better. And yeah, it makes you feel better about going to school as well. It makes you feel pretty much a lot more better about everything I would say.

M: Yeah, what did you expect from it? Did you expect it would be like that?

S: I thought first time it would be a bit of a mess-about to be fair. Cos what I've heard from other people is that it was a mess-about and why's that? It helps a lot they said and it's a bit of fun. I couldn't see what they meant by fun. I thought it was a mess-

Appendix 7.1.12

about is a mess-about. What they meant is that you could express yourself and enjoy yourself and stuff like that. Obviously I learnt that and now I really like it.

M: Yeah, yeah. Is there a structure to it at all or is it completely free?

S: It's completely free, and that's what I like about it. You can go to the guitar and start playing it. You can play on the drums. You can have a chat. You can even talk to her about what we're doing. Me and Philippa, she did a bit on the piano and I did a bit on the drums. And we made a little, sort of, song thing. It was quite good. I enjoyed myself a lot. And she taught me some things on the guitar, which made me happy cos I did guitar when I was younger and I sort of gave it up and then I had a go at it again and I found that I really liked it, enjoyed it. Cos my dad teaches me drums. He's a drum teacher. So, so I was enjoying that as well, just being able to play the drums which was good.

M: How is it different doing it in music therapy to being, say, with your Dad or other musical places?

S: I think it's more because you can have a conversation with Philippa. It's a bit different with my Dad and it's a bit different with another teacher. Well, mainly because it's my Dad, it's hard to talk to him, sort of thing.

M: Sure.

S: It's actually weird though that cos you would think that your Dad would be the person you'd want to talk to, it's kind of weird that he isn't.

M: Yeah.

S: Not cos he's a bad father or anything, he's a brilliant father. It's just you know, can't talk to him sort of thing.

M and S both laugh.

M: And you were saying, Philippa showed you new things. Is it like new skills that you like or that she shows you how to express yourself?

S: A bit of both, actually, to be fair. She teaches how to do things and then that really lets me express myself through doing, learning things. Stuff like that. I really enjoyed myself.

M: Did you ask her all these things, to show you or did she just kind of know?

S: I asked her if we could go on the guitars and then she taught me a bit but it was good that she taught me a bit, I was quite happy about that. Without having to ask as

Appendix 7.1.12

well. I really enjoyed it. I caught on to it quite fast. It was really just enjoyable. I was just happy, she was happy. It was fun.

M: That's great. Were all the sessions the same or did they change gradually? How did that work?

S: I'm not entirely sure. I think they were. We played different instruments and we had different chats. I would say they were the same but I did do lots of different things. But I suppose it is a varied time because we do something different every time, which is quite fun.

M: Yeah.

S: And through the music believe it or not, actually helped me talk to Philippa cos I felt a lot more open after I'd just been expressing myself. I don't think I've felt like that before, apart from art and stuff. I've just been really open, expressing myself through something else and it's made me, as a person, in my personal life, open like that, as well, at the same time so I think it's been really good. And it helped me realise that talking to people does help. Because before, to be fair, I didn't like talking to people as much and then I was playing some music and talking to her and realising that it was all good. And I played some music afterwards and enjoyed it so it's been really really good. So, in a way, yeah music therapy has helped...massively.

M: Wow. And do you think the difference, this feeling, is a long-term feeling that you're going to keep?

S: Yeah it is. I have a completely different view on music now.

M: Yeah?

S: I can express myself. I like learning things. A lot. It makes me feel good when I've learned something, and yeah even just like learning a couple of things on the guitar. I even taught myself something on the drums as well. Just through playing it a bit and the listening to it, that sounded quite good I'll do it again. Putting certain things together, I found it really really good. I found it really fun.

M: So has it made a difference to other things in your life?

S: Yeah. Sort of. I've talked to my Dad about it as well and he said good, it was good that I'm playing the drums and that, and I told him I enjoyed it and he's getting the kit out for me to play cos he was obviously in a lot of bands and stuff. He has a kit from the 70's. He says it's worth two grand but he said I could play on it, so I've got be careful with that. But I'm really looking forward to that. But I think without music therapy I wouldn't have known how much I could enjoy the drums as well cos I think

Appendix 7.1.12

the talking with the drums has made it even better, and it's made me, made the drums better as well.

M: Yeah that's really interesting. Do you know how it's worked?

S: Like I say, I think it's from expressing myself on the drums then expressing myself personally. And telling Philippa, telling her things about my life, stuff like that. It's made me feel better about the drums as well, it's made me feel sort of like the drums are there for me in a way.

M: In a kind of expressive way?

S: Yeah, I can really express myself. That's the reason I like art. Cos It's something I can really concentrate on at the same time as have fun and that's a sort of unique element and that's one of the reasons why I like art and music and drama, everything in that sort of area. And I did enjoy it before but now I can express myself whilst doing it, it's made me feel 100% better about it.

M: Yeah. Do you think other people can see any difference in how you are with them?

S: Yeah, I think so. I think they find that I'm enjoying myself a lot more. Before I started doing music therapy I was having a bit of trouble. I didn't get on as much. Cos I couldn't express myself as much as well and then after having a chat and then realising that the drums could make me enjoy myself and express myself, that art helps me express myself, it's changed my view on a lot of things actually.

M: Really. Could you say a bit more about what sort of things?

S: Well sort of like, well, if I'm painting and playing the drums. They're two things that let me express myself, and the guitar and stuff like that. So I've realised that painting and stuff has helped me a lot in class as well cos it let me express myself a lot. It's really sort of opened me up to new things on those subjects, like art, music, drama. It's just made me feel really creative and really have like a spark of imagination just to do something which I'm really enjoying.

M: Wow. And does that happen quite a lot, then, this creativity? This sparkle and everything?

S: I can't say it does all the time but after doing music therapy and stuff, it really has helped a lot. I feel a lot more open with people as well, which made me happier. Now I can sit down and have a conversation with people and I don't feel sort of, not as bad, but I feel like I can express myself a lot more. It's a really weird experience as well, cos all that has come from just playing the drums and just talking at the same

Appendix 7.1.12

time. I think it's the same with bands and stuff. I can see why they really enjoy it now, because they can chat with each other about things. Yeah, it's just good.

M: Yeah, would you say this was a gradual change or a sudden change?

S: I would say it was very sudden at the beginning, and now it's starting to get better and better and better and better and better.

M: Wow!

S: Yes, I'm really enjoying myself going to music therapy and stuff.

M: Can you remember what that sudden change felt like? Does it stick in your mind?

S: Yeah, I remember uniquely coming out of that room and just going... Cos I used to do it in French and then go straight out to lunch. I was coming out feeling a lot better and I just wanted to talk to my friends and stuff, I felt really good. So I had a good conversation with them as well. And they noticed I was a lot more happier, so they were happier. Cos at a certain point, before I was doing music therapy, I was in quite a sort of 'down' place, I wasn't feeling very good and usually I'm quite a happy, nice person and that really sort of brought me back out again. I really, really, really enjoy it.

M: That's great, and you said it was a sudden change and then it's just kept getting better? Yeah?

S: Yeah. I thought the sudden change was just a temporary thing, a one-off thing. It would just be a nice thing for a little while and then it would go away. But looking back and remembering it, you can even look forward to it as well. Not even just music therapy but other things that have helped me away from music therapy like art and stuff. You look forward to that as well. And I like it at football as well believe it or not, it is creativity, isn't it? Basically it was all back of the net. Yes, it's just a completely different view on everything and I do find it's a better view than the first one obviously.

M: Yeah, yeah. Isn't that wonderful news? That's really great. You said earlier it makes you feel better about coming to school?

S: Yeah.

M: Could you say a bit about that? How much difference does it make to how you feel about coming to school?

S: Cos it makes me look forward to, I have nearly one of these subjects every day. So yeah it makes you look forward to coming to my drum lesson, art, to drama, obviously to music therapy as well, which really makes me look forward to all of it really. And it really does push me to think I'll enjoy myself today, definitely. Cos

Appendix 7.1.12

I've got PE and then art and they're both things that I can really enjoy and I've got a drum lesson in-between. So it's just like a great day.

M: Yeah, so you didn't have that feeling before?

S: I did, but not as good. I feel a lot, lot, lot, lot, lot lot more happier just having a chat, playing the drums. And I feel happier after having a chat now, as well which is really good so it's changed a lot. Much better.

M: Yeah. I'm so pleased to hear that, thank you for sharing all that with me. Would it be nice for Philippa perhaps to have a picture of you doing music therapy and how you feel about it? Or do you think it's not appropriate?

S: I don't mind.

M: It's up to you. You told me that you are good at art and you like it. If you wanted to it would be nice for us but obviously we're not going to force you.

S: Yeah I don't mind.

M: Well, feel free to do something if you, you know, if you can. It would be nice. So, did you feel listened to enough in the sessions?

S: That I was listened to?

M: Yeah, by Philippa, did she listen to you well?

S: Yeah, definitely, because she didn't exactly have to attend to a whole class it was just brilliant because I could just talk to her and I really feel that before, I was a bit awkward, a bit, sort of, and Philippa's turned more into a friend that's there now, not as much as a teacher. I wouldn't think of her as a teacher at all, but I would think of her as a teacher cos she does teach me stuff but it's more like a friend.

M: Okay.

S: Cos you know even your friends teach you stuff. It's brilliant. It's a sort of unique thing.

M: Does she listen in a particularly special way that's different to other people?

S: She listens to everything and she makes a comment on it as well, which I like.

M: Yeah.

S: Sometimes she even talks to me to make things better and she always knows if something goes wrong and she'll chat to me about it and try and help me out and make it better [...] so I've really enjoyed it.

M: That's fantastic! And what about the instruments? You've talked about drums but were there any other instruments that you use?

S: Guitar, some rattle eggs or something I'm not entirely sure what they were called [both laugh]. I played the piano a bit, the keyboard was just having a bit of fun on it.

Appendix 7.1.12

Overall it's just been a really fun time, really. I got to play the bass guitar, the electric guitar, the drums, the keyboard, everything. She bought a new thing called a 'wah-wah' which you press it down and it changes the guitar. She knows, I can't remember what it's called. Surely you know, you press it down and it is strange and it makes the sound different... A wammy. She got a foot pedal one and I really enjoyed that as well, it was quite fun to listen to the sound and what you can do with it as well. You can really create something that's different to the normal guitar and stuff and you can just enjoy yourself.

M: Yeah, yeah, yeah. So you had loads of choices. Could you make it as complex as you wanted to?

S: Yeah, you do what you like.

M: Excellent. Would you like to carry on with music therapy once the research project is over?

S: Yeah, I wouldn't mind. If I am learning something and feeling better about myself, why not?

M: Yeah, absolutely. What about the future, are you feeling more positive?

S: Yeah, because I feel that I'm expressing myself. Even my teacher said to me that I should take art next year and stuff like that. And same in drama. It's been good. It's really sort of showed me that, cos I didn't think I was that good at art and didn't think I was that good at drama, I'm feeling a lot more positive about it. About everything. When you feel positive, everything you work on is positive, cos when you feel better, your work's better. Cos you're going to put more effort into it, the more detail you're going to put in. It's really good.

M: So what about other subjects apart from art and drama? Have you had any encouragement from the other teachers?

S: Yeah. I do feel creative. Another thing I do like is English.

M: Oh, good.

S: Obviously I can express my language and stuff. I can really describe what I feel and everything and I can really put myself in the seat scene? and really think to myself about how I'm going to do stuff, like I was discussing with Miss about horror. I was going to write a horror book, sort of thing, or a horror story, and I was chatting to her about how I didn't want the person to go back, like if you saw a dark door open with a figure in there, you wouldn't just go in there, and get a horror movie. I like some sort of there is no security where you're stuck in this space because the natural human response would be to get out of there as fast as you can, wouldn't it, it

Appendix 7.1.12

wouldn't be to stay there and investigate. Yeah, unless it was your job or you were a police officer or something. Yeah I really like the idea of being forced into things like that, it's like really opened up a new door in my brain.

M: Wow!

S: New ideas. Some ideas I wasn't sure about now I don't want to say that idea.

Talked to her, her saying it's really brilliant so when I get one, I can say it, it turns out it's actually quite good. And Miss is actually quite yeah!

M: Yeah.

S: It's another part of my brain. Imagination. It's great.

M: This is exciting, isn't it? Do you think about the future now, sometimes?

S: Sometimes, yeah. I really think what I'm going to do. I'm hoping to go to. Cos my brother lives in Australia now which I was talking to Philippa about. I'm hoping to go out and live with him cos at the moment he's doing abseiling. He's a bit of a thrill person as well. He's already done base jumping I think he's done it like three times. So he's really enjoying himself out there. He's got himself a girlfriend and he's got himself a house, he's pretty happy at the moment, so I'm happy. But I'd love to go out there and see him and maybe he could set me up with a job or something over there. But like I said, about imagination and that, I do really feel I should just do what he did, maybe save up a bit of money and just do it. It's what he did. He saved up the money he got working on the punts in Cambridge then he went out to Australia by himself with his rucksack, some money and that was it. Now he's got a job abseiling, I think earning about 600 dollars a week, which is like £400 or something over here. So it's really good.

M: Which is good.

S: And he's got a house now and he's got a girlfriend and he can provide for her. It's great.

M: And he's got the thrill job.

S: Yeah, exactly. He can afford to do base jumping and stuff. That's how I want to be, really. Just be. Me and my brother have a lot in common, even the hair, because we look the same as well. I really want to do what he does. He is like a role model. He plays guitar as well and he does art and after he left, the weird thing is, I didn't get it off him as well, after he left I sort of found it myself because of music therapy and stuff. I found it purely by myself without him being the inspiration. He's really good at art and stuff. Yeah. I just find it really good that I have interests as him as well. Before he left I was quite young and we didn't get on that well. He's 8 years older

Appendix 7.1.12

than me. But now I've grown up a bit and I've got the same interests as him. Yeah I talk to him on the phone. It's been brilliant. It's great, cos it's like really helped opened up a social life with my brother as well. It's really helped.

M: Wow.

S: It's helped my family, it's helped me a lot basically.

M: Did you explain music therapy to him?

S: Yeah I told him that I was doing music therapy. I told him it was really helping the guitar. I learned a bit on the guitar. He said yeah that's good, when I come back I'll hopefully teach you a bit. So I was like, that's good. I think he's coming back here for 3 or 4 months next year. And then he's talking about moving to Australia apparently which I don't really want him to do cos he's my brother. I love him to bits. I don't want him to go this early. I think he should wait a little while.

I wanted to travel around the world with him as well. Which would be brilliant. Just getting jobs and stuff. The man who's letting me do the abseiling said there'll always be a job open for you here. Cos L's quite an open, nice person, which is sort of how I want to be, and he's learnt that from expressing himself. Just like music therapy. Although he's done it by myself, he's still done it. So music therapy does, it really does open up an opportunity to make you one of those people that can express themselves. And I'm sure that once you're there you'll enjoy himself a lot. Just talking to him he's so much happier than he was here. 100 per cent. He can really express himself. He's in another country, away from home. Just talking to him makes me feel good. Makes me feel excited about his life.

M: Yeah

S: Yeah.

M: This is all so wonderful. So, there are loads of people who think the future's really scary but for you it doesn't sound like a scary thing, you've got dreams and ideas and things.

S: No. I have to relax in a lot of things. I have learned to relax myself. One thing that did help me learn to relax myself is football. Things that let me express myself. Cos I used to play as a defender, obviously I had to defend goal and then I got quite upfront one day and I got really nervy and missed a couple of good chances, and then he put me back on the bank. And I said no I want to go back up the front. I kept my cool, kept completely calm. And I played completely different. And when I'm playing the drums I used to be tensed up. Dad said you never see world class drummers all tensed up like this. You need to relax completely and then I'm relaxing. Philippa gives me

Appendix 7.1.12

the opportunity to relax in music therapy, which helps me learn, which helps me feel better, so it's just a gateway thing. It's good. Amazing.

M: Gosh! So you've got your goals and are you really determined about all these plans that you've got?

S: Yeah. Like I said I'll put 100 per cent into everything that I would want to achieve. If I want to achieve something I'll put 100 per cent into it. I won't stop, ever.

M: You're confident aren't you that you can achieve what you set out to do, aren't you?

S: Yeah. I'm quite confident.

M: How long have you wanted to do this trip to Australia?

S: It's more cos my brother's out there. Just ever since he left really. I thought I was going with him to be totally honest. He's one of the people that really brings something. He really is lively. He brings something to you.

M: You're like that, too.

S: I really want to be like him, make me feel a lot better. He's always going to make you feel happy about one thing or another. No matter how sad I was, no matter how depressed I got, he was one of the people to sort out my problem, always, and after he went I thought that put me in a sort of depressed state. I realised that after doing music therapy and stuff I realised I could make myself like my brother and then I can make myself happier. Instead of needing someone there all my life. I'll just do what he did, which's making myself feel better 'cos he can express himself through music and through art and everything just making himself feel better. And that's how I've been.

M: It's just wonderful.

S: I did it.

M: You did do it. Now that we're talking about the future, let's get back to where we are today. How are you feeling today?

S: I'm feeling quite good. I've had a good chat.

M: Yes, it is good, isn't it? Could you describe a bit about what it's like to live in your world right now?

S: It's ok. I don't mind it. I just feel positive about everything. I really want to put 100 per cent into things all the time. And that's made me feel much better, because I'm believe it or not, just learning a thing on the guitar, after putting 100 per cent effort into it, I learned something and now I want to put 100 per cent effort into that. I

Appendix 7.1.12

know I've got the intentions there to get good qualifications and stuff but it really has helped me a lot obviously.

M: Have you noticed any difference in grades and stuff in schoolwork?

S: Yeah. Because I've been expressing myself in my work a lot more so obviously I'm getting more decent grades. Even if I get worse grades than before, at least I'll know that I put myself into the paper sort of thing more than anything, but if they don't like it, they don't like it. Yeah I've got to try harder and put 100 per cent more effort into it but still at the same time always express myself because I find that when I don't express myself and don't put an element of my thinking or my imagination into the paper or whatever it is, then it isn't as good, or it isn't how I like it to be. And it always is how they want it to be or how you want it to be, if you can get somewhere in the middle, it's brilliant! That's what I am aiming to do basically.

M: That sounds fantastic. Thank you ever so much for explaining everything so clearly. I'm your greatest admirer. I really do admire everything you have said to me so much. Is there anything you want to ask me about this? Or add something else?

S: I feel that hopefully more children can do music therapy, because whether it helps them or not, you've got to have a go at everything and I hope they have a go at this because it's made me feel better and I really want to encourage them to make themselves feel better. Cos I feel that if they're feeling better, if the whole world could be expressing themselves and just feel good then it would be amazing.

M: It would be amazing, you're right. So if you could sum up music therapy in three points, what would those three points, the three most important points be?

S: I think having fun is one. Expressing yourself. And learn new things. I could go on so much more but I think there is too much to go on about.

M: Well, don't let me stop you if you want to use this opportunity. We can use it all to help other kids. Your opinion is so important. So feel free.

S: If they ever think about this. I was in a dark place, I wasn't feeling that good. Once I got to express myself and once I got to really let myself out, it's made me feel so much better. So all I'd say to the other kids is don't hold back, don't ever, don't ever hold on. As far as I'm concerned. Just go for things. If you go for things, it's better to have tried than if you haven't tried at all. Because while you are having that try, you'll enjoy yourself and you can remember it for the rest of your life. That will stick with you, obviously for the rest of your life because it's something you've enjoyed and you've put 100 per cent effort into it, which will make you feel really good.

That's all I can say pretty much.

Appendix 7.1.12

M: Okay, well that's just brilliant. I can't tell you how brilliant that is. It's really superb. And, as I say, I so admire absolutely everything you have said to me. And I think it's really exciting. So I'll come back next year and it'll be really good to hear how you're getting on. Would that be okay? We could catch up maybe then?

S: Yeah.

M: Yeah, yeah? And thank you for sharing all that with me, because I know it's really personal stuff.

S: I just feel better about everything now.

M: Yes. Really great and you've expressed it really clearly, too. So good luck with all the projects and achieving all the goals, keeping at it. I would love to keep talking to you actually all afternoon but we've got to carry on, haven't we, with all the other things we have to do, so can I just say thank you. It's great.

S: Thanks very much.

M: Wonderful. Have a great summer and good luck with everything.

Appendix 7.1.13

Iain's pre-MT interview

Marion (M): Hi, how are you today?

Student (S): Alright.

M: Happy new year.

S: Happy new year to you too.

M: Thank you for giving up some of your time today. Now it'd be great if you could talk to me about yourself a little bit.

S: Um.

M: Reason is, I'm interested in finding out a little bit of something real about what it's like to be your kind of age in today's world, because it's a long time ago when I was your age.

S: Yeah.

M: And the world's changed a bit too.

S: Yeah.

M: Alright. So would you be happy to answer a few questions and say a bit about your experiences?

S: Yeah.

M: And it's ok to stop at any point, alright. And it's being recorded because I can't write quickly. So Philippa's going to listen later on instead of me writing down what you're saying, is that alright?

S: Yeah.

M: Then the recording will be wiped. Now I've brought along some pens, colours, paper and things so if you want to doodle or do a bit of drawing as we talk that's ok. And we've got these magazines. A really nice, sort of 18 year old guy in WHSmith, he found these for me and he thought that maybe some of these might be quite interesting for guys your age, maybe. I don't know, how do you think he did? Has he got it about right? We've got motor sports, street art, biking, skateboarding, drumming..

S: Yeah.

M: Are any of those your kind of thing?

S: Skaeboarding. I used to do it but I gave up.

M: Oh did you? There's a skateboarding one. Do you do something else now that you like?

S: Play guitar and Xbox.

Appendix 7.1.13

M: Oh yeah that sounds good. So did you do skateboarding with your friends?

S: Um, no probably just do it.

M: Yeah. Just get up there and go, yeah. And what about the guitar and the Xbox? Do you do that with friends or is that something you like to do in your own way?

S: In my own way.

M: Yeah. Have you got your own style?

S: Wot?

M: With your guitar.

S: Yeah I've got the amp and strap and guitar and plectrums.

M: Oh when did you get all that?

S: Last Christmas.

M: Last Christmas. So that must have been quite a big thing.

S: I haven't been playing it that much recently, been playing my Xbox.

M: Did you get that last Christmas as well?

S: No, I got it this Christmas.

M: Oh right, so that's more exciting at the moment because it's new isn't it. Ok, do your friends have the same kind of interests as you do you think?

S: No, my next door neighbour has got an Xbox, no a Playstation 3, yeah that's it.

M: Yeah, some of these things you can do with someone else can't you? Or do you have to do it on your own?

S: No I do it on my own cos I like it better.

M: Yeah. What do you think that you do on your own that you couldn't do if someone else was there as well? Is it about going faster?

S: Well I just go out with my mates.

M: Where do you like to go with your mates?

S: Go to other mates'. They don't do much, sit at a computer.

M: And I guess they're people you can talk about Xbox and ..

S: Yeah.

M: talk about all that kind of thing then, and maybe guitars?

S: They don't play guitars. Don't really know how to [unclear].

M: No.

S: Also music lessons on activities.

M: Right, so that's one of your activities?

S: Now it's gone now. It's a new half term.

M: So what do you do instead now?

Appendix 7.1.13

S: Well I do swimming on a Monday then I do [unclear] so it's a bit upside down.

M: Has it always been a bit upside down like that?

S: No not always.

M: No. When did it change?

S: About well depends what activities you pick, 6 weeks but I didn't know what I was picking, I was doing what I like they didn't say what it was about so it's a bit muddled up.

M: Oh.

S: Football's alright.

M: Is it? Yeah, are you in a team?

S: Well we're sorting it out.

M: Yeah. Are your mates in the football that you do?

S: Um, yeah, well my brother used to play in a team, what's it called, I can't remember but he used to do football quite a lot.

M: Yeah. What's it like being in a football team?

S: It's alright. [unclear]

M: Do you have like a captain, that sort of thing?

S: Yeah. It's basically just me playing against my brother. Activities, yeah well I don't know yet, just playing. [unclear] Basically playing a bit of football and that indoors.

M: Yeah. What about drama? Do you do some drama at all?

S: I used to at my old school but nah.

M: not really. Do you miss it, or is that ok?

S: No, don't want to do drama now.

M: No. Ok, so at your old school was it very different to here?

S: Yeah quite a lot. They gave me a harder work.

M: Oh did they?

S: I couldn't really do it.

M: No. What did that feel like? Doesn't sound very nice.

S: No, just get a piece of paper, have to do it anyway.

M: Yeah. Did someone help you?

S: Well, [unclear]

M: What about respect. Do you think that grown ups...

S: Get a bit of respect from my mum and dad for being good, I get some pocket money.

Appendix 7.1.13

M: Right, so that works well doesn't it. And what about a your old school?

S: Well it was a bit upside down at my old school.

M: Was it.

S: [unclear] smashing things. Almost got hurt. Cos what's it called, I got frustrated, I used to get angry with other people.

M: Really, how long did that go on for? Was it a long time?

S: A long time. I went there when I was about 6, say left there when I was about 13.

M: Yeah.

S: Like ages.

M: So if we did something with this piece of paper [line drawing]

S: I can remember some things I just can't remember.

M: Can you, what sort of things?

S: Learning to read. And I remember .[unclear]

M: Were there some good times that you like to remember?

S: Yeah. Well my family's a bit upset cos my niece died ages ago.

M: Oh I see, that's very sad, I'm sorry about that.

S: She was premature.

M: That's a tough one isn't it.

S: Yeah.

M: And what about your friends at your old school? Are they still your friends now? or did you move onto new people?

S: Yeah. No, still got my friends just like J my friend and I don't know. Just that one.

M: So J is a good friend.

S: But he lives in Ely. Sometimes comes down and I see him.

M: Yeah so you still manage to see each other even though it's quite a long way.

S: Yeah, it's been quite a long time I haven't spoken to him.

M: No. Do you think you'll see more of each other in the future?

S: Yeah.

M: That's great. So your last school was a bit upside down really.

S: Yeah.

M: Yes and what about this one?

S: Yeah it's got good. We learn more than what I learned there.

M: Oh good, why is that, why is it easier to learn here?

S: Cos just understanding. They got understanding better. Like at my old school they'd just put a sheet and read it out and you like had to do it. [unclear]

Appendix 7.1.13

M: That's not so helpful, and here they do it differently?

S: Yeah.

M: That's good. So what about respect here?

S: Um, got quite a lot of respect cos they take us out and spend that much money on us and when I have enough I can't be bothered to do it.

M: Are there some things that you like doing more than others?

S: Um, just chill and watch films and go out.

M: Yeah, so if you feel like you need to let off steam or express yourself, do you prefer art or music or sport or drama?

S: [unclear] and that's it basically, and go out with the dogs and calm down.

M: Ok, is there some encouragement that you get here from the teachers?

S: Um, yeah.

M: Can you think of any times when they were really nice in that way?

S: Well, don't really know cos... they are nice do all that n understand you, give you respect and they tell you how to do things.

M: That's great and any times when you thought, 'oh I'm all on my own out here, I don't feel very supported?'

S: Um, no not really cos still got all my family. Mum's a bit ill but she's alright.

M: Good. And what about the future? Do you think about the future a little bit sometimes.

S: Nah. Just wait when it happens.

M: Yeah and it will eventually [both laugh]

S: Just do whatever.

M: Yeah, I know quite a lot of adults and kids who think the future is actually quite scary. And some people I know they have dreams about the future, and think oh I wonder if I might do this or I might do that, or I might have that car or I might live in a house like that. Do you ever have any ideas like that?

S: Nah. I'll just work it out when it happens when I get older.

M: Yes. Let's get back to the present. We're going to stop in a minute but just before we stop, if you could sum up three things about what it's like to be living in your world, what would they be?

S: First at home, cooking dinner and all that, doing other things and secondly just going out with my mates and third is just chilling.

M: So it sounds like a good way to be. Ok, well thank you very much for explaining

Appendix 7.1.13

all that, that's really helping me. So the next thing we're going to do is...

Appendix 7.1.14

Iain's post-MT interview

Philippa (P): I'll leave you to it now. I'll be outside. See you later!

Marion (M): I've never driven quite as fast as that in my life before. So how have you been?

Student (S): Alright.

M: It was like snowing when I was last here.

S: Yeah think so.

M: Yeah think it was cos every time I went outside it was snowing again. Can you remember what we talked about last time?

S: No..

M: I think you were telling me a bit about you.

S: Oh yeah.

M: That was really interesting. Ok today, I'm really interested in finding out about music therapy. What your experiences were like. Ok?

S: Mmm.

M: So is it alright if we talk a bit about that then?

S: Yeah.

M: Great. And of course it's still ok if you want to stop at anytime, but your opinions are the most important thing to me, they're amazing. So we're recording it because I can't write very fast, but once we've listened to it, we'll wipe it. Ok? And I've got some pens and paper and things. So, do you remember last time you did some drawings? So if I give you these, you can do some drawings if you want to.

S: Yeah.

M: To show what it is we're chatting about. Like we did last time. Ok. And have you had a look at these magazines and things?

S: Yeah.

M: Yeah? Think we might have some more in here. What have we got? We've got 'web design', 'Drummer', net stuff, that's more web design, a book called Edge and something called 'Dirt bike'.

S: Oh,

M: Yes. Can I guess which one you are most likely to like?!

S: I dunno.

M: No. Ok. So they're there. Which magazine was it that we looked at last time? Was it the quadbiking one?

Appendix 7.1.14

S: Think so.

M: Are you still into quadbiking?

S: No.

M: Not really. Oh, did you go off it? Why was that then? You were really keen weren't you?

S: Yeah. I don't know.

M: Yeah It just kind of...

S: Got boring.

M: Got boring, and you got used to it. Alright, ok. What are you into now?

S: Just guitars

M: Oh wow. How did you get so into guitars?

S: Don't know. Just like it.

M: Mmm.

S: Been doing music lessons out of school.

M: Oh really?

S: Every Monday.

M: How's that going?

S: Alright.

M: Yeah, how does it make you feel?

S: Alright.

M: Yeah, can you tell me a bit about it?

S: Yeah. Do it after school yeah. Fridays at 5.30 I go to music lessons. And like play some notes.

M: That's amazing. What got you started on that?

S: What? I used to learn at my old school and I'm still doing it so I wanted to get it out.

M: So how are your skills?

S: Alright.

M: Yeah? What kind of things do you do?

S: Don't know really. Most times I sit indoors now.

M: Yeah. Do you listen to lots of music?

S: Erm, yeah.

M: What do you listen to music on?

S: Erm, computer um, CDs and all that.

M: Do you do downloads and that kind of thing?

Appendix 7.1.14

S: Just listen to it.

M: So do some musicians inspire you?

S: Yeah.

M: Yeah? What do you like?

S: Don't know Most of the things. That's it really.

M: Yeah, are there any guitarists that you admire?

S: Guitarists? Slash... Erm, can't remember the rest.

M: So do you get your guitar out and play in your bedroom?

S: Yeah.

M: Yeah, that sounds really good. What's it like your guitar?

S: It's alright.

M: Is it quite a good one?

S: Yeah. £600.

M: Wow, do you have an amplifier?

S: Yeah

M: Sounds amazing. So how much time do you give to the guitar these days?

S: I'd play all day really.

M: That's really interesting. And do you think you're going to stick at it?

S: Yeah.

M: So do any of your friends like doing that kind of thing?

S: No, don't know. No. I don't really go out no more. No.

M: Oh. Is that because you don't want to?

S: I don't want to. I get in trouble most times.

M: Oh do you? That doesn't sound like you. How do you feel about that?

S: Alright.

M: So you prefer staying in? Is that your way to stay out of trouble then? How did you work that one out?

S: Dunno.

M: Mm.

S: Don't know really.

M: Do you mind being in though?

S: I don't mind. I just sit indoors.

M: And I suppose if you've got the guitar, does that help? Or not?

S: It helps.

M: How does it make you feel when you're doing the guitar then?

Appendix 7.1.14

S: Relaxed. That's it.

M: Yeah, what do you mean by that? I don't really know what that means.

S: Dunno. Just sit and go to sleep or something.

M: Oh right, All kind of mellowed out. Yeah. So that's really interesting. So you've kind of changed a bit since I last saw you. How would you say that's happened?

S: Dunno.

M: What's it like? Is it better? Is it good or?

S: Better.

M: Remember last time we put that kind of thing on a drawing.

S: No can't be bothered.

M: Oh you're bored of that. Ok. Last time we talked a bit about friends and school.

How's school going?

S: Alright.

M: What's it been like?

S: Alright.

M: Anything particular stand out? It's just kind of been normal has it?

S: Yeah.

M: And we talked about respect last time. And I think you said you thought the adults gave the young people here plenty of respect.

S: Yeah.

M: Is that still true?

S: Yeah.

M: Ok. What about the other way round? Do the young people give the adults enough respect?

S: Yeah.

M: So this place is good basically is it?

S: Yeah.

M: Ok, fantastic. So have there been any particularly good or bad things that have happened since last time?

S: Nah.

M: No. Ok. So let's see. When you want to express yourself do you do it on the guitar? Or do you do it in other ways?

S: Guitar sometimes. Listen to music. That's it really.

M: So do you do that in a particular way? Do you prefer fast or slow or loud or quiet?

S: Quiet.

Appendix 7.1.14

M: Yeah. What kind of music do you like listening to then?

S: Dunno. All kind. Then you have options. That's it.

M: Does anyone influence the kind of music you choose?

S: Nah.

M: It's all yours.

S: Yeah.

M: Yeah. So what about music therapy? What's that been like?

S: It's been ok.

M: Can you tell me a bit about what it's been like?

S: I dunno really. It's been alright.

M: How did it start off?

S: Drums guitar. Dunno really.

M: How do you feel about, before you go to music therapy, do you look forward to it or not?

S: Dunno

M: So you feel quite level.

S: Yeah.

M: I suppose that's quite good really. I mean it's better than not wanting to go.

S: Sure.

M: What about all the sessions. Are they the same or different?

S: Different. Same stuff.

M: What kind of differences are there?

S: Dunno.

M: Do you always choose the same instrument to play?

S: Mmm.

M: Why's that? Which one do you choose?

S: I don't know.

M: Mmm. And how long do you do the music for? Or does Philippa stop you?

S: At the end of the lesson usually. Normal time.

M: Yeah and is it kind of tiring?

S: Mmm.

M: What's it like then?

S: Don't really know.

M: Do you just kind of do playing music?

S: Play music.

Appendix 7.1.14

M: Does anything else happen?

S: No.

M: No. And who tells you what kind of music to do?

S: Don't know really.

M: Does she give you kind or rules and things.

S: Nah.

M: If there's no rules, how do you know what to do?

S: Oh, yeah. Don't know really. Play and that's it.

M: Oh I see. And do you always do the same kind of stuff on the instruments?

S: Yeah.

M: Who tells you to do it like that?

S: Who tells me to do it better? Me!

M: What do you say to yourself?

S: I don't know really.

M: So if you were going to explain it someone who hadn't done it before, and say they were quite scared and nervous about it, what would you kind of say to them?

S: Whatever

M: Yeah. So is it something they should be worried about?

S: No.

M: Ok. Is it like another lesson, like maths or something?

S: Different. Not like lessons. It's relaxing, chilling out time.

M: Chilling out. That sounds quite good. So what's the point of it?

S: Urm,

M: Do you mean that when you finish it you feel chilled out?

S: Yeah.

M: Oh I see. How does that work then?

S: Don't know really.

M: Hmm. Do you feel chilled out straight away?

S: It just happens.

M: It just happens. What, all of a sudden. Or gradually?

S: Gradually.

M: Does it always happen?

S: Not always.

M: Yeah is it different sometimes?

S: Yeah.

Appendix 7.1.14

M: So do you make up stuff or do certain things?

S: Make up stuff.

M: And what does that feel like?

S: Alright.

M: And do you know what to do?

S: Yeah.

M: How do you know?

S: I dunno. I do.

M: Does it feel quite sort of natural?

S: Yeah.

M: Ok. Could you say a bit about that?

S: Err, don't know really. Does.

M: So, how many times did you go?

S: I don't know actually, to be honest.

M: Just a few?

S: Few yeah, don't know really. Been there loads of times.

M: And do you want to carry on going?

S: Yeah.

M: Yeah. What do you think it would do?

S: Don't know really, just help me.

M: Yeah. Oh that sounds good.

S: Gives me a break.

M: Yeah. What kind of help does it do?

S: Helps me relax, don't get annoyed with any lessons.

M: And is that what happened then? Can you remember?

S: Remember what?

M: When it happened?

S: When it happened?

M: When you felt more relaxed and you didn't get annoyed in lessons.

S: I don't know really when it happened, I don't know.

M: It just kind of happened. What did you notice?

S: Not much.

M: Did you notice something about you?

S: Yeah.

M: What was that like?

Appendix 7.1.14

S: Alright. And that's it.

M: Was it like a small change or a big change?

S: A big change.

M: Really?

S: Actually a small change.

M: Yeah, but are you certain it happened, the small change?

S: Mmm.

M: How can you be so certain?

S: I don't know.

M: Yeah, but you are though.

S: Yeah.

M: Can you say a bit about this change that happened?

S: Don't know really. Whatever.

M: But it helped you, this change.

S: Yeah.

M: That's good. How long does it last when you have the change or is it always there?

S: Don't know really.

M: Are you pleased about it or not too bothered?

S: Not too bothered.

M: No, ok. So if you had the chance to do it all again, what would you do? Would you go or not?

S: Yeah I'd go. I'd play better stuff.

M: Yeah.

S: Too late.

M: How does it make you feel when you do that?

S: Alright.

M: And do you always do the same thing to get that feeling?

S: Yeah, not all the same, it's like different and all that stuff.

M: Can you tell me about the different things you do to get that feeling?

S: Go on drums, keyboard, guitar, that's it. Listen to music.

M: Yeah. And if someone else had the chance to do it, what would you say it was like to them?

S: Find out for themselves.

M: Ok. What do you think about the future?

Appendix 7.1.14

S: I don't really care about the future.

M: Yeah, do you feel differently about it than you used to?

S: Nah.

M: About the same.

S: Same isn't it.

M: And are your teachers encouraging? Do they support you?

S: Yeah.

M: Good. Some people I know, even adults, think the future's quite scary and other people have dreams about it or plans or just a few ideas. Do you have any plans or ideas?

S: No.

M: No? Does anybody try to help you with the future?

S: No. Urm, dunno about the future. It happens and it happens don't it.

M: Do you think you'll still play the guitar in the future?

S: Yeah.

M: Yeah oh that's good. The guitar will be there with you.

S: Yeah.

M: Great. Do you know what your guitar playing will be like in the future?

S: Better.

M: Yeah, in what way?

S: Dunno, just be able to play it.

M: Yeah. So do you have any like goals for your guitar?

S: What?

M: Like things you want to do there?

S: Nah.

M: Ok, some people I know want to play the guitar on YouTube.

S: Yeah.

M: Ok.

S: Be a music teacher when I'm older.

M: Do you? I think you'd be amazing as a music teacher. Because you're really patient. What do you think it'd be like?

S: Don't know. Teach other people what I know.

M: Yeah. Who could help you be a music teacher? Do you know anyone who could help you with that?

S: Music teacher.

Appendix 7.1.14

M: Ah, your music teacher. Anyone else?

S: That's it.

M: Have you spoken to your music teacher about that?

S: Nah.

M: Have you wanted to be a music teacher for a while?

S: Something to do.

M: Yeah. How long have you wanted to do it?

S: Don't know really. Just want to do it.

M: Yeah. Do you think music's important?

S: Yeah.

M: How much does it matter to you?

S: Quite a lot.

M: Yeah. Can you say a bit more about that?

S: Don't know really. Just quite a lot and that's it.

M: I think that's really important, cos then you can inspire other people. They get that then don't they?

What about today? How do you feel today?

S: Alright.

M: And what's it like being in your world?

S: Dunno. Alright really.

M: Good. Could you paint me a picture of what it's like in your world so I can understand a bit?

S: I don't know, just my world.

M: Cos it's hard. Nobody knows what it's like to be somebody else.

S: Mmm.

M: So you're just in your world on you own. Like I am in my world. But it doesn't mean we can't say what it's like.

S: That's just it really.

M: Yeah. Ok, I think it's great that you've told me all that stuff about music therapy.

What are the most important things about music therapy would you say?

S: Learn, being able to play. That's it. Try stuff and work hard.

M: So you learn how to play, you try stuff and you work hard. Do you get listened to?

Does anyone listen to you?

S: Yeah.

M: What's that like?

Appendix 7.1.14

S: Alright. Think that's it really.

M: Yeah. Is it good listening? Makes a difference?

S: Yeah. Can I go to the toilet please?

M: Do you mind if we just do the questions first? Is there anything you want to ask me? Shall we just do these and then we'll stop.

Appendix 7.1.15

Stuart's pre-MT interview

Philippa (P): This is Marion.

Marion (M): Hi! Happy new year! Are you alright? Do you want to have a look at those? I got those from WHSmith a couple of days ago and this nice chap he was about 18 thought this would be, well he helped me choose them so you can see if they're a good selection. Cos obviously when you're talking to people you don't know it's good to have a start, haven't you? I think the quad-bike one is quite a good one. So what we're going to do today is, it'd be really great if you don't mind, for us to have a little chat about what it's like to be you because I'm really interested in finding out what it's like to be your kind of age in the world of today. Cos you know it's a long time since I was your age and the world's changed quite a bit hasn't it. So would you be happy to answer a few questions and maybe say a few things about your experiences?

Student (S): Mmm.

M: Yeah? Ok, and it's alright to stop at any point that you want to, ok, so you're in control really. We're recording it cos I can't write very fast, alright?

S: Yep.

M: And then the recording's going to be wiped when Philippa's listened to it, alright?

S: Yeah.

M: I've also brought some pens and colours and things so if you want to doodle or draw to show certain things, then that's ok as well. So, is that the best magazine do you reckon, the quad-bike one?

S: Yeah.

M: Probably, yeah. Do you do quad-biking?

S: No.

M: No. Have you got mates who do it?

S: [nods]

M: Yeah, so what do you do then, your kind of hobby, do you have something else that you're interested in?

S: I just do stuff.

M: Different kinds of things. Yeah. And none of them are particularly special or anything like that?

S: No.

Appendix 7.1.15

M: Yeah I know what that's like. So what about your friends? Do you have the same group of friends that you've had for quite a while?

S: Yeah.

M: And they're the ones interested in quads and stuff like that?

S: Some of them.

M: Yeah, do you all date back to when you were quite young, or recently really?

S: Um, no not really.

M: Cos people come and go don't they in our lives.

S: Hm.

M: Yes, so are you all interested in different kinds of things, you and your mates, would you say?

S: Yeah.

M: Yeah so that's interesting isn't it? You can find out about different things that way and keep up-to-date on lots of different stuff, yeah. So if you've got all these different interests, are there some things that you all like to do together?

S: I don't know really, probably yeah but depends what it is, whether the other ones want to do it or not.

M: Yeah. I know what you mean. So are there any special things that you've done that stand out in your mind as being a really good time that you had together?

S: No, not really.

M: No. Hm. So, you know, do you feel like they're a particularly loyal group of people or is it more casual?

S: I don't know really, it's just we hang around and that.

M: Right. Ok, but what about adults? Do you think adults show young people enough respect these days?

S: Yeah.

M: So you've got some good experiences?

S: Mm.

M: Yeah, can you think of any in particular that you thought were quite impressive where the adults showed plenty of respect to young people?

S: Um, no not really. I just don't really pay attention to it all.

M: No. Ok. So what about school? Is school a place where adults show respect to young people would you say?

S: Mm.

Appendix 7.1.15

M: So most of the schools you've attended been good in that way?

S: [nods]

M: They have, that's good. Have you got any particular memories of good experiences in terms of respect?

S: I don't know [sighs]

M: Or incidences where you thought oh it would've been good if they'd shown me some respect. Do you have memories like that?

S: No not really.

M: No, that's ok. Now what about this place, is this place different to other schools?

S: No, it was just really the same as my last school I went to.

M: Yeah, what sort of things are the same?

S: Er, dunno, doing options after lessons and all that stuff.

M: Yeah, are there some things that you particularly like?

S: No not really.

M: Ok, so you like having lots of different things and plenty of variety, yeah. That's quite good isn't it cos then you don't get bored of doing the same thing all the time.

Are there some things that you're better at than others, or worse at?

S: [nods]

M: Yeah, can you talk about any that you are particularly good at?

S: Don't really know what I'm good at, I just like.

M: Things you like best, yeah. Is there anything you particularly like more than others?

S: No.

M: Not really, no, that's ok. What about if you're feeling kind of tense and need to let off steam, are there any things that are particularly good for that? How do you do that?

S: Just sit there, sit down don't do anything.

M: No, and it sort of sorts itself out. Have you tried art and music and that kind of thing? Do you like one more than the other?

S: I don't know. I like art as well cos I can do a bit of art work.

M: Yeah, what sort of art do you do?

S: I can do like spray painting.

M: Oh right. I've got a magazine here which is all about street art, have you seen that one?

S: No.

Appendix 7.1.15

M: Street art is really interesting isn't it? And now it's kind of like really fashionable and people are getting quite excited about it as real art. People are seeing it as very important. Yeah. I think it's quite interesting when journalists interview people who do street art because they've got completely different things to say and it helps, it kind of makes the world more interesting, doesn't it, listening to people talking about the world in a new way, or their way, it's good. What do you think to that magazine?

S: It's alright.

M: Yeah it's pretty good isn't it. I think the photos are really good. Have you got your own style when you do art?

S: No I just. Kilo writes it on, and we just spray paint it.

M: Yeah, and how do you feel when you do that, is it quite satisfying?

S: Yeah it's quite good.

M: Could you maybe do something on here that could maybe show what you do?

S: I can't draw, can only spray paint stuff.

M: Or just something that could be like a symbol of what you do.

S: It depends what it is.

M: Yes sure. Can you remember one you did recently, or the last one you did?

S: Last one I did was a bloke with a mask on. Kilo drew it on there and we spray painted it.

M: So maybe you could do it like a stick man or something? That's quite helpful, it's something to do with what you're interested in. So Kilo must be good at this.

S: Mmm.

M: I guess maybe he influences quite a few guys here?

S: [nods]

M: Yeah, is he quite an important person around?

S: Yeah. I don't know. He just likes his maths, I mean his stuff.

M: Yeah. Sometimes I think when you're doing something that's quite interesting you cannot notice the time go by, and you get a really different experience of all sort of things.

S: Things like that [unclear].

M: Yeah, yeah. That's good. [S drawing] Aren't they planning to do a bit more of the art in the Centre? I think when I came to visit before Christmas somebody said something about that, maybe bringing it more up-to-date. You might get a chance to do some more soon.

S: [shows picture].

Appendix 7.1.15

M: So do you get carried away when you do this? No, you just kind of like it? Thank you very much for doing that, it's really good. And what about music? Have you tried doing any music yet or do you play?

S: Just play drums.

M: You play drums, yeah? Do you like doing it fast?

S: Just depends on equipment and depends on how you want to make it sound.

M: Do you do it in a band?

S: Sometimes.

M: With your mates?

S: [nods]

M: Yeah, oh that's good and do you all have a style that you particularly like, do covers or anything?

S: Yeah.

M: Yeah so that's good. Do you get together quite a lot with them? Is it difficult?

S: I don't really see 'em much now cos I don't really do anything anymore.

M: No. Do you miss it a bit?

S: No just don't do it anymore.

M: No, ok. What about sport, is that very important in your life?

S: No.

M: No, drama?

S: No.

M: It's not everybody's thing is it. I think with drama, it's one of those things you either really like it or it's just not for you, don't you? So, that's good. And what about encouragement? Do you get some encouragement from the people around you?

S: Yeah a little bit.

M: And you get some encouragement from the teachers sometimes?

S: Mmm.

M: And they're supportive. Do you think about the future sometimes?

S: No.

M: No, I know some adults and kids as well who think the future is actually quite a scary idea really. Some people have dreams about the future though or a few ideas, you know I might be this I might have a go at that, or I'd like to have that kind of car, you know those sorts of things. Do you ever have any ideas like that?

S: [shakes head]

M: No, ok. So back to the present then, away from the future. We're going to stop

Appendix 7.1.15

talking about this in a moment but just before we stop, if you could sum up three things about living in your life, in your world, what would they be?

S: Dunno.

M: Don't know, ok. Are friends very important in your life do you think?

S: Yeah a little bit.

M: A little bit, yeah, and what do you think about making friends and that kind of thing, that you think is really important for people to get to do, or do you just keep friends for a long time and don't need to keep make them?

S: Well, I just, if they comes along I just get on with it.

M: Yeah, so it's very natural then isn't it. And do you think you change your friends quite quickly?

S: No.

M: You hold onto your friends, yeah, so what's the oldest friend you've got, the one you've had for the longest? You don't have to say their name but when...

S: I don't know I just know a lot of peoples. I don't really have an oldest, just my age.

M: Yeah, yeah, well that's fantastic. Thank you for telling me things and it was really good to hear about the drawing and the art and everything. Is there anything you want to ask me? Or anything else you want to say?

S: No not really.

M: No questions or anything. If you think of any questions then you can ask Philippa, alright. So we'll do another activity now. We're going to look at these questionnaires.

Appendix 7.1.16

Stuart's post-MT interview

Marion (M): Hi. Last time I saw you it was really snowing wasn't it. Do you remember that? Can you remember what we talked about last time?

Student (S): No.

M: Neither can I. Such a long time ago, but have you been doing music therapy since then? I'd be interested to know what you thought about all that. Would that be ok?

Last time, do you remember, we recorded it cos I'm not very good at writing fast. Do you mind if we record again? And then once I've listened to it, it'll be wiped.

S: Yeah.

M: I've brought some pens and paper and stuff, so you can doodle if you want. And magazines like last time, and some new ones. Do you remember what you looked at last time? Was it the quad-biking one?

S: I dunno.

M: I've got a dirt-biking one this time. I thought that was quite interesting. So, what are you interested in these days?

S: Not much.

M: Not much. Do you do anything in your spare time that you enjoy?

S: Smoke weed.

M: Oh you smoke weed? Do you? Yeah, with friends I guess?

S: Mmm.

M: Do you still hang out with the people you were hanging out with last time I saw you.

S: Yeah.

M: Yeah. How long have you known them now?

S: Ages.

M: Ages and ages. So, are they the same people you know here or are they a different group?

S: Different group.

M: Yeah. And do you all like the same stuff?

S: Yeah.

M: Yeah? What sort of thing are you into these days?

S: Just hang about.

M: Yeah.

S: That's it.

Appendix 7.1.16

M: Ok, I think we talked about school as well last time. How's school going?

S: Alright.

M: And what about since last time I came. Have you enjoyed it?

S: Yeah.

M: What sort of things have gone quite well?

S: Nothing really.

M: No. Has it got worse or better would you say?

S: Dunno. Alright.

M: Yeah. [S looks at dirt-bike magazine] Is that the dirt-bike one?

S: Yeah.

M: Is that one of the things you can do here?

S: This? No. It's too dangerous apparently.

M: Oh is it? Surely you can wear headgear or something?

S: Yeah. It's under health and safety.

M: Oh right.

S: So we can't do it.

M: Do you think that's the right decision?

S: Well...yeah.

M: Suppose it's no good if you all get injured, and have to go off to Accident and Emergency... but sometimes it's good to do risky things isn't it? What do you think about that? Is risky stuff good to do?

S: No.

M: Not especially? So, do you think adults give the young people enough respect here?

S: Yeah.

M: Yeah? They understand stuff? And what about getting involved in expressing yourself? Is there anything going on here? Like art or music or sport or acting, or anything you do?

S: Nah.

M: No? What are you going to do in the summer?

S: I dunno. [silence. Looking at magazine]

M: Haven't you been having music therapy with Philippa?

S: Yeah

M: What's it like?

S: Dunno.

Appendix 7.1.16

M: What do you do?

S: Play drums.

M: Why did you choose drums?

S: Cos I used to play on the drums.

M: Can you tell me a bit about that?

S: What d'you mean?

M: What's it like, playing the drums?

S: Yeah it's alright. Sit there and just play.

M: Do you kind of switch off and just play?

S: Yeah just play anything. Sit there and just play.

M: Ok. Is it different to other lessons?

S: Err, yeah.

M: How would it be different?

S: I dunno.

M: So, did you feel listened to?

S: What?

M: When you do music therapy, did she listen to you?

S: Yeah.

M: Yeah? How does that feel?

S: Alright.

M: Yeah. Is it important?

S: No I just sit there and play drums, I don't really listen much. I sit there and play.

M: Ok, and is there enough choice of instruments?

S: Yeah.

M: Yeah. Did you try any of the others?

S: Sometimes.

M: Why did you like the drums most?

S: Cos I just play them for nearly all my life. I like playing the drums.

M: Oh I see. For years, literally. You must be really good at them by now?

S: Yeah.

M: Have you seen what you look like when you're playing the drums?

S: Mmm.

M: Do you look the way you think you look?

S: Mm.

M: Can you explain to me what it's like?

Appendix 7.1.16

S: What? Seeing me? Dunno.

M: What's it like when you see yourself playing?

S: Don't know. Better.

M: Right. Better than you expected? You think you might show your friends?

S: Probably not, no.

M: So it's kind of private.

S: No, I just don't show my mates DVDs and stuff.

M: But it's nice to have something like that. Did you know there was going to be a DVD?

S: Yeah.

M: What did you think of that idea?

S: It's alright.

M: Yeah. Would you like to do more of that kind of thing? More music therapy?

S: Yeah.

M: What's good about it then?

S: You miss lessons.

M: Ah-ha! Right. So does it matter what you're doing in those lessons?

S: No.

M: And how are you feeling about the future? Are you feeling more positive?

S: Mm.

M: Yeah? Can you say a bit about that?

S: No.

M: No, alright. Do you get some encouragement here, from your teachers?

S: Yeah.

M: Yeah. Are they supportive?

S: Yeah.

M: That's good. So what sort of plans and stuff and ideas do you have about the future. Cos some people think the future's quite scary but you seem to be thinking about it? What kind of ideas have you got for your future?

S: I don't know.

M: Ok. And are you going to keep playing the drums in the future.

S: Yeah.

M: Yeah. Have you got drums at home?

S: No.

M: But you'll do it here maybe.

Appendix 7.1.16

S: Yeah.

M: I see, ok. So let's get back to the present now. How are you feeling today?

S: Alright.

M: Alright, good. And what's it like living in your world?

S: Alright.

M: It's alright? Ok. If you described it a bit, I might be able to get a bit of understanding. Can you think of how I might understand how it's like to be you?

S: I dunno. Just chillin.

M: You're just chilling. That's not too bad then. Is there anything you want to ask me?

No? Ok. Do you remember last time we were doing these questionnaires....

S: Yeah.

Appendix 7.1.17

Bobby's pre-MT interview

Marion (M): Hi, happy new year!

Student (S): Happy new year!

M: How was your holiday, was it good?

S: Good.

M: That's great, now thank you for coming along today to talk to me. Did Philippa say we're going to do some questions and answers and things, yes?

S: Yes.

M: Yes? So it'd be really great if you could talk about yourself a little bit.

S: Alright.

M: Cos I'm kind of interested in finding out what it's like to be your age in today's world.

S: Alright.

M: So would you be happy to answer a few questions and say a few things about your experiences?

S: Yeah.

M: It's ok to stop at any point but I'd really like to hear about your opinion, ok, and there's going to be a little recording because I can't write it all down. Then when we've listened to it, it'll all be deleted, ok?

S: Alright.

M: I brought along some pens and paper and things so we can do some drawing at the same time.

S: Thank you.

M: Do you like art?

S: Yes.

M: There you are.

S: Thank you.

M: If you think of things to draw, that's fine. So what do you think of these magazines? I got these cos I thought they may be quite interesting. Someone at WHSmith told me that your age group would like these.

S: Yeah.

M: Do you think they got it about right?

S: Mm.

Appendix 7.1.17

M: Street art and motorsports, quad-biking...

S: Quad-biking.

M: Is that your thing?

S: I used to have a quad-bike.

M: When did you get your first quad-bike?

S: When I was 8.

M: When you were 8? That's ages ago [begins time line drawing] Here's 2010, you're 11.

S: 11?

M: Did you say 11?

S: Yeah. That's far.

M: That's a long way isn't it? I bet a lot of things have happened in-between.

S: Yeah.

M: Can you tell me about anything that stands out in your mind? Were there any good experiences with your quad-bike?

S: Yeah, drive ramps.

M: How old were you when you went over ramps?

S: 8.

M: Did you do it on your own or did you have some friends?

S: I done it on my own, a couple of my friends came and brought their bikes.

M: That must've been quite good.

S: Yeah.

M: So you have all that to share and that kind of thing? Have you always had the same group of friends since you were 8?

S: Yeah, well I got a couple of new friends and well, I've got more old friends than new friends now.

M: Yeah. [draw line picture]. Do you do the same kind of things together now or have things changed?

S: We've changed a lot. So what do I do?

M: Well whatever you want, like a doodle, to show what it was like when you were 8? Was that an interesting stage when you were growing up would you say?

S: Yeah.

M: Did you work out what you liked and didn't like back then?

S: Yeah.

M: So did you tend to do what your friends did or did you have your own ideas?

Appendix 7.1.17

S: Had my own ideas.

M: Oh right. Where did those come from do you think?

S: Well some came from Scotland and some came from England.

M: Yeah, so was there anybody special who influenced you more than anyone else?

S: [talk about picture]

M: What's the best thing about quad-biking then?

S: The best thing? It's fun.

M: Is it outdoors or indoors?

S: Outdoors. Well you can have outdoors ones.

M: Do you need a different bike for outdoors?

S: No. Well you can, if you're going to go in some streams you need a dirt-bike and...

M: The good thing is, it's something you can do without your parents there I think, is that right?

S: Yeah.

M: So how do you feel when you're doing it? When it's just you and your mates.

S: Um, good.

M: Yeah? So just sort of normal good, nothing special really. Do you have other things that are more important to you than quad-biking now?

S: Um, no.

M: That's still your best play.

S: Yep.

M: And what about grown-ups, what do they think about quad-biking? Do they respect it?

S: Yeah. And I used to live on a farm.

M: So you had lots of space for that sort of thing?

S: Yeah.

M: Freedom?

S: Yeah a lot.

M: And was that good?

S: Yeah.

M: And when did you stop living on a farm?

S: When I was 10 I stopped living on a farm.

M: How was it having that change?

Appendix 7.1.17

S: Yeah it was good.

M: It was a good change?

S: I came here when I was 10, I think, yeah.

M: [drawing] So did you have to change school when you left the farm?

S: Yeah.

M: Do you think grown-ups respect people enough in schools?

S: Yeah they do.

M: So that's all good?

S: Yeah.

M: Have you got some good memories about school?

S: Yeah.

M: Have you got any you could put on the drawing?

S: In school we used to do pond-dipping and not as much these days, this is quite a better school that.

M: Do you do quad-biking here?

S: Yeah.

M: So does that make it a good school or a bad one?

S: A good!

M: Ok, what about all the other things you do at school like work?

S: Well I'm good at writing and getting better at reading.

M: So that gives you some good feelings I guess. Have you got any memories that are the opposite, not such happy memories about schools?

S: Not, no.

M: That's good. What about things like drama and art and music, do you have any involvement in those?

S: No, um, no.

M: No, so if you want to let off steam, do you do it through...?

S: Well I do do music here but I thought you meant at my old school.

M: So you didn't do it at your old school but you do do it here?

S: Yeah.

M: What's it like?

S: It's good. It's good.

M: What's your favourite thing about it?

S: Favourite thing? You get to try all the different music and drums.

M: All the instruments. Have you got a favourite instrument?

Appendix 7.1.17

S: Drums and the electric guitar.

M: Ah, so why do you like those?

S: Cos partly cos they're loud.

M: What do you do when you play them, what kind of playing do you do on them?

S: Just like drum and that.

M: What's it like? I've never done the drums, what does it feel like?

S: Um, don't know.

M: No, do you like quad-biking better?

S: Yeah. [drawing]

M: That's excellent, can you do one of you drumming? So you can see how you feel about it as well, it looks like you're going fast in the picture.

S: Yeah.

M: Do you feel very different when you're going fast to when you're not?

S: No, I feel the same when I'm going fast.

M: So you don't have a big thing of being thrilled or excited or anything?

S: Cos I'm that used to them.

M: Yes, so it just feels really normal.

S: Yeah.

M: Do you get lots of encouragement in school from teachers.

S: Yeah, a lot.

M: That sounds very positive. Do you think about the future sometimes, what you're going to do when you leave school?

S: Might be a tractor driver cos that's a lot, or I might be a chef.

M: Have you wanted to do that for a long time, driving tractors and cooking?

S: Yeah.

M: How long? Since you were very small?

S: Yeah since I was about 9.

M: Yeah, and do you feel quite determined about it, because you've been thinking about it for a while?

S: Yeah, very.

M: Are there some people who can help you? Do you know anyone who can help you achieve that goal?

S: My Dad used to work on a farm so he used to drive tractors and I used to live in Scotland.

M: Did you?

Appendix 7.1.17

S: Yep.

M: That's a long way away.

S: That is.

M: So, when you've done your drumming picture, you could do a picture of that? Do you think being a chef and being a tractor driver are equally important to you?

S: Yeah.

M: So if you had either job you'd be happy?

S: Yeah.

M: That's nice, ok. And are there any ambitions you used to have you decided not to follow?

S: Any what?

M: Any careers that you might have wanted to go into but you changed your mind about?

S: No.

M: Not really, no. Cos you're quite young really aren't you?

S: Yeah.

M: So we talked a bit about the future so now let's just zoom back to the present.

What's it like living in your world?

S: Good.

M: Good, that's nice. Can you describe it a little bit so I could get some understanding?

S: Describe it? Alright. Easy. Cos I'm laid back. And, um, and easy and no can't describe it.

M: Sounds pretty smooth.

S: Yeah.

M: No bumps along the way?

S: No.

M: So you've got some nice friends?

S: Yeah they're alright. They can be nice and they can be just argue, everyone argues.

M: Oh I see.

S: Cos friends are like that, they argue sometimes and then

M: That's true cos that's what people are like really. But they are your friends.

S: They are still my friends.

M: Have you had them for a long time?

S: Yeah, here?

Appendix 7.1.17

M: Yeah or other friends maybe from Scotland?

S: From fields and Scotland.

M: Yeah, and you manage to stay in touch with them?

S: Yeah.

M: How do you do that?

S: Just get their phone number.

M: Yeah, give them a call. So you've actually done really well moving and everything, making new friends. Do you find it quite easy to make friends?

S: Yeah.

M: Yeah, that's good. How important do you think your friends are to you, compared to the other things you're interested in?

S: Normal.

M: Normal, yeah. So you like being with them, that's really good [more drawing].

What do you think about your drawings?

S: They're good.

M: Yeah, you're pleased with them. That's fantastic. How are you feeling in this picture? Cos it was blank there. Why did you have it blank there?

S: Cos I did it quick.

M: Oh I see, so what sort of expression have you given yourself on the drumming picture?

S: A good expression.

M: A good one, someone who's into the music.

S: I'm sorry, I'm still listening. [more drawing] I'll make a different face instead of a blank one all the while.

M: I wonder if there's anything you want to ask me cos I've asked you loads of questions.

S: Alright. Where do you come from?

M: Bedford.

S: Oh, I come from Newmarket.

M: That's quite a long way from here. Do you come by taxi or a train?

S: On a taxi.

M: Ah here's the chef- that looks wonderful! What's your expression on this one, what's your face telling us?

S: Funny.

M: It's a funny face. Is that because you're having a joke?

Appendix 7.1.17

S: Yeah.

M: Yes, ok. That's good. So you've got a serious face for drumming and a funny face for cooking.

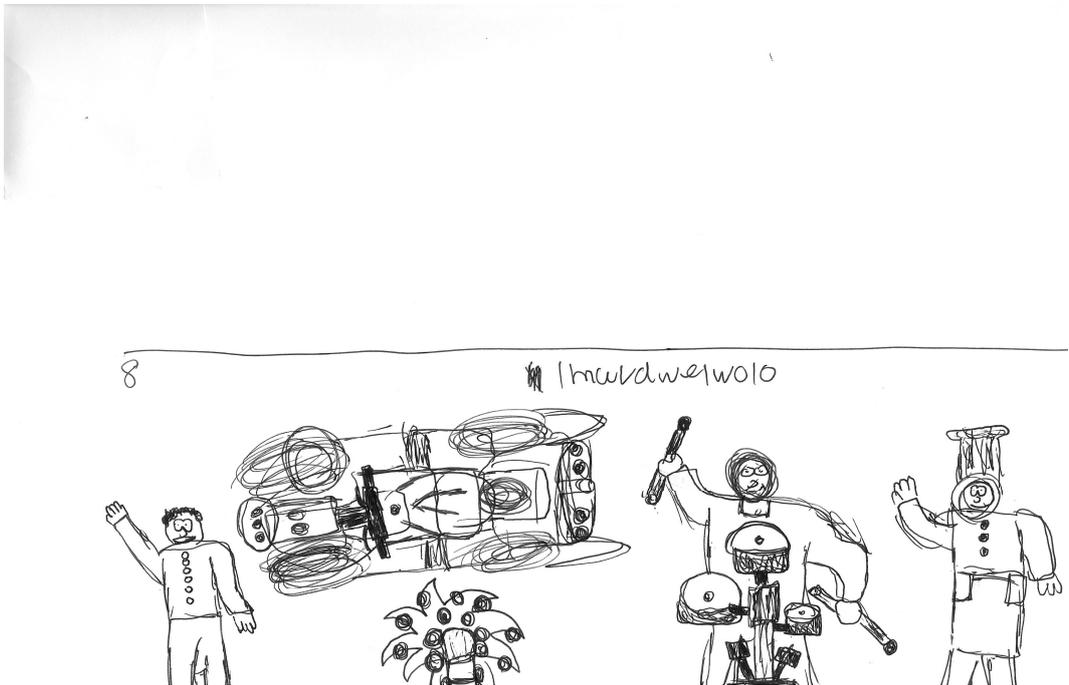
S: Yeah!

M: And some friends?

S: Yeah, friends.

M: That's good. So now we've got another little job to do today.

Bobby's drawing:



Appendix 7.1.18

Bobby's post-MT interview

Marion (M): Hi, thank you for coming. How are you?

Student (S): Good.

M: Last time I met you, didn't we talk about tractors? That was wonderful, I so enjoyed talking to you, and it was snowing wasn't it? Now, I've got some more magazines. Do you like dirt-biking?

S: Yep.

M: You can look at that if you want to.

S: Is it that?

M: Yeah.

S: That's biking.

M: What's good about dirt-biking?

S: It's quite fun.

M: Is it different to quad-ing and that kind of thing?

S: Yeah you go really fast.

M: What's it feel like?

S: Dunno.

M: Does it feel dangerous? Or just fun?

S: Fun.

M: Yeah, so it doesn't feel like you're being too...

S: Crash, no.

M: Ok. Do you have to wear loads of protective gear and stuff?

S: Yeah.

M: Have you got all that kind of thing, yeah?

S: Yeah.

M: Who do you do that with then?

S: My friends.

M: A big group or a small group?

S: A big group.

M: So is it something that you can only do for a little while? Is it tiring or can you do it for ages? What's it like?

S: Different, not that hard.

M: So it's quite intense I suppose. What kind of concentration do you need?

Appendix 7.1.18

S: You need quick eyes and good hearing.

M: Oh right, why?

S: Cos someone could come from behind you and crash into you.

M: Oh right I see. Golly. But not deliberately?

S: No.

M: Are people kind of controlled the way they do it or is everyone a bit out of control?

S: Don't know.

M: Mm...

S: I'm getting a dirt-bike for Christmas.

M: Are you?

S: And for my birthday.

M: When's that going to be?

S: When we break up from school.

M: Really quite soon.

S: Mm.

M: Wow.

S: Isn't that far is it?

M: No. Do you know what kind you're getting?

S: 80cc

M: What's that like?

S: That's quite fast. I'll show you if you want me to.

M: Yeah that would be good. Why did you choose that one?

S: It's got more power in it.

M: Yeah. Do you know lots about these things?

S: Yeah.

M: Wow.

S: I chose it that high cos the suspension goes down like that.

M: Yeah, so it's got a lot of spring in it?

S: Yep, suspension.

M: Are they all the same in that way?

S: Mm, most of them.

M: It's important that I suppose isn't it?

S: Yep. For off-roading, that's really difficult you need really good suspensions.

Appendix 7.1.18

M: Yeah. Must be amazing to design something like that. Wow. Now, do you remember last time we were recording the conversation because I can't write fast, do you remember that?

S: Oh yeah.

M: But once I've listened to it, we're going to wipe it. Ok? Are you alright with that?

S: Yeah.

M: Oh that's great.

S: I can't find it in here.

M: Maybe it'll be in another one. Maybe it's in there.

S: Lamberginis!

M: Yeah, everybody likes those don't they! Ok, what do you think your biggest interest is at the moment? You've got lots of interests?

S: Hmm, like footballing, go-karting, dirt-biking, I like drawing too.

M: Oh right. Paper, here we are. You did some great drawing last time didn't you. Now do you want black? I think you used a black pen last time. I've got plenty of colours and there's black here. What do you fancy drawing? Maybe some stuff we're talking about?

S: Yeah.

M: Well I would love it if you would do me a picture like last time.

S: Yeah.

M: Thank you.

S: S'alright.

M: So what do you enjoy doing in your spare time at the moment?

S: Playing the computer probably, or swimming in a nice swimming pool.

M: Yeah, especially in this weather, perfect for it.

S: Trying to think what to draw.

M: Mmm, are you quite quick at drawing? You could maybe do quite a few things? We could have lots of ... do something to do with you, I think that's the main thing. What makes you feel best?

S: My birthday I think.

M: Right, here we go then. Maybe you can talk about what you're thinking about the drawing.

S: Well I'm thinking there's a massive massive motorbike ...

M: Yeah. Your birthday present?

S: Quite a bad table. I haven't done any drawing for ages.

Appendix 7.1.18

M: I could tell it was a table, even from upside down and the other side of the room, so it's not that bad. Anyway it's not about how good it is, it's the fact that you've done it. That's what counts.

S: You can have that drawing if you want.

M: Thank you. So what do you enjoy doing in your spare time then the most?

S: Um, motorbiking I think,

M: O wow. Do you have lots of places where you can do that? Is it difficult?

S: Motorbiking is the same as dirt-biking.

M: Oh I see. Oh is it. You don't need a road, you just go off road.

S: Mm.

M: Do you get petrol and stuff?

S: Yeah you have to go in for petrol.

M: Yeah. So does your dad get that for you or something?

S: Yes.

M: So do you know when you first started liking doing these things that you do?

S: Yeah.

M: When did it all start do you think can you remember?

S: When I was really, really little.

M: Yeah.

S: What motorbiking?

M: Yeah.

S: Well, my friends had a motorbike so I said it's not fair, mum, and she got me one and that's how it started.

M: Yeah. I see. That was nice of your mum wasn't it?

S: Mmm. Quite a journey from here. To my house, it's quite a journey.

M: Yeah. How long does it take?

S: I'm really really tired now.

M: Well I've come from London so I was up pretty early.

S: Do you live in London?

M: Yeah. I had to get up at half past 5. But you're quite tired. Maybe you've had a busy weekend, yeah?

S: Yep.

M: What did you get up to?

S: What did I get up to? I went out with my friends camping.

M: Really?

Appendix 7.1.18

S: Yep

M: Do you see a lot of these friends?

S: Uh hm.

M: Are they the guys you do all the biking and stuff with?

S: Yep.

M: So how many are there, that you do things with?

S: Uh, 4.

M: And are you kind of in with the same crowd all the time?

S: Yeah. There's Tom, Chris and Charlie and Curtis.

M: How long have you guys been close then?

S: Um, 2 years.

M: That's really good isn't it. And have they all got the same interests as you?

S: Yep.

M: Yeah, so you do all this stuff together?

S: Yeah.

M: Ok, now then. How's school going?

S: Good.

M: Yeah? Can you talk a bit about that?

S: Got [name boy] is really annoying.

M: Is he? What's going on there?

S: Well, he's always causing trouble. No one likes him.

M: How does that make you feel?

S: Happy, cos no one likes him.

M: Oh I see, right. And since I last saw you, has that become a bit of a problem?

S: No.

M: No? Ok.

S: Just I wouldn't [...] I wish a giant lorry ran over him.

M: Oh no. Sounds serious. What does he do that winds you up so much?

S: He always pokes me and throws bread at me, throws cups.

M: Sounds like a real nuisance.

S: He is.

M: Yeah. What else has happened at school since I saw you last time?

S: Nothing really.

M: No? Ok, has anything been better or worse?

Appendix 7.1.18

S: Quite better.

M: Oh? Good. What kind of things?

S: Better, I don't know. It's got a lot better.

M: What, how you feel or what you've been doing, or what?

S: Hmm, don't know. Balloons!

M: For your birthday. For you party? Yeah. So, what kind of lessons or subjects do you enjoy at the moment?

S: Fishing and quad-biking.

M: Yeah. I think that pen's running out isn't it?

S: Not that much.

M: No?

S: Still got a bit from there to there.

M: Oh really? Ok that's good. And what about how other people are around you, has that changed since I came last time? Is it the same?

S: Yeah.

M: Do you like school a bit better then?

S: Yeah.

M: Mm. why's that?

S: Cos mostly I like the activities.

M: Do you do the same things everyday?

S: No, different things.

M: Yeah. How have they been getting then?

S: I haven't got used to it before I came here.

M: So what do you like about these things?

S: [big pause] Life is much more interesting I think. And I've got new friends.

M: Ah that's nice. So when did you feel that things got more interesting?

S: Like, well I was doing this activity, then I got new activities.

M: So, what changed?

S: I haven't been fishing. I've only been fishing once and I went to fishing. Look!
[shows picture]

M: That's really good. What's happening with the tree? What have you put on the tree?

S: That's a pinata.

M: Oh right. So tell me about the new guys you've been hanging out with.

Appendix 7.1.18

S: They're not new. I've known them since I was eight.

M: Oh really, right ok. So you've got to know them a bit better now?

S: Mmm.

M: Cos you said you'd got new friends.

S: Sorry, can I read this please and listen to you at the same time?

M: Yeah of course you can. If you can answer a few questions still?

S: Yep.

M: So you said that you had some new friends, could you tell me a bit about that?

S: Um, well it gets me out the house doesn't it. Play football n...

M: How did you meet them?

S: Hmm, well I was in the park I think.

M: Yeah.

S: When I was in the park I met 'em.

M: Ok. So do you get to see them quite a lot now?

S: Yep.

M: Yeah? Can you tell me about how often?

S: Not that often. Every couple of weeks. Come to take me footballing or camping, go-karting.

M: Are they your kind of age?

S: Mm.

M: That sounds great. Now what about expressing yourself? Do you do that mostly through sport then? Or art or music or acting?

S: Well I quite like music.

M: Yeah, do you want to tell me about that.

S: Well it's just it gets me out of lessons and I really hate lessons cos it's boring.

M: Oh ok. What sort of music do you do when you get out of lessons?

S: What sort...hm, drumming, guitar.

M: Is that what you're doing with Philippa?

S: Yeah.

M: Oh I see. What have you been doing with Philippa? What's it like?

S: Interesting.

M: Can you tell me a bit about it?

S: Hmm, I don't know. Most part is really interesting.

M: So when you'd doing your music stuff with Philippa, what do you look forward to?

Appendix 7.1.18

S: Um, just doing music really. And getting out of lessons.

M: Can you think of some examples when it was interesting?

S: [looks at magazines]

M: So when it was interesting, how did it make you feel?

S: Happy.

M: Oh right, can you tell me a bit about what you were doing when it made you feel happy?

S: I laugh quite a lot cos Philippa makes me laugh. She always does this.

M: What's that like?

S: She does this on the piano [taps fast on table]

M: Oh she does something fast?

S: Yeah.

M: And it makes you laugh.

S: Yeah.

M: Oh that's really good.

S: Look they've got guns [looking at magazine]

M: Oh yeah. Tell me a bit more about music therapy. What else does she do?

S: Um, makes me laugh.

M: Do you do lots of laughing then, in the session?

S: Mmm.

M: Yeah. Is that what you look forward to.

S: Not really.

M: No? Are there other kind of experiences that you have?

S: Yeah.

M: Would you like to explain a bit about how that fits?

S: Experience from?

M: Music therapy.

S: Oh. Think I'm quite confused now.

M: Oh ok sorry. All I want is really to find out what it's like because actually I'm doing some help with the project, I've never done it and it's so interesting to hear you explain what it's actually like to do it.

S: Really interesting and fun. [makes aside about the magazine]

M: Did you feel you were listened to?

S: Yeah.

M: Yeah? And what about the instruments? What did you play?

Appendix 7.1.18

S: Um, everything really.

M: How many different instruments were there?

S: Can't tell but there was lots.

M: So were there some that were particularly good or particularly bad?

S: Yeah some were good.

M: Which ones?

S: The drums and guitars and things.

M: Yeah, what kind of stuff did you do on them?

S: Well I made a video to take home.

M: Oh did you? Have you seen it yet?

S: Yes.

M: How did you feel when you did it?

S: Normal.

M: And what was it like seeing yourself?

S: Very strange.

M: Really? Can you tell me about that?

S: Well, I've never been on the video before. It's quite strange. The Ferrari... [aside on magazine]

M: Did you expect to look like the way you did on the video?

S: No.

M: No, so what was different?

S: I looked tall and different.

M: Oh wow. What kind of different?

S: My eyes were a different colour. I don't remember the rest.

M: What instrument were you playing on the video?

S: What instrument? Piano, guitar, stuff like that.

M: And how did you look on these instruments?

S: Um, well I don't know.

M: Did you look better on some instruments more than others?

S: Yeah.

M: Yeah which ones?

S: The guitar and the piano.

M: Yeah, what did you like about seeing that?

S: Don't know.

Appendix 7.1.18

M: Looking ahead. Would you like to carry on with music therapy once the project's finished?

S: Yeah.

M: A-ha. So what did you like to do the most?

S: Just interested and it gets me out of lessons. And, well, that basically.

M: So you said it's really interesting. What's the most interesting bit about it?

S: Hm, drums [looks at magazines]

M: In what way is drums the most interesting?

S: Cos I take all my anger out and I can bang them and stuff.

M: Oh I see. And how does that make you feel?

S: Happy.

M: Yeah, can you do it for a long time?

S: Yeah.

M: How does it sound?

S: What, is this all about my weight? Is this all about my size?

M: No no. What about your weight?

S: I'm about nine stone. But I think I'm quite proud anyway.

M: Oh tell me about that.

S: Thought you were on about my weight.

M: No, I wanted to know about your drums and playing music.

S: Playing drums? Playing drums is quite good.

M: If you do some more music therapy, what would you like it to be like?

S: Normal really.

M: What's that like?

S: Normal.

M: Ok. Tell me about the future. Are you feeling a bit more positive about it?

S: Yeah.

M: How?

S: Cos I think I might get a good job, a career.

M: What sort of job, have you thought about that?

S: An actor.

M: Actor? Is acting something you like?

S: No. It's just something I want to do really.

M: Yeah. And you're going to do it as a career.

S: Yeah.

Appendix 7.1.18

M: Fantastic. How determined do you feel about that?

S: Hmm, very.

M: How long have you wanted to be an actor then?

S: Uh, a couple of weeks.

M: Yeah, and do you know anyone who could help you with that goal?

S: No.

M: No. Would you like to do another drawing with you as an actor?

S: Yep.

M: Here we are then.

S: That makes me laugh when you say yeah-yeah [both laugh] Are you sure you haven't eaten any budgie seed?

M: Am I sounding like a parrot?

S: Are you sure you haven't eaten any budgie seed? [both laugh]

M: So if someone was going to start music therapy and they said to you, what's it like? What would you say?

S: Um, quite fun.

M: Would you tell them all about it?

S: Yeah.

M: What would they think of it?

S: Uh, they may want to do it 'n all.

M: Yeah. And what would you say to them is the best thing about it?

S: Definitely the guitar and drums.

M: Mm. If they said to you, how does it make you feel, what would you say?

S: Happy.

M: Yeah. How long does the happy feeling last? Is it just while you're in there?

S: Yeah.

M: And what about when you're finished and you come out again. What's it like?

S: Just normal.

M: How would you say you're feeling today?

S: Quite normal.

M: Do your teachers give you lots of encouragement?

S: Yes.

M: Are they supportive, your teachers here?

S: What do you mean?

M: Well, if you said you wanted to be an actor, what would they say?

Appendix 7.1.18

S: Not that supportive I wouldn't say, but ... [pause]

M: You're good at drawing, very confident

S: Drawing me with a jet pack on.

M: What about when you're doing your school work and stuff like that? What are they like about that? Are they supportive then?

S: Yeah.

M: Good. Can you think of some examples?

S: Hmm, can't... well, don't know basically.

M: You've told me lots of stuff.

S: This is the headless man! [drawing]

M: What's it like living in your world?

S: Fun.

M: Can you describe it a bit?

S: It's quite fun, well I'm a bit of a spoilsport at home.

M: Are you? Why do you say that?

S: Basically, I'm allowed to do everything but not dangerous stuff. Not allowed to like climb trees or climb fences, cos that's quite dangerous. My brother was on the roof yesterday.

M: Was that dangerous for him?

S: No. I don't know how he got up there though.

M: Is he older or younger than you?

S: Younger, he's about 11 probably.

M: Yeah. Does he copy what you do?

S: Yeah.

M: What do you think of all that?

S: I can't hit him cos he's really little. I'm 3 times his size and I can't hit him. Bless. Very little.

M: So how do you stop yourself from hitting him?

S: I don't hit him, I just push him away when he gets annoying.

M: Yeah. Does he admire you or look up to you?

S: Uh, I'd say so, yes.

M: How does that feel?

S: Quite exciting.

M: Mm.

S: He must [...] immediately. And got a spike.

Appendix 7.1.18

M: Does he want to go dirt-biking and motorbiking with you?

S: Yes.

M: Is he allowed to?

S: He can't get a bike, he's too little.

M: Yeah.

S: Anyway, couldn't ride on one that size. He's a dwarf. Well, he's not a dwarf, what I call a midget. He's just up to my chin. Maybe here...

M: So does he know you've been playing guitars and drums. Has he seen the video?

S: Yeah. Made him really laugh cos one time, there was this one point when Philippa went like that [shows M]

M: Oh and he laughed.

S: Yeah. When Philippa switched on the camera, she was laughing her head off. [both laugh]

M: I like laughing with Phil as well. What's the best thing about the video?

S: The best thing? Probably the bit where I made my brother laugh that's when I made him.

M: Is there anything on the video that you don't really like?

S: No.

M: No, so you could show it to anybody then?

S: Yes.

M: Is there anything private on it?

S: No

M: Fantastic.

S: Argh! The evil demons are after me [showing picture]

M: Why have you put them in the picture?

S: What?

M: The evil demons.

S: Cos I like to pretend they're after me and I've got swords and I can...

M: Zap them?

S: Yeah.

M: Great.

S: I'm sure everybody likes that.

M: I'm sure you're right.

S: I've got pockets to keep all my weapons in. Well you couldn't keep much in that.

M: Yeah but it's the strength of it that counts.

Appendix 7.1.18

S: Yeah.

M: You've explained loads of stuff to me. I've found out loads of things. Is there anything you want to ask me?

S: Um. Are they new clothes?

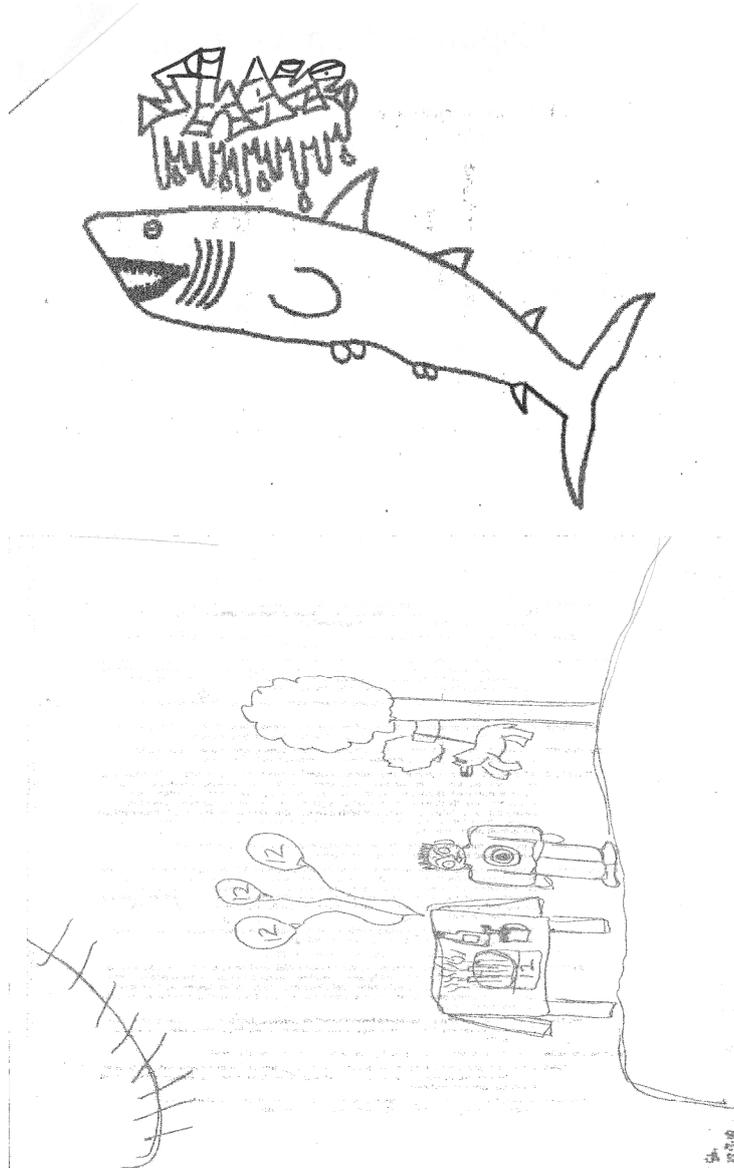
M: Not particularly new. I got them last year.

S: Is that an LCD laptop?

M: Yep. Oh it's a Mac. Let's have a look at some other questions now. Do you remember last time...?

S: I remember that.

Bobby's drawings



Appendix 7.1.19

Clare's pre-MT interview

Marion (M): Hi! How are you? Happy new year!

Student (S): Yeah!

M: Did you have a good holiday?

S: Yeah.

M: You did, that's great. I went shopping yesterday and I got all these things and there was someone exactly your age who I asked :what shall I get?" I don't really know what they like and she said "oh well I think they might like these". Do you think she got it right?

S: Yeah.

M: If you had to choose one to take home which would be yours?

S: Um, don't know, maybe that one.

M: Looking after wildlife. Do you like animals?

S: I've got a little Staff.

M: Oh do you really. How old is it?

S: 4 or 5 or so.

M: What are their names?

S: One of them is Misty and the other [unclear]

M: Do you have to spend a lot of time with them?

S: Yeah you have to walk a lot of miles.

M: Do you do that everyday?

S: Everyday I wake up at 6 and have to walk for 2 hours.

M: Gosh before you come here everyday? What about in the evenings? Does someone else do that?

S: Yeah my mum does that. When I come home from school I walk it.

M: Yeah. So it must love you to pieces.

S: Yeah. It don't bite anyone.

M: No. Going for walks is the best thing isn't it? Does he chase? Is it a girl or boy?

S: Girl.

M: So does she chase squirrels and things?

S: No.

M: Nothing like that.

S: Just cats.

Appendix 7.1.19

M: Just cats! The big things!

S: Yeah, she got scratched in the nose by my cat scratched her. We've got a cat as well, so it's hard.

M: So how do you manage that? Is the cat very clever?

S: Yeah well the cat sleeps. When the dog's asleep, it goes on the bed when the dog's asleep and sleeps right next to it.

M: Oh so they love each other really?

S: Yeah it's just that she doesn't get on with the cats. She does get on alright with them just that when them two clash it's just a bit hard.

M: So do you think it's just instinct that makes them clash?

S: Yeah.

M: And they can't help it.

S: No. They're like brother and sister that's how they class each other.

M: Yeah, cos people can be like that can't they?

S: Yeah.

M: Do you think people are just the same or are they different?

S: I think they're probably about the same.

M: Yeah. Can you think of some incidences?

S: Well sometimes we don't like our brothers, we moan and that, and with our mums and dads, just let it go sort of thing.

M: Do you think it's just normal then, that kind of thing?

S: Yeah.

M: It's ok isn't it?

S: Yeah.

M: If everyone knows that it's friendly really and they're going to be alright when they make up.

S: Yeah.

M: That's good, see we've got lots of pens and paper and things. When did you get your dog?

S: Think in about June.

M: In June? So he's only about a puppy.

S: Yeah.

M: And what about your cat?

S: Got him in April last year.

M: The year before. And what's your cat's name?

Appendix 7.1.19

S: TC, Top Cat.

M: Yes of course, Top Cat. Now if this is us now, 2010, shall we put this when you got your cat [draw time line together]

M: Have you got brothers and sisters?

S: Little brother [drawing]

M: You look happy in that picture.

S: I always am when I come to school.

M: So you're always happy when you come to school?

S: Yep.

M: And happy when you got your cat. What makes you really happy about school?

S: Like when it's Christmas and that, I was like missing all my maths and everything cos what I did in school.

M: Were you involved in something special for Christmas? What did you have to do?

What was that like? What did you have to do?

S: Helped my mum to cook and that.

M: Yeah. That sounds really good. But you missed out on a bit of school and lessons and things. Does that bother you or make you very pleased?

S: No.

M: You're not pleased, no. So did you want to come to school really and do the lessons? But did you do some really nice cooking?

S: Yeah I did a nice turkey.

M: Was it delicious? Were you very proud of it? [draws picture of turkey] What's your favourite thing to do, is it cooking?

S: Yeah.

M: And what about your friends? Do they like cooking as well?

S: They just let their mums cook.

M: Yeah.

S: See I find that wrong just leaving your mum to do it, cos really you can help.

When we're at school it's different but when we're at home we have to help, that's what we do.

M: Yeah, so what are the good things and bad things about being helpful at home?

S: The good things is just being helpful and respectful to our own mum and the bad things are sometimes when me and my little brother have a bad argument, we clash, we had a fight.

Appendix 7.1.19

M: That's not to do with you helping is it, that's probably just the normal kids stuff, is it?

S: Yeah.

M: And do you make up again quite quickly or is it always a bit tense and difficult?

S: Just a little bit tense.

M: Yeah. Does your mum love you helping?

S: Yeah.

M: That's really nice. What about with your friends? Do you talk to them about helping at home, cos they're different then?

S: They say like they're going to do all this new stuff and that, and then when they go home they go and see they don't help out [unclear]

M: What do you think about that?

S: I find that like disrespectful cos you're not giving back respect for what they've done in your life.

M: So, can you think of some of the things that you really admire about your mum?

S: Well, I love mum to pieces. And well, she, I have to, now she's got asthma and gets it really bad so when I'm at school I can't be there to help her.

M: So you're a bit worried while you're at school?

S: Yeah.

M: Gosh that's quite big isn't it?

S: Yeah

M: This is you helping [more on drawing]. When did all this start?

S: Think it was like last year, when my mum went down the doctors and they told here it was asthma.

M: It's obviously quite severe if you're worried.

S: [unclear] and a heart attack and cancer.

M: That's scary. Do you get to talk about how you feel about that a little bit?

S: Yeah.

M: And do you manage to let your feelings out at all, doing drama, art and music and stuff?

S: Yeah.

M: What sort of things do you do?

S: Well, drama you do all sorts of things like stretches and games and props and stuff. And I did one of pirate with picture of ships and that. And a sword sort of thing.

M: Yeah and how did you feel when you did that?

Appendix 7.1.19

S: I felt really like all the air just gone and I was just break free.

M: You were break free? That's a lovely way of saying it. And all the air was just gone. So does that mean you felt sort of free and relaxed? And you were able to let yourself go.

S: Yeah.

M: Oh superb. And what about your friends, do they do that kind of thing too? Were they joining in?

S: Yeah.

M: Have you had the same group of friends for a very long time?

S: Yeah.

M: Yes. How long have you known them?

S: Er, well I came in here by last summer and so I've been here since Easter and then I've worked myself up.

M: So have you kept the friends from before you came here or have you met new friends?

S: Um, met new friends in the Centre but I've got one in the mainstream here.

M: So how important are friends?

S: Really important cos like if I don't have any friends then I don't have anyone else.

M: Yeah. So they're top really. What do you do to make each other feel like close friends? Do you have things that you like doing together that show how important you all are to each other?

S: Yeah, just like I can't go and see them in their houses cos they're too far away.

M: Yeah that's a difficult thing.

S: If I could I'd get transport and actually go and see 'em.

M: Yeah. So you have to do things while you're here I suppose.

S: Yeah.

M: Do you think friends should be loyal to each other?

S: Yeah.

M: Do you show each other loyalty when things happen?

S: Yeah we have a laugh and that [unclear]

M: That's really great. So, what about at school, we talked about respecting things with parents, what about respect at school, do you think teachers show enough respect to young people?

S: Yeah, definitely. The teachers, say if you came in one day like angry and everything they will actually know and they would actually come up to you and they

Appendix 7.1.19

would try and see if they could calm you down.

M: Yeah.

S: Cos they're good with that.

M: Yeah. How do they do that?

S: It's really hard but like they go up to you and they say everything like "everything alright?" and "why are you all angry?" and that. And they say just go and get some cereal, so they do and come back and it's better.

M: So that's really great and if they don't do that, what would it be like?

S: It would probably be hectic for all the other children cos a lot of the other children might be, them getting all angry and stuff and might like be a big stuff to actually sort out cos it happens to everyone.

M: So everyone would be out of control?

S: Yeah.

M: So do you like it here then?

S: Definitely. It's like, cos at my old school, it was more harder cos we didn't have the help. We didn't like have one to ones and like all the teachers helping us but now I'm here you just get like help every time, every lesson you do you get help if you ask for it.

M: So you feel you can ask for it?

S: Yeah.

M: Cos you know everybody is going to jump into action and give you help.

S: Yeah!

M: So what about school then, before you came in here, can you remember anything about what that was like?

S: Yeah my old school was real different to what this is. Cos we never had a Centre, we just had one big school and every lesson I had more people than I do here.

M: Yeah.

S: And like now I got told yesterday when I went to the meeting with Sharonne and Kilo, and they said that they're going to change, instead of big groups they're going to have like three people in one group and one teacher teach them at a time.

M: Wow. So really small groups here and at your other schools you've been to...

S: It's like big groups.

M: So are you looking forward to the small groups?

S: Yeah.

M: What do you think it's going to be like?

Appendix 7.1.19

S: It's going to be different because I'm used to big class filled with a load of people and even though at the start some of my friends might be in there and that.

M: Yeah. So do you think it might be quieter? The background noise will change?

S: Sometimes like when I'm in there and everyone else speaks and likes needs me and all of a sudden I get bored and talk and be like this and then I have to stop and listen cos I don't want to miss out the lesson.

M: So do you find the lessons are interesting?

S: Yeah definitely cos in science we're doing like bangs and bombs n that and everything, I'm learning more like different what I used to do.

M: Yeah, so you really believe in yourself as somebody who's learning. You're a learner, yeah.

S: Yeah.

M: And do your teachers think of you as a learner?

S: Yeah.

M: Yes, they know you want to do really well.

S: Yeah.

M: They know you're trying hard. That's really good isn't it? Your teachers, I guess, give you a lot of encouragement?

S: Yeah, definitely.

M: Do you think about the future sometimes?

S: No, not really.

M: Not really. It's a long way off. There's a lot going on now isn't there. I know actually quite a lot of people and kids as well who think the future's quite scary, you know, particularly at the moment. Some of the kids I know they do have like dreams about what they might do and think one day I might be a something, or I wonder if I could be something, you know and they...

S: I used to have thought I might be a solicitor or a doctor.

M: Or a doctor, fantastic. And what about now, do you still want to be one?

S: Yeah, or a scientist sort of thing to be a marine kind of person to go out in the world and like help all the animals.

M: That would be really good. Yes, so being a zoologist or something like that, or a conservationist. So have you always wanted to work with animals? Obviously you wanted to be a solicitor or doctor first, when did it change?

S: It's like when I got older a lot I started to think more of the future and then grow up you're thinking what could I be when I'm older cos I'm than what I am and it's

Appendix 7.1.19

like I've changed a lot. Like when I was two I used to chuck sauce, clothes and everything at my brother but now I see I have to go back to that and have to say why did I do it.

M: Yeah.

S: The older, the more we get on, respect each other, that sort of thing.

M: That's good news. What would you say to somebody who was a bit like you were back then, if you had the chance to talk to them?

S: Yeah, if I could probably ever help someone else I would.

M: Yeah.

S: That's what I mean in lessons I'm good at helping people, with their work and help to do that. They ask me questions and I have to like answer them and that.

M: So you know that you can help people. That's really good.

S: That's what I've been thinking I could help animals from ill treatment.

M: Yeah, you could sort of rescue them.

S: Yeah cos before I got my dog, my dog was getting beaten and shut in cupboards and everything so I took her away from her and that, so she is a bit, you know, messed up in her head cos of what happened to her but I'm just trying to be there to look after her, not to hurt her.

M: That's right.

S: So everytime I want to go stroke her she ducks, bends and it's real hard.

M: Yes, but is she improving?

S: She doesn't duck so much.

M: Is she learning to trust you?

S: Yeah.

M: It takes a long time doesn't it, learning to trust after having difficult experiences. So do you think it's the same for people too?

S: Yeah but it's like different for dogs because they can't get counselling but we can.

M: Right, that's true.

S: So because we sort our problems out but other people, but dogs can't cos they don't understand.

M: No. Well we don't think they do.

S: No one knows.

M: No one knows, that's the interesting part isn't it. So, you think counselling's good by the sounds of things.

S: Yeah, I gotta get counselling.

Appendix 7.1.19

M: Yeah?

S: Cos I used to, do you know Addenbrookes, Brookside?

M: Oh yes, I do.

S: There was like a little room where you could have um have these people from different parts and they used to help me and then they had people from Addenbrookes like, oh I don't know what they were but I knew they used to come round when I didn't go to bed and that, they came round. Don't know.

M: Nice people?

S: Yeah.

M: You liked them.

S: Yeah, all different people.

M: Yeah,

S: Just like saying what [unclear] I was just a little bit too little to understand.

M: Yeah. When you're older it's easier to understand isn't it and you can talk about it and people can help you understand.

S: Cos that's where we learn how to speak.

M: Yes that's true. Do you remember back to being two?

S: No I remember I used to jump out the window and [unclear] at about three in the morning.

M: Did you? Gosh, you were lively!

S: And I was stuck. I had to call Mum for help.

M: Oh how funny.

S: Mum was on the toilet and I said "hey, here I am!"

M: And you were half way out the window?

S: Yeah. I got stuck so I wouldn't do that again.

M: I bet your Mum was glad to get you back inside.

S: Yeah, it was cold. We had to close the window. She didn't beat me up or nothing til the morning [unclear] so I got a slap. I got just like a little tap. But now I still get a little tap just to learn.

M: Yeah, do you think that's fair?

S: Yeah cos when you don't listen you have to get something for doing it wrong.

M: Yeah.

S: If [unclear] she'll just have a go at me and say why.

M: Yes, it's tough isn't it, all this growing up business, and learning about life.

S: You have hormones that go up and down. And stuff.

Appendix 7.1.19

M: Yes, that's true, you certainly do. But that's nothing to worry about. Nothing you can't handle, right?

S: Yeah.

M: [more on drawing] What about your friends? What sort of things do you do with them?

S: We like chat around, just playing stuff, everything else.

M: Just spending time really.

S: Yeah.

M: That's really nice. Do your friends change quite a lot? Do you like having lots of different friends and new friends all the time or do you keep the same friends?

S: I like always different friends.

M: Lots of different friends, yeah. Do you find it quite easy to make new friends?

S: Yeah, definitely.

M: Yeah, very friendly. So, what about friends that you've maybe had for longer, have you got a little group of friends or quite a big group?

S: It's quite a big one, like all of us in a whole, like there's me and [names them] we all just exactly get on.

M: Brilliant. And it just feels great.

S: Yeah.

M: Did it feel like that straight away or did it grow gradually, all feeling like that?

S: Straight away when I got in that circle. Everyone just respected me so all...

M: Like a family?

S: Yeah. That's how we all treat ourselves.

M: Yeah.

S: A good family.

M: Yeah, so how important are these friends to you?

S: The world.

M: The world. That's big, yeah.

S: Like a planet, that's how big you put it together.

M: Right, the solar system. So, now we're here and we've had a little chat and we're going to stop chatting in a bit and do something else. But just to finish off can you give me a little picture of what it's like to be you right now in your world. You can talk about it while you do it.

S: Now like I realise what to do compared to when I was little cos I didn't know what to do cos I was too young. But I feel now like I'm happy. So 2010 and that's 2009.

Appendix 7.1.19

M: So a year ago, what would you be like?

S: I'd be like a little stropo person,

M: A little stropo person.

S: That's what I was in 2009. I don't know why, just like stropo.

M: I see. Gosh so you've really explained all this ever so carefully and clearly to me. It's been really interesting, and thank you so much for talking about all that. Is there anything you want to ask me or do you want to say anything more about that before we do something else?

S: No.

M: No. It's all complete isn't it? No questions or anything? You can if you want, or you might think of some in a moment.

Clare's drawing:



Appendix 7.1.20

Clare's post-MT interview

Marion (M): And I remember you too! How are you?

Student (S): Fine. It's nice to see you. Haven't seen you for a long time!

M: It was snowing last time do you remember? There was loads of snow!

S: Yeah.

M: Last time can we remember what we talked about? I can't remember, can you?

S: No.

M: That's alright then! Have you been doing some music therapy with Philippa?

S: Yeah

M: Yeah. Would you be ok talking about that today? And we've got recording gear like last time. It's just so that I don't have to write, write, write! So I'll listen to it and then wipe it, is that alright?

S: Mmm

M: Yeah? Good. So nice to see you. I've also got pens and paper. You did a bit of drawing last time. Do you want to do some drawing today?

S: Don't know. I haven't done any for a long time.

M: Oh well, let me give you this. So if you feel like there's a drawing coming on, you can do one can't you. Lots of pens here. Now then, what have you been up to? What do you like doing in your spare time?

S: Saturdays I do street-dance at Romsey Mill, Thursdays mainly go out and meet with my friends, go to a party for a night out and on Fridays stay at home. Chilling.

M: Chilling out. That sounds good. Ok. Do you still see all the friends you were seeing last time.

S: No

M: Different friends? Ah. So what's happening there?

S: Having fights, lots of friends are having trouble though which is real hard but I'm getting there.

M: Good. So are things changing in that way?

S: Yeah.

M: Can you say a little bit about that? It'd be interesting to hear.

S: My age is going to change.

M: Your age?

S: Yeah cos I'm going to be 12 this month.

M: Right. Does that make a difference?

Appendix 7.1.20

S: Yeah.

M: How is it going to make a difference?

S: I'm going to get taller and I'm going to get older.

M: Oh right, nothing else changes then. Taller and older. You're not going to change the way you behave or anything?

S: No.

M: No. Ok.

S: Apart from in school, when I come back to this school I'm going to have to behave cos otherwise it's my last chance and I'd have to get another school but I don't want to get out of this school cos is the best.

M: What do you want?

S: To stay in the school, and try and see how far I can go.

M: Good that sounds good, so you're going to be positive.

S: Yeah.

M: Is it hard?

S: It's quite hard though trying to keep everything up in this school, doing all the lessons that I have to, but being a kid in the school as well.

M: So if you had a chance to have that time again, would you be different?

S: Yeah.

M: How would you be different?

S: I'd probably stop what I did and wouldn't have set the alarm off, the fire alarm.

M: Oh right, was that a bad decision?

S: Yeah.

M: Do you understand why you did it then? Or not really?

S: Well, what happened was, I just wanted to get out of lesson but it weren't really the best way of doing it, really.

S: No, oh dear

S: I should've stopped myself from doing it.

M: Yeah and are lessons really...?

S: Yeah I do hate them but they're there to help me with my education, mainly.

M: Yeah. Well, maybe they'll get more interesting as you get older, hey? You never know.

S: Yeah.

M: Right, now then, we've talked about school a little bit then. Have you enjoyed school at all since last time I was here?

Appendix 7.1.20

S: Yeah, the lessons have actually changed. Mondays and Tuesdays we got 3 lessons and Friday you've got 3 lessons but all the rest of it is 2 lessons, so basically it's real good.

M: Having a bit less?

S: Yeah.

M: Yeah, so has it got better or worse since last time I saw you?

S: I want to say it's got better.

M: Yeah? Great. How's it got better?

S: You get longer sessions on education and also they send you a timetable where you can choose what you have to do for your activities and you have to stay by them.

M: Yeah? That's excellent.

S: Yeah so it's real good.

M: And is there enough respect here for you?

S: The teachers do. If you treat them with respect, they'll treat you back.

M: So, you happy with that?

S: Yeah. I like Sue Raven though, she's fun, when you get to know her but you have to treat her with a lot of respect. Give her a thank you for helping me get in the school and that.

M: Ok, now what about expressing yourself? Do you do that through art or music or sport or acting?

S: Um, mainly I don't know. Expressing myself. I mainly do it expressing through dance, cos you can let your anger out on that.

M: What kind of dancing do you use for expression?

S: It's like break-dancing, but it's called like street-dance.

M: Yeah, lots of energy.

S: Yeah.

M: That sounds good. Now then, you've been having some music therapy with Philippa haven't you?

S: Yeah.

M: What was it like?

S: It's alright actually. The first time I did it I was a bit scared but ever since now it's like ok, part of me, it's real cool.

M: Yeah? Good. Is it different to other lessons?

Appendix 7.1.20

S: Lessons they can be sometimes boring but when you do music you can let your expressions out onto it. So like say if there was a sad song, you feel the feelings in it.

M: Mm, ok, and would you like to carry on with music therapy once the research project's finished?

S: Yeah.

M: Yeah. Why?

S: Cos it's good.

M: It's good. Does it make you feel special in any way?

S: Yeah.

M: How?

S: Like cos my friends all don't do it, it's different for me. Actually like do drumming and that stuff and try new things, it feels good.

M: Ok. So, you try new things and you do drumming. Is there anything you think is the best thing? What's best about it?

S: Philippa is mainly. She understands you and you can talk to her.

M: Right.

S: So that's all I want to say.

M: That helps. And you've been pleased about that?

S: Yeah.

M: Has it made any difference to you?

S: It's made me actually a bit more happier and has got me, what's the word? ...

Better.

M: Yeah. What about the future? Are you feeling a bit more positive?

S: Yeah

M: Yeah. How?

S: Like, cos the future I really want to get the grades, go to college and go to university and try and get a job.

M: Alright. Is that different from before?

S: Yeah.

M: So do you think music therapy's made any difference to the way you see the future?

S: Yeah cos if you wanted to do a music thing you can have all the kids that actually do it, so it's good.

M: How long have you wanted to go to university?

S: All my life.

Appendix 7.1.20

M: All your life. Good. How are you feeling today?

S: Today? Um, I'm actually quite actually nice and happy, to come back into this school and come and see how it is.

M: Good. And what's it like living in your world?

S: My world, um it's like real different.

M: How?

S: I have a dog. And sort of got today, well yesterday we had to give it away to my brother to look after it cos we couldn't look after it.

M: Oh right. Ok. Now we're going to do these questions which we did last time.

Appendix 7.1.21

Peter's pre-MT interview

Marion (M): Happy new year. Are you ok today?

Student (S): Mm

M: Good. [talk re magazines] Do you do quad-biking?

S: No, go-karting.

M: Oh. How long have you been interested in that?

S: Ages.

M: Really, as long as you can remember, oh right. Can you remember your first go on a go-kart?

S: Um, during the last year.

M: That is quite a long time ago. Are you really good at it by now. What about before go-karting? Did you have any other passions that you used to do?

S: No, mountain-biking.

M: Oh yeah, that's really good. So you must have quite a good bike. When did you first go mountain-biking?

S: When I was eight.

M: Probably quite a long time ago. Can you remember that? Your first go, experience?

S: No.

M: How's that mag, any good? Quite a good one, yeah. Are your friends interested in quad-bikes?

S: Yeah, well one of my mates has got a quad-bike.

M: So it must be quite interesting, both of you doing that? I've got some paper here. If I do a line and we put this bit here as 'now', and when you first got interested in quads, then maybe if you want to put in any big events or draw anything about you and the quads, and your mates, that would be really good, but you don't have to.

S: Haven't done it for two years.

M: Oh right, so that must be quite frustrating. What got you started on quad-biking?

S: I met up with some people and got caught up, we did it when we went out in a big field [looking at mag together].

M: What's the difference between a go-kart and a quad?

S: A quad's got handlebars and a go-kart you got a steering wheel, a quad you can have gears and that there's only one sort of go-kart you can have with gears, you've got to be really good to have one of those.

Appendix 7.1.21

M: So you've got to have loads of skill. Right, expertise and stuff. What does it feel like? I've never done it, what's it like?

S: Well quad-biking. Really fun. You get really dirty!

M: How long can you do it for? Is it something you can do all day long or do you have to do it for about half an hour?

S: You can do it all day long til yeah your petrol runs out then you push it back to where you started.

M: Yeah. What's exciting about it?

S: Going really fast.

M: What does that feel like?

S: Don't know.

M: Do you have really good conversations with your mates about all this?

S: Yeah.

M: So do you all feel the same about it?

S: Yeah.

M: That sounds really great. And what about school? That's a different experience again isn't it?

S: I'm not doing it with the school.

M: No. Do you think in schools people give enough respect to young people?

S: Yeah.

M: Have you got some memories about respect in school that you could maybe talk about?

S: No.

M: No, ok. What's your kind of best experience at school do you think? Maybe something that stands out as a good memory?

S: Fishing.

M: Going fishing? Oh right. Shall we put fishing on this, as one of your interests [talk re line diagram]. Did they taught you a lot, what's it like?

S: Good.

M: Yeah? Can't be exciting like go-karting or quad-biking?

S: Not til you get a fish on a hook it gets exciting.

M: Is it a different sort of excitement though?

S: Yeah.

M: How would you explain? I don't go fishing either, I've got a very quiet life, so explain to me what the difference is in how you feel?

Appendix 7.1.21

S: Well like fishing. Go-karting and quad-biking is kind of like a thrill and excitement and fishing's like you get really happy cos you're like in there for 5 minutes, you just don't think about it and all of a sudden get a fish.

M: That's good. Is that something you think you'll probably do for the rest of your life?

S: Yeah.

M: Would you teach it to your friends? Do you think they'd like it?

S: Mm.

M: Yeah, how would you explain it to them?

S: Cast out with [unclear] and reel in.

M: Yeah, do you think they'd want to do it? Or would you have to show them it's a really good idea?

S: Yeah.

M: How would you persuade them?

S: Don't know.

M: They wouldn't say to you, oh no that'd be really boring?

S: They would!

M: Yeah? So what would you say back to them?

S: It's not boring.

M: And then they'd do it?

S: Probably.

M: So you've got these really good interests, you've got your fishing, your quads and your go-karting, that kind of thing. What about kind of letting out how you feel? Do you do that through go-karting or do you have other things like drama or music or sport?

S: No, don't do drama, don't do music.

M: No. So what happens if you've got feelings that you want to let out, do you do it through...

S: My go-karting.

M: Yeah.

S: If I'm not doing go-karting, I go for a walk about for a while and calm down.

M: Yeah. I think I'd probably do that, walk around a bit. What about drawing maybe, that sort of thing?

S: I've done a lot of drawing.

M: Have you? Do you want to do some?

Appendix 7.1.21

S: No.

M: What sort of drawing do you do? We've got something here on street art and things.

S: I just draw army vehicles and all that.

M: Oh yeah. Are you interested in that kind of thing particularly?

S: Yeah.

M: Have you been interested in that for a while?

S: Yeah.

M: Mm, that's good. Do you think you get lots of encouragement with your interests?

S: I get a lot of encouragement from my Nan and Dad. My Nan encourages me to do a lot more horse-riding.

M: Oh horse-riding too? You're busy!

S: Dad encourages me to do my go-karting.

M: Great. And what about here at this place? Do you get encouragement?

S: Yeah.

M: Yeah, that's good. So would you say it's good here?

S: Yeah.

M: Better than school or the same?

S: Better than a lot of other schools I've been to.

M: Yeah. Can you explain a bit what the difference is?

S: At this one you don't get as many bullies as my last one.

M: Yeah. Do you think they manage it well here?

S: Yeah.

M: So you're happy to come in and get involved?

S: Yeah.

M: And what about the future, do you think about that sometimes?

S: Um, no.

M: No? No, well you've got ages to go. I know quite a lot of people, even adults as well as kids, who find the future's quite scary really and I think quite a lot of people have a few ideas and dreams about it though. Have you had any thoughts like that?

S: No.

M: No plans, or maybe I might one day be a...

S: Yeah, I might go and work at my Nan's stables, get my name... [unclear]

M: I think that would be a really excellent thing. People would like that kind of service wouldn't they, that's a good idea. Has your Nan got lots of horses?

Appendix 7.1.21

S: Horses and a pony.

M: So you're sort of growing up with horses a bit?

S: Yeah.

M: Lucky you! I think lots of people would really want to be like that. So you feel quite determined about that idea or is it just something you do? How long have you wanted to do that?

S: For a little while now.

M: Does your Nan think she'll be able to help you achieve your goal?

S: Yeah.

M: Yeah? What about other people? Have you got other people you can talk it through with?

S: Don't know.

M: Well, there are probably people here, you'd be surprised, there'd be some people who could help as well. [more talk on drawing] We've talked a bit about the future, let's come back to the present. How is it kind of living in your world? Can you describe it a bit, so I could get some understanding about it?

S: Very boring.

M: Is it? Ok. What about when you're with your mates. Is it very boring then?

S: Sometimes.

M: Yeah, do you change your mates quite often or are they always the same ones?

S: I've got loads of different mates, got mates down in Scotland, down in Cambridge, out in, down in Devon.

M: Yeah, so how long have you known them all, for a very long time?

S: Well, my mate in Scotland I've known him 'bout a year. My mate's in Oxford I've known him, that's where I was first living so I've known him since I grown up there.

M: When was that?

S: Years ago.

M: Yeah, you were a small kid.

S: Yeah.

M: And you've managed to stay in touch with them all.

S: Most of them.

M: How do you do that?

S: My brother still lives in Oxford. I live with my Dad down in St. Neots. I just, when I used to go over to my Mum's I used to go out with my mates and meet around the park.

Appendix 7.1.21

M: I see. What about making friends in St. Neots. How's that been?

S: Useless.

M: Oh really. Why do you think that is?

S: Cos like all the boys in St. Neots are a load of twats.

M: Oh I see. It sounds like friends are important to you, yeah.

S: Yeah.

M: So in your life are they the most important thing would you say?

S: Second most.

M: The second most. Right. So what comes first?

S: My Dem Dems.

M: Your Dem Dems? I've got no idea what that is!

S: My Nan's horse.

M: Ah. How old is your Nan's horse? Older than you, younger than you?

S: Lot older than me.

M: Yeah, right I see. Thank you for explaining all that. That's really taught me loads about being your age and all that. Is there anything else you want to say about what it's like being you?

S: Yeah, very boring at sometimes.

M: Yeah. What makes things boring? Is it like there's not enough action or same too much?

S: Just loads cobble down in St. Neots, nothing goes on out there. All up in Oxford.

The only thing to do out in St. Neots is this when it's a nice day out.

M: Yeah. Do you talk to people about what you think of St. Neots at all?

S: No.

M: No. So does anyone know what you think about St. Neots?

S: Um, my Dad might, my Nan.

M: Yeah I see. And do you think they'd try and improve things for you if you talked to them about it?

S: They would but they couldn't, they can't [unclear] camps are.

M: Do you understand how all that works and that kind of thing?

S: No.

M: But it's making a difference to your life?

S: Mm.

M: Well I think that's the kind of thing that needs to get really talked about myself, yeah. Is there anything else you want to say, or would you like to ask me some

Appendix 7.1.21

questions?

S: No.

M: No, ok. Well now we've got something else to do now....

Appendix 7.1.22

Peter's post-MT interview

Maron (M): I don't mind if you sleep! Do you remember last time I came?

Student (S): Yeah.

M: It was snowing wasn't it? Do you remember that?

S: Yeah.

M: Can you remember what we talked about?

S: No.

M: Neither can I actually. Do you mind answering a few questions again this morning? Would that be ok? And maybe say a few things about music therapy with Philippa.

S: Yeah.

M: Yeah? Fantastic. Cos I'm really interested in finding out what it was like and whether you think it helped you a bit or not. And it's ok to stop at any point but I'd love to hear your opinions. Is that alright?

S: Yeah.

M: Great. And just like last time we're recording it because I can't write quickly, alright. And I don't want to miss anything important. Just like last time we'll wipe the recording once we're written down the stuff you've been saying. So is that alright with you?

S: Yeah.

M: Good. I've got plenty of pens and paper and things if you want to do some drawing. When you feel a bit more awake! How long have you been awake?

S: Not long.

M: Not very long, ok. Do you remember last time you looked at a magazine. Which one did you like, was it quad-biking?

S: Yeah.

M: I've got dirt-biking this time. Do you like dirt-biking?

S: Yeah.

M: Yeah? Do you ever do dirt-biking?

S: Yeah. I've got one.

M: What's it like?

S: Hard.

M: Really? What's hard about it?

S: Keeping up

Appendix 7.1.22

M: And if you don't, what happens?

S: Hit a tree.

M: Oh, ok. Do you wear a helmet and that kind of thing?

S: Yeah.

M: So how long have you been into dirt-biking?

S: Not long.

M: No, so when did you first do it? Was it this year?

S: Yeah.

M: What about your mates. Are they into it as well?

S: Yeah.

M: Fantastic. Are they the same guys you do the quad-biking with?

S: No.

M: Oh a different lot? Can you tell me about that?

S: We all just go down the forest and load of ramps up there. You just ride.

M: Oh I see. That's great, ok. When did you first start liking quad-biking and dirt-biking?

S: I did go-karting. Then my mates said do you want to go quad-ing with me one day so I did. Went out in the fields and stuff, took our bikes as well. Couple of ramps up the end.

M: So how many of you go and do all that?

S: 'bout five of us.

M: Have you known those guys a long time?

S: Yeah.

M: Yeah? How long?

S: About two years.

M: That's ages isn't it? How's school going?

S: Fine.

M: Have you enjoyed school since we last had a chat?

S: Yeah.

M: Yeah? Has anything been worse or better?

S: Nothing's actually really changed.

M: Do you think the adults give the young people enough respect here?

S: Yeah.

M: Yeah? Can you think of some examples of that?

S: Er, we get more money for the food.

Appendix 7.1.22

M: Is it good food?

S: Sort of.

M: It's ok.

S: Yeah.

M: Have a think about art and music and sport and acting now. Can you get involved in those things here?

S: Sometimes.

M: Do you feel you are able to express yourself doing those things?

S: Sometimes.

M: Which one do you think is the best for you?

S: Don't know.

M: Ok, Would you say you're a sporty type person?

S: Yeah.

M: Are you good at all the sports you do?

S: Mostly.

M: Yeah. What about art and music and acting, is that also really good for you?

S: Yeah, don't do a lot of art though.

M: No. Would you like to do more?

S: No.

M: And what about acting?

S: No.

M: Don't do very much. And music?

S: Yeah.

M: Tell me about music.

S: I listen to a lot of it.

M: Do you? How do you listen to your music?

S: iPod.

M: Yeah, so do you swap things with your mates? Or do you just download?

S: Just download.

M: Have you got a particular kind of music that you like?

S: Um, bass, drums...

M: Yeah. How long have you liked that for?

S: Ages.

M: Yeah, kind of like, since you were...

S: Heavy bass.

Appendix 7.1.22

M: Do you think you'll always like it, or do you think it'll change as you get older?

S: Change as I get older.

M: You think so.

S: Yeah.

M: What do you expect will happen?

S: I won't like it as much as I do now.

M: Why's that?

S: Don't know.

M: Do you know people older than you that don't like it?

S: No.

M: What about your mates? Do they like it?

S: Yeah.

M: They do, yeah. Do you all have exactly the same things on your iPods?

S: Most of the time.

M: Yeah. What about if there's a new track out, what happens?

S: One gets it and we all like Bluetooth it to each other then we...

M: How do you choose what you want to listen to?

S: You just click on it.

M: Do you click on it randomly?

S: Yeah.

M: So you don't think I really want to listen to such and such...

S: No.

M: Not really.

S: [...] war songs, any songs

M: Do you think the words are important to the songs?

S: Sometimes.

M: What kind of words are meaningful for you?

S: Don't know.

M: Would you say music matters to you?

S: Sometimes.

M: Are there special times when it matters more?

S: Yeah.

M: Can you say a bit more?

S: At parties. You can't have parties without music.

Appendix 7.1.22

M: True, yeah. At your age, are there lot so of parties to go to?

S: Yeah.

M: How often do you go to parties would you say?

S: Whenever I get called. My mates have got my number.

M: Every weekend?

S: Not every weekend. Every so often.

M: Yeah. That sounds good. Is it the same kind of music at the party or do you hear different music?

S: Different music.

M: That's really interesting. What do you think of the different music?

S: It's alright.

M: When you hear different music, do you sometimes change your taste in music?

S: No.

M: Why's that?

S: Don't know.

M: Is there any music you really don't like?

S: Yeah. Classical.

M: What don't you like about it?

S: Well I like some classical but I don't like others.

M: What kind don't you like?

S: Slow. And boring.

M: What about the classical stuff that you do like?

S: It's like sort of fast.

M: Right. I know you've been having music therapy with Philippa every week. What was that like?

S: Good.

M: What was good? Can you tell me a bit about it. What did you do?

S: All sorts. Played music instruments, talk, that's about it.

M: Oh right. And what did that do for you then?

S: It kept me awake! [both laugh]

M: How did it make you feel?

S: Better.

M: Oh better? How do you know you felt better?

S: Cos I wasn't tired.

M: Oh right. Did that feeling last all day?

Appendix 7.1.22

S: Yeah most of the day.

M: How long did it last?

S: Until I went to sleep.

M: And then what happened? Did you go back to the way you were the next day?

S: Yes.

M: But was it every time you had music therapy, it stopped you feeling tired?

S: Yeah, most of the time.

M: So tell me about the instruments.

S: They're noisy.

M: What kind of things? Which instruments did you play?

S: Drums, all sorts.

M: What's it feel like when you play the drums?

S: I've been to sleep too many times.

M: So how fast did you play the drums?

S: Pretty fast.

M: Yeah? And what was that like?

S: Fine.

M: It was fine, excellent. Was music therapy different to another lesson?

S: Yes.

M: How?

S: Other lessons you have to learn. Some you don't.

M: So, did you feel listened to in music therapy?

S: Yeah.

M: Was there enough choice of instruments?

S: Yeah.

M: Good. Were all the sessions the same or all different?

S: All different.

M: Oh right. Can you tell me about some of them? What was different about them?

S: Sometimes I wasn't as tired as I was.

M: I see. Did you do the same thing everytime?

S: No.

M: So what happened?

S: I can't remember.

M: Ok, so looking ahead. Would you like to carry on with music therapy once this research project's over?

Appendix 7.1.22

S: Yeah.

M: Would you? What would you expect you would do?

S: Don't know.

M: How do you expect you'd feel if you carry on?

S: Fine.

M: Yeah? Good. How do you feel about the future? ... I remember last time, we talked a bit about the future didn't we? Are you feeling any different towards the future or about the same?

S: About the same.

M: Ok. Tell me about your teachers. How encouraging are they?

S: Very.

M: Oh good. Can you tell me about that? Are they supportive?

S: Yeah.

M: Any special subjects or all of them?

S: All of them.

M: That's nice. What kind of things do they say that make you feel so encouraged?

S: Can't remember.

M: Ok. So do you sometimes think about the future?

S: No.

M: No. I know lots of adults and kids who think the future's actually quite scary. You don't really know what's going to happen. Some people have quite a few dreams and ideas about the future, like winning the lottery or whatever. Do you ever have any plans or dreams?

S: No.

M: No, ok. Do you want to draw you doing music therapy? Do a drawing of it?

S: No.

M: No? Ok. So, how would you say you are feeling today?

S: Tired.

M: Are you? Still tired yeah... And what's it like living in this world of yours?

S: It's good.

M: It is good. Can you tell me what's good? Can you tell me about it so I can get a feel of what it's like to be you?

S: Good. I go out when I want to go out. And I get mostly to do what I want to do.

M: Yeah.

S: Go out with my mates, whenever.

Appendix 7.1.22

M: So you feel very free?

S: Yeah.

M: And do you think your life will carry on like that?

S: Yeah.

M: Does that feel good?

S: Yeah.

M: Is there anything in your life you'd like to change?

S: No.

M: Ok, that's fantastic. We're going to look at the questionnaires now....

Appendix 7.1.23

Chris's pre-MT interview

Philippa (P): Here we are!

Marion (M): Hello!

P: Hi, with coffee in tow!

M: My goodness, love the idea of that! Thank you very much.

P: And this is Chris. Chris, this is Marion. Alright? I'll leave you two to it.

M: Right, come and sit down. Thank you. Ah, Happy new year!

S: Happy new year.

M: Thank you. I've got these magazines, do you want to have a look at them? We've got skate-boarding, quad-biking, motorsport, drumming I don't know what the 'Icon' one is, looks like it's about games, something like that, not sure. Yeah, I don't know, do any of those interest you? Do you interests?

S: Not really no.

M: What are you interested in?

S: Not much really.

M: Ok well that's just fine. What I'm going to do is just tell you a little bit about what we're going to do today. Thank you for giving up some of your time, J. It would be great if you could talk to me a little bit about yourself.

S: Yep.

M: Yeah? And I'm really interested in finding out something about what it's like to be your age in today's world. Would you be happy to answer a few questions?

S: Yes.

M: Say a few things about your experiences?

S: Yes.

M: Fantastic. And it's ok to stop at any point, ok, but I'd really value hearing your opinion.

S: Yep.

M: And we're recording this because I can't write very fast.

S: Ok.

M: Ok and I've brought along some pens and colours and things so if you want to draw.

S: Ok.

M: Then you can. Do you like drawing?

S: No not really.

Appendix 7.1.23

M: Not really but you might want to doodle or something like that.

S: Yeah.

M: Ok, so, what's the most interesting time that you can remember?

S: Um, most interesting time?

M: Mm.

S: I'm not quite sure....um, probably on my third birthday.

M: Yes.

S: When the world was like more newer to me.

M Yeah...? What do you remember?

S: Just finally running about looking at everything basically. Just seeing the world for as it is.

M: Yeah, fantastic. Now, what about friends? Have you had the same group of friends all these years?

S: No, I fell out with them.

M: Did you?

S: Yeah, a new group of friends every school I go to.

M: Yeah, so is that many schools?

S: No only two, this is the second one.

M: Yeah, yeah so you didn't stay in touch with the people from that school?

S: No they live so far away and that, I always used to see them at school.

M: Yeah. Were there things that you used to always talk to them about?

S: Yeah only things I could share with my friends.

M: What kind of things? Do you remember?

S: Sensitive things and that.

M: Yes, oh it's good to be able to talk about sensitive things isn't it? And so, did they talk to you about sensitive things?

S: Yeah.

M: That's good. Shall we put that on here, maybe? Here? Do you want to do a little drawing with stick men or something?

S: No thank you.

M: Alright, that's fine. Now then, did you find that the grown-ups gave you plenty of respect in your last school?

S: Some of them are but not really. Cos well when I was in the little school, most of the, St. Marys I used to go to in Ely, most of the teachers were kind there was this one la... who basically didn't see me as a nice person, she couldn't understand me and

Appendix 7.1.23

my problems and that, and but on my old school, in college, yeah a lot of them were kind to me and that.

M: That's really great. So most of the time it was really good you just had problem with one teacher.

S: Mm.

M: Yeah. Can you think of any really nice memories?

S: From school?

M: Yeah.

S: No not really, hmm, ooh when I got my stats results back.

M: That was a good one was it?

S: Yeah I was so happy then.

M: That's lovely. What did that feel like, can you remember?

S: Just like I knew I had some intelligence I knew I could actually do something useful for a change.

M: Yeah. Can you tell me a little bit more about what happened that day?

S: What do you mean precisely?

M: Well, how did you find out the news?

S: Well they were giving out the envelopes with our results in and when I opened them I just like welled up when I saw my results. I just thought I could actually do something more useful now.

M: Yeah, that must be really great. Do you still feel like that?

S: Yeah I do. But now I just don't see what's the point, since I got kicked out of proper school.

M: Yeah. Can you tell me a bit about that day?

S: What, when I finally got kicked out?

M: What was it like?

S: Upsetting. Sad. Cos I couldn't see my friends again. And it was just all emotional. Just cos of this one person as well that got me kicked out.

M: Oh I see, just one person. Yeah. So, you've come here now. And is this place different?

S: It is different. It's not giving my full needs for education but at least I'm actually trying to cope with other kids sometimes and at least I'm trying to cope with my lessons. At least I'm trying to get a bit more education. But most of the stuff is just basically telling you to stay off drugs and that.

M: Is it really, yes, and what about respect?

Appendix 7.1.23

S: Respect for the teachers and that?

M: Yeah, how does that work here?

S: Alright actually I ain't bad-mouthed any teacher except one but that was when I was very angry that day [sighs].

M: Yeah.

S: [sighs]

M: Can you remember a bit about it?

S: No I can't actually, not really.

M: No, and what about the teachers giving respect to you? How does it work in that way?

S: I'm not quite sure but they do give us respect cos they understand our needs and problems.

M: Yes, yes. You're very good at explaining this, well done. Do you want to put any of this in a drawing?

S: No thank you.

M: Ok. And what about encouragement? Are you getting some encouragement?

S: Yes from the teachers and that. Yeah I am getting encouragement.

M: And support and things?

S: Yeah support, a lot of support.

M: Yeah, can you think of some examples?

S: No not really, I can't

M: No ok. And what about expressing yourself and letting off steam? Do you have things that you like doing?

S: No I can't express myself normally but I don't know why I just can't.

M: Yeah. Have you had any good experiences with art or music?

S: No.

M: No. And what about sport? Have you tried sport at all?

S: No.

M: No. Do you prefer not to do sport?

S: Well I like sport I can handle it but I prefer not to.

M: Yes. Can you explain a little bit about how you feel about art?

S: [pause...]

M: Is art something you prefer not to do or something you like doing?

S: Well, it's something I prefer not to do but I just couldn't be assed really to try art.

M: Yeah, and how about music? Would you prefer to do music?

Appendix 7.1.23

S: Yeah.

M: Yes. Do you have an instrument you like doing? Or do you like singing?

S: The drums.

M: Ah-ha!

S: Guitar.

M: Why do you like those?

S: And the piano.

M: And the piano.

S: And the keyboard.

M: Oh lots of instruments. Why do you like them?

S: Cos they are angry instruments. They help me express myself.

M: Yeah. Have you got a favourite one, a favourite instrument?

S: Well I've always wanted to try the organ cos that's one of the most angry expression musical instruments that there is, the organ.

M: Yeah. Do you have an idea of what you'd like to do if you had a go with an organ?

S: No, not really.

M: Yeah. So can you imagine what sort of sound it would make?

S: No.

M: And what about drama? Have you tried drama?

S: Yes.

M: What's that like?

S: Like, like all my problems just go away.

M: Really. That must be nice. Yeah. Can you think of some good experiences in drama that you've had?

S: Giving a talk about something we love so much. I can't actually remember much of it but my talk was one of the best in the class and I just brightened up that day and just thought nothing better could ever happen.

M: That's really good. Do you remember what you talked about?

S: No.

M: Did you talk about something that you really do care about?

S: Yeah.

M: But you're not sure what it was?

S: No I can't remember.

Appendix 7.1.23

M: So if someone said let's do that talk, something like that again, would you choose something different to talk about?

S: Yes I would, but I'm not sure what.

M: So maybe you could choose from a few things?

S: I would definitely choose from a few things but I don't know what.

M: No, ok. Now then. Let's think about the future. Do you think about the future sometimes?

S: No.

M: No. Some people think the future's quite scary.

S: It is.

M: Is it? Yes. I think it's quite scary sometimes. Some people have some dreams about the future, they think about what they might like to do, or they think about what they might like to have for their car or something.

S: Yeah.

M: Do you ever think about things like that?

S: In the future?

M: Yeah.

S: No, not really. When I just think in the future, I'm just thinking that I'm just gonna get old and at one point I won't be around anymore.

M: Yes, well that's the same for us all of us isn't it. We're all like that. So you don't have any ideas about things that you might like to do, like drive tractors or anything?

S: No, not really.

M: No, ok. Let's get back to the present then. So we're going to finish in a minute with talking. So if you could sum up what it's like to be in your world with three things what would you choose to say about being you right now?

S: Disappointing. Sometimes happy and um, never look forward to things so much.

M: Yes, ok, and just before we finish, what do you think about making friends?

S: Very hard and challenging.

M: Yeah. Do you change your friends quite frequently?

S: Yeah.

M: Yes? How do you feel about that? Is that ok? Or is it...?

S: Hard, very hard.

M: Very hard. But are your friends important to you?

S: Yeah, they are.

Appendix 7.1.23

M: That's great. Thank you very much for explaining all these things to me. I've learnt a lot about people. I wonder if there's anything you'd like to ask me?

S: No not really.

M: Is there anything else you'd like to say before we finish doing this?

S: No, I can't think of anything.

M: Ok. That's absolutely superb. So thank you again.

Appendix 7.1.24

Chris's post-MT interview

Philippa (P): This is Chris. Chris has brought you a coffee!

Marion (M): Hi. That's amazing. Thanks Chris!

P: You did that last time.

Student (S): Yeah.

P: Fantastic. See you later.

M: That's very good. Thank you for the coffee. Ok, so, we met up in January didn't we? Do you remember how much snow there was? There was just loads of snow!

S: It was on December the most snow not January.

M: Is that so? Yes I think you're probably right. Can you remember what we talked about last time?

S: No.

M: No, I can't remember either to be honest. Would you be happy to answer a few questions?

S: Yeah.

M: Again. And say some things about music therapy maybe? That would be really good. I'm interested to know what it's like, and also if it helped you or not. And it's alright to stop at anytime but you know I really value hearing your opinions. And do you remember last time we recorded this because I can't write very fast. So it really helps me and it all gets wiped once I've listened to it.

S: Yep.

M: So that's all ok?

S: Yep.

M: I've brought some pens and paper so if you want to doodle or do drawings, like last time, we can do that as well. Yeah?

S: Uh-hum.

M: Do you remember any of these magazines from last time?

S: No.

M: Did you look at any last time?

S: No

M: You didn't? Ok! What are you interested in at the moment? What do you do in your spare time?

S: Sleep. Watch videos.

M: Oh yeah, what kind of videos do you like?

Appendix 7.1.24

S: Just random ones normally. Um, I like playing basketball. Yeah... I go for my first one sleep.

M: Yeah! And what about the basketball? Have you been doing that for a long time?

S: Yeah, I've been doing that for probably about three months now.

M: Yeah. And what about the sleeping? Is that really much more important to you now than it used to be?

S: What?

M: Sleep. Yes. Can you say a bit about that?

S: OK. Well since I was little I never used to have proper sleep. I don't really get any sleep now but I just in my spare time I just try and get more sleep. It doesn't work but I still try.

M: Yeah so at night-time is it hard to get to sleep?

S: Mm.

M: So what do you do when you can't sleep?

S: Don't know really.

M: Mm.

S: Can't remember.

M: OK, I think last time we talked about friends and school as well. How's school going?

S: Alright I guess.

M: How have you enjoyed it since I was here last time?

S: I've been here a bit longer, got to know more people so I should say... most of its alright. But... Yeah I kinda like it here.

M: So has anything been worse or better?

S: In what way?

M: Anyway really. Cos I'm not here so I'm not really sure what sort of things you do.

S: I'm not really sure. No, not really sure.

M: That's ok. Do you think that the adults give young people enough respect here?

S: No not at all!

M: No? Oh, tell me about that.

S: Well, the kids are just loud, they're rude, they're repulsive to teachers. They don't respect anyone's properties, belongings. They don't respect people's personal *space*. They treat teachers like dirt really.

M: Do they really?

S: A lot of them, yeah.

Appendix 7.1.24

M: And how does that make you feel?

S: I wish I was back at my old school. But then again these are kids with problems and ... they, well I shouldn't say can't help it cos they can help it, but they all have, will bound to have troubles with the teachers here.

M: Ok. Do the teachers show the kids understanding and respect?

S: Yeah definitely.

M: Yeah? Can you say a bit about that?

S: Well most of the teachers they spend their time trying to help the kids with stuff, try and actually help them, encourage them to get to know things better, to help more people discover more things.

M: Yeah. Ok, yeah. And what about school, is there enough respect in the schools?

S: No.

M: Not generally, no?

S: Not generally.

M: Not really no. And what about with you? Is there enough respect with you do you think?

S: Well I think so but if you ask the teachers probably not.

M: So you think the teachers would like you to respect them more?

S: Yeah I think so. But I just get confused cos I'm thinking all the stuff to know but I'm not quite sure.

M: Yeah and what about when you want to express yourself? Do you use music or art or sport?

S: Music. Music and sport.

M: Can you talk about that?

S: Well, ok. Well, the music is much better than the sport cos when I can ...um ... when I can um... express myself in music um, I can do much more things with it. I can, well like say drums can be for anger, piano can be for mood swings, um... guitar can be for sorrow. There's all different instruments that I can express myself on.

M: Wow that sounds really interesting. It would really good if you could explain to me how that feels because I don't know exactly.

S: Ok. Like say piano for mood swings? With mood swings you get different emotions like ones that could be happy and ones that can be sad so with the piano you can start with a happy song then to like a real sad song then to this real strong, angry, violent song, could be, like the music sounds much more louder, much more aggressive.

Appendix 7.1.24

M: Yeah I see, so the piano is best?

S: The piano is best to really express myself.

M: Yeah, and you also spoke about drums?

S: Well, the drums, that can be for sadness or anger cos with them you can just beat the drums it makes a big powerful noise so people feel good on the drums cos they make as much noise as possible, express their anger and strength.

M: Wow, and what does it actually feel like? Is it all about letting stuff out?

S: Yeah letting stuff out. Like on the piano when I just play it seems like nothing's matter, nothing's the matter, when I play I just feel safe.

M: So can you talk a little bit about what that's like?

S: Well it's when I play the piano I just feel like letting in how I normally feel. When I'm on the piano I can just express myself fully and not have to fret at what people think about it.

M: Sure. Yeah. So do you do it a lot?

S: Most of the time in music therapy, yes.

M: Yeah, mm. What about when you're not doing music therapy, do you do it then as well?

S: I try to yeah.

M: Is there a piano you can play?

S: No but I try to express myself on other things.

M: Yeah ok. So tell me a bit about music therapy, how's it different to other lessons?

S: Well in music therapy the teacher she gives you more encouragement than the others on musical instruments. Cos before I did music therapy I didn't used to like the piano but now I just think it's a beautiful instrument. You can express yourself much more better on the piano. I really just love it.

M: Did you feel listened to?

S: Yeah.

M: What was that like?

S: Really good. Better than I ever felt before.

M: Can you explain a bit about things that would happen?

S: I'm not sure really. But. No, I don't really, I can't explain.

M: Ok that's fine. Was there enough choice of instruments? Or was it just the piano?

S: Oh no, there was a lot of choices. I just liked the piano.

M: Ok. And how did you choose the piano?

S: I don't know I just like the piano.

Appendix 7.1.24

M: Ok. So now, looking ahead. Would you like to carry on with music therapy?

S: Yes definitely.

M: Can you tell me about that?

S: What do you mean?

M: Like, why you want to carry on with it?

S: Well I just like it, I like expressing myself on instruments. I just like all the noises they make.... I just like expressing myself.

M: Are there things you expect music therapy to do?

S: Yeah. I'm not really sure but helped me learn more about myself in music. I learned to control myself when I play the instruments. I just get lost in the music.

M: Yeah. That sounds amazing. Does it feel very different to when you're not doing music therapy?

S: It does. It sounds very different.

M: Yeah, why do you like it so much?

S: I don't really know I just like expressing myself with musical instruments.

M: Yeah. How do you feel about the future now?

S: I'm not really sure. Um. Dark. I don't really know why but I just don't see a future for me really.

M: Yeah. So would you say it's positive or negative dark?

S: Negative dark.

M: Right. Now do your teachers give you some encouragement, do they support you?

S: I'm not really sure if they support sarcasm they say.

M: Oh right. And do you sometimes think about the future?

S: No. I don't bother thinking about it cos It just makes me think what am I going to do with my life.

M: Yeah. I know lots of people, I mean adults and kids, think the future is really scary. Some people like to have dreams or ideas about the future. Do you have you got any ideas?

S: No.

M: No plans or no ideas at all?

S: No, no ideas I don't think.

M: Ok. now, we talked a bit about the future let's just zoom back to the present. How are you feeling today?

S: Quite sleepy but in a kind of good mood.

M: Yeah? Great. What's it like living in your world?

Appendix 7.1.24

S: Very difficult but very good as well but life does have its challenges, up and downs. I'm learning to deal with it, but still, it is really hard.

M: Yeah shall we just see if we do something on the paper, do you want to grab a pen?

S: No thanks.

M: Don't want to do any drawing?

S: No thank you.

M; That's alright. It's been really interesting hear you talk about music therapy, really interesting. Is there anything you want to add?

S: No not now.

M: That's alright. Do you remember last time we looked at these questions together?

Appendix 7.1.25

Jamie's pre-MT interview

Marion (M): Hi, how are you? Happy new year!

Student (S): I'm tired.

M: You're tired, yeah, me too. Is that cos you had some really good parties?

S: Not really, that's because I'm going to bed at 4 o'clock in the morning and used to getting up at 12, so!

M: Oh yes. That used to happen when I was about your age. I used to end up finding really interesting things to do and then not getting up til much, much too late and then when you go back to school it's a really big change isn't it?

S: Mm.

M: Really hard. Now, I went shopping yesterday, because obviously I'm going to meet all you wonderful people here.

S: Especially me. I'm the special wonderful one.

M: I think probably yes. You're uniquely wonderful and, because we don't know each other which is quite hard. So this really helpful young man, probably a year or two older than you or something like that.

S: I'm only 13.

M: Really? Do you know what, you look so much older. I had you down as 16 just then.

S: Hah.

M: Hah.

S: People have me down as 15.

M: Really, well it's 2010 down so maybe you've advanced another year! But anyway, he thought that these would be interesting.

S: Can't read.

M: What about pictures?

S: Don't like pictures.

M: Oh right, ok.

S: Not unless I've got my glasses.

M: Oh you haven't got your glasses? [both laugh]

S: Got my test in a couple of weeks time so, to get my new ones.

M: Let's hope that they help.

S: Cos I like standing on 'em.

M: Oh do you? Is it the crunch that you like?

Appendix 7.1.25

S: Yeah I love it, I love breaking things.

M: [both laugh] Oh, how long have you liked breaking things? As long as you can remember?

S: Since I first had my satisfying smashing a plate.

M: Yeah.

S: And I've loved breaking things since.

M: Oh right. Ok. Can you remember what that was like? Seems you can.

S: I can remember smashing it over my brother's head. Felt satisfied breaking things.

M: Ok, if we do new year, this is us here [discuss line drawing together] When was this wonderful occasion? Was it a long time ago?

S: I was about seven.

M: [discuss line drawing] Shall I just put Plate.

S: Smash.

M: Plate smash. Yeah.

S: Don't put over my brother's head.

M: No, no, no we won't put anything like that.

S: Cos my dad still doesn't know about that.

M: Oh I see. How was your brother afterwards, was he alright?

S: He was in hospital for about a week. He was fine after that. I cracked his head open.

M: Did you? How did it make you feel? Apart from the satisfaction of the letting out all that energy, and getting a result, how...?

S: Made me feel awesome because like...

M: Awesome, yeah.

S: It was funny.

M: Can I write down awesome?

S: You can write down funny.

M: Funny, ok. It was funny. Cos you were seven. I suppose when you're seven things can be funny that maybe when you're older they don't seem so funny [both laugh].

S: I jumped out the bedroom window as well.

M: Did you? Gosh. So you were very lively at seven weren't you?

S: Not anymore I'm not.

M: No. So how does it feel now when you look back, what do you think?

S: I think I was stupid to be honest.

M: Yeah.

Appendix 7.1.25

S: Cos when I was that age I tried crazy things, cos on my bike I'd do ramps that I wouldn't even dream of doing now.

M: Yeah.

S: And stuff like that.

M: Yeah so there's a really fearless streak in you.

S: Quite a few hospital visits.

M: Yeah, did you break a few bones?

S: I twisted my ankle, got it caught in a bike once.

M: Oh gosh.

S: Um, broke an arm.

M: Yes.

S: I've got about five false teeth, um, quite a few things.

M: Wow, you were bit of a handful for your parents.

S: I was a bit of a handful. I'm good now. Separate from my Dad.

M: Yeah, oh do you. Well that's tricky isn't it?

S: I still live with him though, I hate him.

M: Do you. But sometimes when we're living with people it makes it extra hard cos we're together too much really.

S: Hmm.

M: Or maybe there are things that happen...

S: And the fact that he has to drive me into school in the mornings makes it even worse.

M: Is that cos you don't like coming or you don't like him taking you?

S: Both.

M: Both, but you're here which is...

S: [unclear]

M: Well, maybe.

S: I want to be in mainstream.

M: Do you really?

S: They won't accept me back.

M: Oh.

S: Even though I've had my best 2 reports since I've been in the Centre, in the whole of my secondary school and primary school as well. And they won't let me back in mainstream for one more chance. I want to drop back a year so I can catch up with

Appendix 7.1.25

my curriculum.

M: Yeah.

S: Into year eight, well, what would be year nine.

M: Yeah. So how long have you been here?

S: Been in the unit about ten months.

M: So what's the difference between the unit and mainstream?

S: The unit's more rough and don't learn as much and stuff like that. I mean, it's the fact that I know I can get away with things that will make me do it. So like in the centre I know I can get away with telling the teachers to fuck off, and not be suspended for it. So I'll do that. Whereas in mainstream it was more like if I told the teacher to fuck off I'd get suspended, excluded, my parents would find out about it which I didn't like so much. My behaviour's changed a lot since I've been in the centre.

M: Has it? How did it change?

S: Well I just got bored of being like ... Well it was mainly cos I was like angry at myself the whole time for doing something that I'd do something else.

M: Yeah.

S: And it was like if I told the teacher to fuck off when I was in mainstream, I'd think oh shit you dickhead. And take my anger out on punching someone.

M: Oh I see.

S: Or something like that.

M: Yes, so it's kind of like, you do things that you don't want to and then you feel really bad ...

S: The teacher that does suspend me, I'd be like 'you're a cunt, I hate you' and stuff like that. That would be because I'm taking my anger out on him which I should be taking out on myself, if you know what I mean.

M: But that's not going to really work either is it. So you need an outlet. Do you have anything like sport or art or music or drama that you do?

S: BMX.

M: Oh right. What's it like? What does it feel like?

S: I feel free.

M: Yeah.

S: That's what I like about it.

M: Where do you do it?

S: Skate parks, street, park near my house, ramps that I build.

Appendix 7.1.25

M: Yeah.

S: [laughs] My dad's car.

M: Oops! So you feel really free. Do you do it with other people or do you like doing it on your own?

S: I teach with my mates. Cos my mates that live near me. One mate called Ant moved in about a year ago and he's got dyspraxia, which is a communication problem, so at the moment I'm teaching him how to like ride a bike. Even though he's older than me.

M: And it's really hard for him.

S: And he's like a couple of months older than me and he can't ride a bike without stabilizers, so I'm teaching him how to ride a bike and then he wants to learn how to do a bunk off [unclear] after that.

M: Fantastic. So how does it make you feel doing that?

S: It makes me feel satisfied cos I've helped someone but then sometimes it winds me up cos he'll want bike lessons when I've got my own plans and stuff.

M: That's right, you've got to kind of, you've got to work out between you where the boundary is haven't you, so that

S: Like calling on me at 8 o'clock in the morning on my mobile phone, I mean it's not very loud but when the alarm goes off when I'm asleep it's right next to my head you know, it's extremely loud!

M: Yeah, so he's got his sleep patterns organized than you have at the moment! [both laugh]

S: Yeah he has to get up really early in the morning cos he leaves for school at 6 o'clock. He only goes to Manor in Cambridge but they have to go drop his sister, one of his sisters or step-sister one day a week in Kimbolton up near where my dad works, a boarding school up there. And they go down back from Kimbolton and up to Cambridge for him and his sister. His sister goes to Arbury Primary. He goes to Manor.

M: Oh right. Obviously you're helping him with something that's really hard for him to do.

S: Hmm.

M: And you must be good at it if you're getting satisfaction, you must be having success.

S: Well he can ride now, he can ride about ten metres without stabilizers. And then he falls off.

Appendix 7.1.25

M: But you've got a lot of patience with him?

S: Not really. I get really stressed and angry.

M: Do you? Yeah. But both of you, you've got this relationship which seems to work so that he likes it, and you like it too.

S: Mm. What does this have to do with music by the way?

M: It doesn't really have very much, but the thing is I'm really interested in knowing what it's like to be your kind of age now, cos it's a long time since I was your age.

So, just having a think now about school. You said you wanted to go back to mainstream school. Do you think there's enough respect in schools for young people?

S: What do you mean by respect in schools?

M: Well kind of like, there are lots of rules aren't there, of things you should and shouldn't do, but do you think it goes the other way? Do you think the teachers show enough respect to the young people?

S: Ie like they sort of use manners and stuff like that?

M: Yeah.

S: I mean, some teachers do. But I mean when you get a teacher that's stressed out, which I know they're stressed out, but that's no excuse for them to get really angry and stressy.

M: Right. Why not?

S: At us. Because we haven't done anything to them yet they'll tell us to go away.

M: Oh I see. You just want to ask a question and it's not the right time for them. And that's not showing respect.

S: Hm.

M: Yeah I think that's a fair point. And here, is it different?

S: The centre's worse. I preferred mainstream teachers to the centre teachers definitely. And it's more of a thing where there's sort of responsibility for them teachers in the centre yet they take it as a job, they get paid to do this, don't really care, whereas the mainstream teachers tend to be more like yeah I give a crap about that, sort of thing.

M: Yeah. And you prefer mainstream? Is that the reason why?

S: Yeah much prefer mainstream and most of my mates are in the mainstream school as well.

M: Yeah, so you'd stay here in this place but just with the mainstream classes.

S: Mm.

M: That sounds good. So do you get encouragement from your teachers?

Appendix 7.1.25

S: Not from the teachers in the unit, I get encouragement from Claire, Raven, John, Hazel, Derek but that's about it to be honest.

M: Yeah.

S: I mean it's the older ones, the older adults that give like congratulations, well done, whereas all the other teachers are more like 'yeah well, if you were in mainstream you'd have been able to do that in year six'.

M: Oh I see, so they make you feel worse?

S: Yeah.

M: That's not helpful.

S: Some of the adults wind me up and stuff like that.

M: Really, yeah. So there's some support but it's not right across.

S: It's not full.

M: So you get on with some of the adults really well it seems like.

S: Like Hazel, she's like a grandma to me, like a grandma I don't have.

M: Yeah.

S: And I call her Granny Hazel.

M: Do you.

S: Yeah when she comes round to my house, for my talks like yesterday I was like 'Hi Granny Hazel!'

M: Does that wind her up?

S: No, she likes it.

M: She likes it, oh that's really good. And, so do you think about the future a bit?

S: No.

M: No, you've thought about going to mainstream? To catch up a bit...

S: I want to go into mainstream, and be dropped back a year to catch up on my curriculum. I've said what I want to do, said 'give me one chance if I get suspended once and you can put me in the worst school ever'. Right, but I just want that one more chance but I want to be in a year where I'm actually able to do the work cos I mean, one of my other mates' sister in year six and she asked me to help with her work cos my mate was busy so I tried to help her and could not do this work. And this is meant for a year six pupil and I'm in year nine, so...

M: Yeah but there are some things which are given to year 6 which are perhaps a little bit too difficult.

S: It was spellings of like five, six letter words.

M: Oh right, well, some people are really natural at their spelling and some people

Appendix 7.1.25

are not. I think probably a fifth of the population is pretty hopeless at spelling and it's nothing to worry about.

S: What is this music therapy stuff though?

M: We're going to do that in a minute, can I just ask you one or two more questions?

S: Oh [big sigh]

M: But if you don't want to talk about anything like that you want to do music therapy stuff that's ok. What do you think?

S: Do music therapy.

M: Ok let's have a look at music therapy stuff.

[Interview continues after questionnaires]

M: Just to sum up right now cos we're finishing, what's it like being you?

S: Boring, annoying.

M: And your friends are they important to you?

S: Yeah yeah they mean a lot to me. Without my friends I don't think there'd be a point in life, without friends, you're nobody really.

M: Have you known your friends quite a long time or do you get lots of new friends?

S: I get new friends. Normally I don't tend to keep friends for very long cos I'm not much of a very likeable person. I'm better 1:1 but then when there's other people I'm not very good. But like the friends I've got now I've had for three years probably and like I've got one friend I've had for four years and it's the longest friend I've ever had, actually no I tell a lie, my friend who lives up in London I've known her since I was two. And she's been my friend since then.

M: Ah yeah.

S: My first love when I was about five years old.

M: Really? Do you stay in touch quite well?

S: Yeah on Facebook and MSM and stuff like that.

M: Yeah that's nice so you keep up with each other's news that way. And do you actually get to speak or talk?

S: Yeah we talk on the phone and stuff. And we meet up once or twice a year.

M: Oh that's really good. Cos having friends like that can actually give you too much hope when you're looking forward to seeing them next time and it might be quite a long way on in the future.

S: Mm.

Appendix 7.1.25

M: And do you still have the same things in common?

S: Yeah. We both like girls, cos for one thing she's a lesbian. Same sort of things.

M: Yeah and things change don't they as people grow up so things don't necessarily stay the same... is there anything else you want to ask?

S: No.

M: Thank you very much.

Appendix 7.1.26

Jamie's post-MT interview

Marion (M): Hello how are you?

Student (S): How long am I in here for?

M: Well, not all that long, it'll go quite quickly really. Thank you for giving up some of your time. Last time we met up in January it was snowing. Can you remember a bit about what we talked about last time?

S: Not really.

M: I can't either actually but would you happy to answer a few questions once again and perhaps say a few things about your experience of music therapy?

S: I should think. Talking to Philippa and listening to music.

M: Ok that's good. I'm really interested in finding out what it was like. And whether it helped you.

S: Not particularly but there's fuck all that will help me.

M: Well it's ok to stop at any point but I really value hearing all your opinions and everything. Ok and like last time it's going to be recorded but wiped as soon as I've listened to it, ok? But I just don't want to miss anything important or spend the whole time writing. So will that be alright with you, yeah?

S: Yeah.

M: I've brought some pens and paper, like last time. If you want to any doodling, feel free, that's ok. Did you get any of these magazines last time?

S: Don't think so.

M: We had a quad bike one last time, I don't know where it is today. There's a dirt bike one that we didn't have last time.

S: Not really bothered.

M: Not into all that kind of thing.

S: I am but just not reading.

M: Not reading though. Actually they've got quite good photos in them.

S: Yeah I'm not really bothered unless I'm watching it live.

M: Oh yeah, actual movement. Yeah, so do you still like roughly the same things that you liked last time I came.

S: Yeah.

M: Pretty much yeah. So what are you interested in at the moment? What do you do in your spare time?

S: Party.

Appendix 7.1.26

M: Oh yeah, great. With the same people all the time, or lots of different people?

S: Whoever's around.

M: Yeah. Do you have the same music at all these parties?

S: Some. Drum and bass, heavy metal, Scream.

M: Does everyone that goes like the same music?

S: No not really.

M: No.

S: No, like I've got some mates who like drum and bass, got some mates that like rap and some mates that like scream and heavy metals sort of stuff.

M: Yeah. And what do you like best?

S: Not fussed as long as it's not classical I don't care.

M: Yeah. Sure. We also talked about friends and school as well didn't we?

S: Mm.

M: How's school going?

S: I got kicked out of mainstream last week.

M: Oh. But you got into mainstream?

S: Yeah and got kicked out in three days.

M: Oh right. So has school got better or worse would you say, since I saw you last time.

S: Better.

M: It's got better? Oh good. Can you say a little bit more about that?

S: It's just like, when I talked to you. How long ago was it now? About three months.

M: Probably six months even.

S: Six months. Then I'd only been in the Centre half a year. So I weren't too settled but I'm pretty settled in the Centre now.

M: Yeah. And how does that feel?

S: Not really much different but it's just I know more people in the Centre. And in the space of six months we've got about 20 new people so...

M: Yeah. And what do you mean by that?

S: We've got annoying kid now.

M: Oh right. And how little are they?

S: Like year seven, year six. Whiney little kids.

M: Yeah. So what difference did that make?

S: It's annoying. With all their squeaky little voices. I sound really mean now.

M: I think sometimes it's good to say what you think. It's a free country.

Appendix 7.1.26

S: No it's not.

M: What do you mean by that?

S: Taxes.

M: Mm?

S: Then it ain't a free country and considering we're in a recession right now can't see it being a free country.

M: Well, in shared kind of way it is. Do you think the adults here give the kids enough respect?

S: No. Gary's a dickhead. Yeah. I hate him. He was meant to call my mum cos he gave me threats in the lesson and he was meant to call my mum but he hasn't had the guts to call my mum. And this is like 3 weeks ago now.

M: Oh I see. He might have forgotten?

S: No he won't cos Raven gave him strict orders to call my mum and explain what happened and he hasn't called my mum yet.

M: Ah. So how do you feel about that in terms of respect?

S: I don't care really. I just think he's weird now.

M: What about the other stuff?

S: What stuff? I get on really good with Croxie. Yeah he's the best teacher.

M: Is there some real understanding between you and him.

S: And then like Hazel's like my granny. She ain't my granny but I call her my granny if you know what I mean.

M: Yeah, yeah. Could you say a bit more about these people you get on with?

S: Croxie just like, I see Croxie a lot, so he like understands me and then Hazel I see her a lot and she understands me. Like I hang out in Cottenham and hang out a lot in Over and they see me a lot and they understand me better than other people.

M: Yeah, that's really good. Do you think that the school generally has got enough respect for the young people?

S: Not really. But most of the adults come in, do their job and go home.

M: yeah.

S: I mean, you've got the odd adults like I mean say like how many people work in the Centre? About 15 adults work in the Centre and the people that will respect you unless you're one of the older kids, are Chris, Stuart, Hazel, Derek, Claire, Croxie and Sue Lester. So that's what? Seven and leaves about eight teachers.

M: Yeah so, half and half?

S: Pretty much.

Appendix 7.1.26

M: Yeah. So what about the others then, that you don't think show the same sort of respect? What's it like?

S: They're just dickheads, they just don't listen to you. They're not bothered as long as they get their pay package and they don't give a shit.

M: Ok.

S: Which I find fair enough but they're paid to come to work, they're not paid to give a shit. So.

M: Yeah. So you must get wound up by some of this, I would have thought?

S: I've got used to it now.

M: Can you express yourself through art or music or sport or acting?

S: Not really.

M: No. Do you have an outlet for your anger?

S: What do you mean an outlet?

M: Kind of let down, let go, get it out.

S: Yeah. Recently I've got into punching walls.

M: Oh right.

S: That really hurt.

M: So is that the best way to express it?

S: Not really but I'm still a kid, I'm learning that stuff.

M: Yeah sure. I know you've been having music therapy with Philippa every week. What was that like?

S: Got me out of form [laughs]

M: Can you tell me a bit about it?

S: It was more like, you go in, we chat about home, school, all that sort of stuff and like we'd also like listen to music, play the drums, violin and stuff like that. Been like quite good.

M: What do you like about it?

S: Listening to music really loud. She's set it up to the big speakers.

M: Yeah. So was music therapy different to other lessons?

S: Yeah.

M: Yeah? How?

S: It's not like, it's like I'm doing other stuff as well.

M: What kind of things?

S: Like I'm not just sat in a room sitting down at a table, I'm doing things that are like more physical and fun.

Appendix 7.1.26

M: Yeah.

S: You actually get on with it. Sort of thing.

M: Yeah. Did you feel listened to as well?

S: Yeah yeah. She understood. She heard me out whereas most people wouldn't.

M: Was there enough choice of instruments and things to do?

S: Oh yeah! [laughs]

M: Yeah? What was that like?

S: It was weird, got drums, pianos, violins, guitars you know, them little ding things whatever they are, like it was really weird, like having all these different things. So it was quite weird. And it got me out of lessons.

M: Would you like to carry on with music therapy once this research is over?

S: Yeah.

M: And how do you feel about the future, are you more positive do you think?

S: Maybe. Don't think music therapy's changed much but I just classed it as like music.

M: Yeah? Do your teachers give you some encouragement and feel they support you?

S: Some of them.

M: Yeah.

S: Only the ones who can be bothered to.

M: Yeah. And do you think about the future sometimes?

S: Not really, it's best to think about the present rather than the future. If you think too far ahead, your mind gets stuck on something else.

M: I know lots of people, adults as well, think the future's quite scary really.

S: I'm not scared about the future I'm just, I want to think about the now, the present not the future. I've done that before and got my mind set on the future and then if I get my mind set on the future I won't be able to think about the present.

M: Ok. What about plans or dreams or ideas. Do you have any of those still?

S: Yeah. [laughs] I'm always wanting to be an ice-cream man or a lawyer. But there's no chance of me being a lawyer, absolutely no chance. Not with my records.

M: You don't know. There are lots of different types of lawyers aren't there?

S: I'm good at lying so [both laugh] I've got one thing going for me!

M: Yeah. So, do you feel quite determined about being a lawyer?

S: Not particularly.

M: No. How long have you wanted to be a lawyer?

S: Since I was little.

Appendix 7.1.26

M: Yeah. Could anyone you know help you become a lawyer?

S: [sigh] no. My mum works with special needs people, my dad's a computer technician. My brother's training to be a psychologist. So ...

M: Interesting. Ok. So let's zoom back from the future to the present now. How are you actually feeling today?

S: Today?

M: Yeah.

S: Calm, relaxed but then nothing's happened really to make me unrelaxed.

M: Yeah. Ad how is it, kind of living in your world? Can you describe it a bit so I can get a feel for it, and understand it a bit?

S: Erm, living in my world is like living in a normal world really.

M: Yeah?

S: It's like just boring half the time.

M: Boring? Yeah. Well that's really great cos you've really helped me understand about music therapy. Is there anything you'd like to ask me?

S: Why are you doing this?

M: Why am I doing this? To help Philippa.

S: And what's the point in music therapy?

M: What's the point in it? Well, I don't really know much about it actually because I'm not a music therapist but I think that from what I do know of it, which isn't very much, I think that people sometimes say that it's useful for helping to connect.

S: Yeah.

M: I don't know how you feel about that. Let's look at these questions. Do you remember these from last time?

Appendix 7.1.27

David's pre-MT interview

Marion (M): Good, which of the magazines did you end up looking at?

Student (S): This one.

M: Is that your kind of thing, street art?

S: Yeah, and BMX-ing.

M: Ok brilliant, now the reason why we're having a chat is I'm interested in finding out what it's like to be your age in the world today, cos obviously it's ages ago now I was your age, I can't really remember it and even if I could it'd be different now cos the world's moved on. So would you be happy to answer a few questions and talk a bit about your personal experiences?

S: Yeah.

M: That'd be great, thank you, and it's alright for us to stop at any point if you don't want to talk about something that's fine. I'm really slow at writing so we're recording it and then when I've listened to it again we'll wipe it. Is that ok?

S: Yeah.

M: Good, I've got pens and there's plenty of paper here, so if you wanted to do any doodles or cartoons or anything, are you into drawing?

S: Yeah.

M: Oh great, so if you want to draw as you go along to illustrate what you're saying that'd be lovely so then I've got something to look at as well. Good, ok, so you're interested in street art. Are your friends into street art?

S: Yeah, most of them.

M: Yeah, so how long have you been into all that sort of thing?

S: Since I was in year six or so.

M: Yeah?

S: Cos I've always liked graffiti, I've never seen it like damage, I always see it as art.

M: Yeah?

S: Cos it's something. It is damaging but it is art in a way as well. Cos most of the time it makes the place look better but untidy if you get me.

M: Yeah, so how does it feel when you see it, to you, the impact?

S: Um it just makes you feel like part of it, if you get me, it's like you want to be part of it but you know you shouldn't be cos like you can get arrested and stuff for graffiti-ing in places where you shouldn't be but it makes you wanna like take up like

Appendix 7.1.27

art or something. Cos I'm doing art in my year nine and GCSEs, and expected A star so...

M: Excellent, how wonderful is that. So how long have you been into art?

S: Since I was about year three. Cos we used to have a professional art teacher in our primary school and she thought I was like one of a kind and she gave me a special book with an autograph and everything, like a proper art book, she'd done a piece of writing saying my name and stuff on it.

M: Oh wow. How did that make you feel?

S: Yeah it made me feel like quite special basically to have the privilege to work with a professional art teacher and be like looked at basically.

M: Being noticed.

S: Yeah.

M: Yeah, can we kind of like do a time line with that at the beginning of it to where we are now at the other end? Would that work for you? And then we fill things in.

S: Yeah. That's where it started.

M: That's really interesting.

S: Then like as it sort of got along, started looking at different things.

M: Which primary school were you in?

S: Willingham Primary School. Like I started art like cos football I started taking that up then that made my life a bit more something to do like basically, then I found in about year four that I had talent for art.

M: Yeah, and how did that make you feel?

S: That just like made me feel more something to look forward to in life, to like get a good grade in.

M: Yeah,

S: Then it started like changing basically.

M: Oh right, in what way?

S: Well I used to hang around with the wrong sort of people.

M: Ok.

S: Then we used to get in trouble but I was the only person that wouldn't do it then I got in trouble for being with them, guilty by association as they say.

M: Yeah. How did you feel about that?

S: Well, at the time I was young and didn't really know what was going on so at the time I didn't really care but now when I look back I know that I shouldn't have done

Appendix 7.1.27

that sort of stuff you know, didn't do it, but shouldn't be hanging around with those sort of people.

M: Yes. So you were they your age, these people?

S: Normally about two or three years older.

M: Yeah, how did you get to know them?

S: Well it was like my brother and friends and friends of friends. It carries on them from there basically.

M: Was there a lot of peer pressure?

S: Um, what do you mean like to do stuff you don't want to do?

M: Yeah like you've got to do it or you feel like.

S: Yeah, it was sort of like that.

M: Mm.

S: I didn't start doing things I wanted so um.

M: Mm. Did you feel like you had a choice at the time?

S: Yeah but I chose the wrong choice basically, instead of taking the right one I took a wrong one. Instead of being like basically like everyone else I used to be all cheeky 'n stuff but then over year six and stuff I started realising that I wasn't doing the right thing.

M: Yeah, do you remember what made you look at yourself like that?

S: It was when I got in trouble with the police with people stealing.

M: Oh I see. How did that make you feel then?

S: That just made me look at what I'd been doing over the past year or so then realising what I've done wrong and made me think about later on in life, what it's going to cause.

M: Yeah. Did the police help you with that or...

S: Yeah they had like a meeting like saying how to keep out of trouble, what you should do what you shouldn't do. And how I can improve myself and I took most of it on board.

M: Yeah, so are you grateful for how that happened?

S: Yeah.

M: Do you think the police did a good job?

S: Yeah.

M: Yeah, so how do you feel about your future, is it different because of all that?

S: Well I'm still not God's gift but I'm like improved a lot over since I was in year six. Cos I was bad in year seven but then in year eight things started to change.

Appendix 7.1.27

They're still bad but now I've just been thinking about my mistakes. Cos I want a football career basically and I had a chat with Mrs. [...] and she was saying like even if I don't do my homework it could affect whether I make a football career or not.

M: Yeah.

S: Cos they can rely on me and stuff and if I get in loads of trouble they might not take me in.

M: Yeah.

S: So that started making me think, then there's loads of stuff that's happened and things changed towards the end of the year.

M: Oh that's good isn't it?

S: Yeah.

M: So you're kind of in control, sounds like.

S: I can feel like more to myself than with other people now, cos I used to be just like class clown, have a laugh and didn't expect them to do stuff but then it's all changed and everyone just looks at me the wrong way now basically. Don't feel like they hate me but they just know me for being the class clown. And since I've changed they just expect me to keep doing it and it's like boring, fuck off.

M: So you're much more chilled out now about that sort of thing, that's really good. So are you hanging around with a different crowd now?

S: Yeah.

M: So when did that change?

S: Probably early or late year seven, late year seven or early year eight. Cos it was year seven that I was hanging around with the wrong people and in year six.

M: Yeah.

S: Then things started changing. Haven't been in trouble with the police for over a year now so it's a good thing.

M: That is good isn't it?

S: Yeah then like all life started getting a lot easier [unclear].

M: Yeah, but I think it's even better than that because if you show people that you can actually turn your life around, which is what you're saying you've done, then you get so much respect from people. Once it sinks in that it's really happened then you get so much respect, it's like almost better than just being normal! [both laugh]

S: Yeah.

M: So it will just keep getting better for you, I think.

S: Yeah, can't get much worse, well it's been a bad two weeks.

Appendix 7.1.27

M: Oh really? What's happened in the last two weeks?

S: My cousin died.

M: Oh that's so sad.

S: Do you remember [N]? The one that died on the Earith Road? He's my cousin.

M: Oh ok.

S: That's the only thing that's been at the moment.

M: That's really hard. Were you close with him?

S: Yeah. My closest cousin probably.

M: Oh I'm so sorry. That's a hard one. You'll be strong. Yeah. So, what about your new mates?

S: They're a lot better than my old mates. Instead of just like going around like basically being horrible to people, even though I wasn't the one doing it, still part of it basically. Now it's just like go down the Rec, have a game of football, have a few laughs on the Rec. Like most of them go down there and get drunk and stuff.

M: So it's all harmless fun. Do you have quite a lot in common with them? You've got football...

S: Yeah football, sporty, up for a laugh most of the time, through drinking.

M: Yeah so they're all fine. And do you think you've got loyalty with them?

S: Yeah. I have respect for them and hopefully they have respect for me as well.

M: So you'd stick by each other.

S: Yeah.

M: That's really good. What about with adults? Is there respect?

S: Yeah, never swear at adults.

M: Yeah and do they show you respect?

S: Yeah [unclear]

M: So you're happy with the way that works?

S: Yeah.

M: Oh good. So, what was it like in your last school and what's it like in this school?

S: My last school was just literally do what you want, get sent to the Headteacher and get sent straight back so I thought it was going to be like that here. But things changed and like started to kick in. Like it's not going to be the same at this school, you can't just miss homework and nothing's going to happen like it would at primary school, cos I never used to do any homework, I used to do like one piece every three or four months, that was like in my own time like lunch hour doing it, so then in secondary school I started getting like detentions, detention letters sent home, mum

Appendix 7.1.27

like banned me from doing like going out and stuff. So can't always do things I want basically.

M: Yeah, which is fair enough isn't it.

S: Kind of way life works.

M: Yeah so do you get support at home with your homework?

S: Yeah.

M: Your mum and dad are good about all that?

S: My mum is, yeah.

M: And is your dad at home as well?

S: Yeah my mum and dad are together but they're not living together.

M: Ok.

S: So, but like he's round everyday, or every hour!

M: Yeah.

S: With my brother.

M: Where does your dad live?

S: In Willingham, near us, down the road.

M: So you get to see plenty of him?

S: Just round the corner basically.

M: Oh that's good. Your brother's with him, yeah?

S: No my brother's with me.

M: Oh ok.

S: They do like scrap cars and my brother does banger racing so they're always together like fixing cars and stuff, just keeping him occupied.

M: And is your brother older than you or younger?

S: Older, 16.

M: Ok, so are you interested in banger racing, that kind of thing?

S: No, I think it's a waste of time.

M: Ok, so you're more interested in the artistic side of life.

S: Yeah and football and stuff.

M: Yeah, skill-based.

S: Something you can get a life out of.

M: Yeah. That sounds good. So you've already told me that you can express yourself through art, I think. Do you get to do that enough?

S: Yeah.

M: Is it like an outlet for you?

Appendix 7.1.27

S: Yeah basically. But now I'm only getting one art lesson a week.

M: So you need more.

S: Yeah probably.

M: What about football, is that an outlet?

S: Yeah. I do it cos I enjoy it, something to do, keeps mind off things and keeps you out of trouble basically.

M: It's social too, I guess.

S: Yeah it's social, everyone just goes there for a laugh.

M: Yeah, what about other things like music and acting, are you interested in those at all?

S: Hm, I picked drama and art for my two choices and I'm quite good at drama but probably prefer art and better at art, so I put art and drama, I got my choices luckily and then they basically I've got to focus on the things I picked and still focus on the things I didn't pick and get the most out of it.

M: Yeah, so what do you think of music?

S: It's alright but find it a bit boring, I'm more into like the drums and stuff instead of like all the violins and stuff, I like drums and stuff.

M: Yeah, more energy-based?

S: Yeah.

M: Good. Are you going to put something on your drawing? Have you got plenty about art and football on there?

S: I got like a time line.

M: Brilliant. It'd be quite good to have something about how you felt at those points. Sort of like what it was like from inside you. I know it's quite personal I know but it'd be quite good.

S: Basically when it started I was like happy and then all things got sort of awkward, then things were like getting out of hand basically, then they started getting a bit better, and thing started changing in year seven, I was with the right people then there's still the same for a while, then later on in the year it started going back to how it was, now it's just like....beer [unclear]

M: That's really good, you've done that so clearly and precisely, which is excellent. Now, do you get encouragement from your teachers?

S: Yeah, if I ever need help they're always there to help me.

M: Yeah that's great isn't it. So you feel really supported?

S: Yeah.

Appendix 7.1.27

M: Good. And do you think about the future sometimes?

S: Yeah, like what's going to happen and what I'm aiming for and what I'm gonna get and what I'm not gonna get basically.

M: Yeah, so have you got plans or ideas?

S: I plan to do something to do with sport, an artist or something along them lines.

M: Yeah.

S: And something to do with like, something what I can do what I enjoy to do, not just like pretend to enjoy to do.

M: Oh that's interesting. Can you say a little bit more about that?

S: Yeah, it's like cos if I ended up like working a job in an office just sitting at a desk all day doing nothing except for work on computers and using Microsoft Excel that's not going to be fun!

M: No.

S: So like more something to do with like, more activity sort of thing like work at somewhere like somewhere where you can get away from yourself and do stuff you can't normally do.

M: Yeah.

S: Like something to do like, cos I'm really good at trampolining, I'm self-taught, I've never had any lessons apart from doing like nearly double back-flips and stuff.

M: Really.

S: Yeah, and I've took trampolining and stuff in PE. Instead of going with football I've gone with trampolining cos I'm probably better at trampolining than football.

M: Yeah.

S: So I chose that and see where it takes me, and if that doesn't work out I'll probably go back to football and take it from there.

M: Wow, so can you get good coaching for trampolining?

S: Yeah cos my mates they goes to an Olympic trainer, person what trained a couple for Olympic [unclear] and I've been there once and it was really good, like he tells you how to do things and how to not do things like improve the way I do it.

M: Yeah.

S: So that's helped me a lot, so. Probably going to start taking lessons.

M: Oh you should, sounds really exciting. That sounds really good. So you're thinking of having a future in art or sport?

S: Yeah.

M: Yeah, and have you wanted to do those things for a long time?

Appendix 7.1.27

S: Ever since I can remember.

M: Yeah, so how determined do you feel about them?

S: Quite determined, I want to go for my goals and see where it gets me.

M: Yeah and you've got someone who can help you with the trampolining, yeah?

S: Yeah.

M: And what about football and art?

S: Yeah got an amazing coach, coaches should I say he's got an assistant manager, he's my mate's dad. He's really encouraging, tells us what to do and what not to do.

M: Yeah.

S: And how you can like improve and how you can like do things better. We have like training sessions like every Wednesday and matches on Sunday.

M: Yeah.

S: And if there's like an away he always gives you a lift, he's always there for you even if it's not on the pitch, or just training. He's just like always there.

M: He sounds amazing.

S: Yeah.

M: So how important is all that to you?

S: Quite important, it's nice to know that there's someone there for you when you need them basically.

M: Yeah. So it sounds like he'd do anything for you guys.

S: Yeah basically.

M: How much commitment does he expect from you?

S: He expects the same in return basically.

M: Does he get it?

S: Yeah. No one ever disrespects him except for one person.

M: Apart from that then everybody's really on board, that's good. So what about art, have you got somebody who can help you achieve your goals in that?

S: Probably not but I'm going to try and find someone.

M: Yeah, is there someone at school you could talk to, to get you further on?

S: Yeah, probably.

M: Good. Now, we've talked about the future, so let's just zoom back to the present again. How is it living in your world, can you describe it a little through three points, how it feels?

S: Hmm. Good but confusing. I know what's going on, but I basically need to know what's going on cos if something changes then I don't like know about it then I

Appendix 7.1.27

wouldn't be really happy with that, basically. So I gotta know what's going on and what's changing basically.

M: Yeah, how does it make you feel that kind of thing?

S: As long as I know they can tell me that matter, cos there was one point in my life where someone died and someone didn't tell me when they was meant to, so since then I just haven't, not liked being trusted basically or get to know.

M: Yeah. How old were you when that happened?

S: About ten, about.

M: About ten. So that must have been a big shock.

S: Yeah basically.

M: Mm. It's a very unusual thing to happen, probably.

S: Yeah.

M: What about friends, would you say you keep your friends or change your friends?

S: I keep most of them but some of them what, it's like people I know who I shouldn't be with, they changed straight away. Soon as I found out I shouldn't be with them, I changed.

M: Yeah, that was good wasn't it? And are your friends important to you?

S: Yeah they mean a lot to me, they've always been there for me so I'm always going to be there for them.

M: Brilliant, excellent. Ok, well that's really good cos gosh you've told me so much about yourself it's been absolutely brilliant and it's all completely confidential, yeah?

Is there anything you want to ask me?

S: No it's ok.

M: It's ok, alright. Well if you think of anything that you want to ask after, Philippa's obviously around and she can answer any more questions when you think, actually I wish I'd asked such and such, which is what can often happen. And that's great. I'd like to thank you so much, it's been really interesting, you've told me lots. What are you drawing there now?

S: I don't know why but I've always like drawn like paint dripping, basically.

M: Paint dripping.

S: Yeah like coming down the walls. Always done it [both laugh] the most random thing I draw in art.

M: Fluid. Things moving under gravity.

S: Don't know why I do it, but I just do.

M: Yeah. That's good. I'm going to see you again when you've done your music

Appendix 7.1.28

David's post MT-interview

Marion (M): How's everything?

Student (S): Yeah it's alright.

M: Really. Thanks for coming along, giving up some time.

S: That's alright.

M: What did you look at last time?

S: That one.

M: The street art, oh yes. Do you want to do some doodling or something like that while you talk? Colours, good.

S: Thanks.

M: So, you're still into art then?

S: Yeah.

M: When did you start getting into art then can you remember?

S: I've always liked it. Since year three or something, when we started doing art properly.

M: Yeah.

S: Like all different stuff.

M: So that was an interesting time for you then, when you changed into doing it properly. What difference did that make?

S: Quite a bit cos normally you just doing sticking, putting paint on your fingers and just like putting them on paper, then it started going into like drawing and stuff, like going out like in the playground or wherever and finding stuff to draw, like leaves and stuff then you find sticks and put them all together and draw it. So you got to do different things compared to what you normally do.

M: Yeah, so it was more creative was it?

S: Yeah.

M: Was part of that solving problems?

S: Yeah. There were some puzzle bits where you had to draw together the puzzle, sort of thing, how you think it went. Then instead of putting it back together you had to draw how you think it would go.

M: Oh I see. Ok. So that was interesting. So how did you feel when you were working through that? Did you think I'm going to get this or did it seem impossible sometimes?

S: Sometimes it seemed hard but sometimes it's just like easy. Like certain things that

Appendix 7.1.28

I'm good at and certain things I'm not good at. Like I can't draw people that well. But when it comes to like fruit and stuff like that, well just like an object on the table I can just draw it. But people I can't draw.

M: So objects.

S: Yeah.

M: Dimensions are really good. Isn't that weird how it's different for people?

S: Like they're good at certain things. Like some artists can't do one thing but can do another thing, like amazing compared to everyone else. Say if they like one art, the person can paint, the other one can do like glass work. And it might be the other way round, or whatever.

M: Yeah, so, you're into objects and that sort of thing?

S: I don't know if I'm going to pick it for GCSE or not, cos I'm doing graphics which is pretty much art and design and stuff. If it comes to a job where you design or something. If you just pick art, it means basically you want to be an artist, just like that so.

M: Yeah. I know someone who's at St. Martin's Central School of Art and he said that once you've got your degree from there you can basically go into any job, so it's quite flexible.

S: Yeah. Cos like with design it could be like designing new clothes, like buildings or whatever. So I just thought it'd be a good idea. And it's like brilliant doing graphics cos you get to make like different things, like you can do stuff on the computer as well as like making like stuff what you can wear and stuff. We've done 3D classes, then basically I've done like, at Christmas I did Merry Christmas in graffiti down the side of it.

M: What kind of 3D?

S: Not like scribble on walls but it's like Merry Christmas where you can see it properly, so it's quite easy.

M: Cos there are different kinds of graffiti...

S: Yeah, there's tags which is basically just like their name, or like crew or whatever, just their art, then there's, like on bus shelters properly done graffiti where it's written graffiti with all colours around and stuff, there's that. There's design like that, people, can't think what it's called again.

M: Yeah someone was telling me about gangsta graffiti, is that something you've seen?

S: Yeah that's where they go round marking their territory basically.

Appendix 7.1.28

M: Oh ok.

S: So you know it's their park or whatever

M: Oh is that what it's for?

S: Yeah.

M: So it's like a marker.

S: Yeah. It's like a dog, they leave their scent or whatever and basically they're doing the same thing except with spray paint.

M: Yeah. Got it. So you're not going to get someone else coming along and spraying over it.

S: No, and if they do, they'd basically go crazy.

M: They're asking for trouble. Yeah, ah that's interesting. How do you know about that?

S: Not sure. You just pick it up along the way basically.

M: Yeah. People just say it. I suppose you only want one story and you've got it.

Yeah. Ok. So how's it all going with school and everything?

S: Yeah it's going alright.

M: Is it?

S: There's a lot less trouble.

M: Oh right, cos I think last time I saw you, you were really trying to get focused.

S: I was trying to do it but now I'm more focused and calmed down a bit. Compared to what I used to be.

M: Yeah. And has it affected how you are with your friends?

S: Yeah. They prefer it a lot cos they used to like say I could be alright sometimes and an idiot sometimes as well.

M: Yeah.

S: But now they just say I'm alright now compared to what I used to be, so it's alright.

M: Oh that's quite good. So do you feel like you're the same as them now?

S: Yeah, well I always did feel the same but I feel like a better person basically. Like it's easier to... Cos I used to like have a reputation with teachers. If someone did something and it wasn't me then they'd always go to me. It's still like that a bit but nowhere near as much.

M: So you've noticed a difference?

S: Yeah. It's just better knowing you don't get blamed for everything.

M: Yeah, it must be much better. And have your teachers actually said anything?

Appendix 7.1.28

S: Yeah, they said that. Sometimes I mess around and they like keep me back at the end of lessons, saying I'm very able to do the work but it's like I get caught off track sometimes. Which is true.

M: Yeah. So are you happy with the way your teachers are treating you?

S: Yeah. Cos they treat me how I treat them basically. Well I treat them how they treat me. Some of them...well I ignore basically most of the time.

M: Mm. So whatever you're doing and what they're doing sort of reflect do they?

S: Yeah, cos it bugs me when.... There's this one supply teacher she's like in all my lessons and she always tries to interfere with work. If we ask one teacher she like comes back to us saying we can do something. Like in English work, could we do like a website. We started designing a website what we could do then she comes over and said why are we doing a website but she didn't like ask our teacher if we were allowed to do it, she just did it. It was quite annoying.

M: Really, yeah. I can understand that. What are you going to draw today?

S: Don't know.

M: Ok, we'll think of something in a minute I expect.

S: Probably!

M: Yeah so when you're kind of like annoyed or whatever, how do you express yourself to sort of release it and get rid of that?

S: Well, if there's time I just try and keep it to myself. If I'm annoyed I just sit in the classroom in quiet. People know when I'm annoyed, so...

M: Yeah. So you sort of bottle it up a little bit.

S: Just try and keep it in basically.

M: So you're managing to stop yourself flipping out.

S: Yeah. I get used to it.

M: That's amazing. That's obviously a really good thing. But you've still got to deal with all that tension haven't you.

S: Yeah, just try and keep it in basically. Keep it to myself rather than taking it out on other people.

M: Yeah, ok. You've got your art. What about music and sport and drama and acting stuff? Do you do anything else?

S: Um, I do a lot of sport. Playing football. Probably taking PE for a GCSE.

M: Oh yes, cos you're very good at football aren't you. Weren't you telling me about being in a squad or a team?

S: Yeah I was in one but I don't play for them no more. I quit.

Appendix 7.1.28

M: Do you miss it?

S: Yeah sometimes. I get offered to play sometimes but most of the time I'm going out doing something or I can't be bothered.

M: Yeah. So what's changed your attitude towards the football do you think?

S: Um, it's just not getting treated how you want to be treated basically. Like I used to get put on the bench pretty much.

M: Yeah.

S: Then, cos I didn't turn up for my training session I didn't get to play at all in one match. I went all the way there, didn't get to play at all. Next match, went to the training just before, like a couple of days before, then got five minutes on the pitch.

M: Yeah.

S: Cos we have to pay to do training, cos we were like hiring the Astroturf and basically you have to pay for everything. You pay for kit, you pay for membership to the squad, pay for like coats and training equipment and whatever, you have to pay for boots, all that. Altogether it's not worth it for five minutes on the pitch, just to pay all that money.

M: Yeah that sounds ridiculous. And is it just that coach who was kind of tricky?

S: No we've got a coach and a like sub-coach and they both say the same thing.

M: Yeah. It just sounds so unfair.

S: Yeah I quit.

M: Was it satisfying when you said you quit?

S: Well I wasn't pleased with myself but I was happy that I quit, sort of thing. Knowing I shouldn't put all that effort in, just to get five minutes on the pitch, so...

M: Yeah.

S: No point.

M: Were they good at training though?

S: Yeah they was good at training.

M: Good training sessions. But that wasn't really enough to make you stay.

S: No, basically.

M: Well, fair enough. Now I know you've been having music therapy sessions with Philippa haven't you? Now what's that all been about? What's that like?

S: Um, it's really good. You can just sit down and talk about things. Like where I am to like basically worry about it. Cos she's really nice to talk to. And you can talk about anything really. And like it's just like play on the drums and stuff and find new beats and stuff like that and basically. I showed her what beats I know and she copies

Appendix 7.1.28

them and we make a little song or something. Um, that's pretty much about it.

M: That sounds good. Do you make up your own songs then?

S: Yeah.

M: Or doing other peoples' ...?

S: It's just like doing random beats.

M: Yeah and is it always the drums you like?

S: Yeah. Don't really know any other instruments properly. I don't really like playing any of the other ones.

M: No. So what's good about drums?

S: Cos they're easy to use, can do different things with them. It's not just literally one sound but you can like hit certain parts of the drum and it's a different sound. So, there's loads of other things as well.

M: Great. So how much time did you spend on the drums, was it a lot or just a bit at the very end?

S: Just a little bit at the end. It wasn't amazingly much, but it was alright.

M: Yeah and did you feel listened to when you were talking with Philippa?

S: Yeah cos she was like really nice and always understood what I said. And if she didn't understand she'd try and understand why or whatever.

M: Yeah.

S: So it was really helpful and she was really nice to talk to.

M: Good. Did it help you to manage situations better?

S: Yeah a lot better, cos like basically like over the last, since we had a new head teacher, oh God, I hate that new teacher.

M: Did you prefer the old one?

S: Yeah cos our new head of year has taken the power to her advantage. She keeps you in detention if you don't have your collar out. So that's pretty pathetic. So...

M: And have you had detention for that?

S: Yeah but I didn't go.

M: You don't.

S: It's stupid, just cos my collar's not out.

M: Mm.

S: Bit over the top.

M: Right ok, so you sort of disagree with the rules?

S: Yeah.

M: And did talking to Philippa help you with that?

Appendix 7.1.28

S: Yeah. It's like let the stress out. Not at her, just like let it out mentally. Just talk to her about it and stuff. So it got that out the way basically.

M: Oh that's really useful then.

S: Yeah.

M: Oh that's good. And did you tell her about the idea of you keeping everything held in?

S: Yeah.

M: And was she able to help with that?

S: She was like sometimes it better to keep it in to yourself than take it out on other people. So I've done that a lot more.

M: And what about the drums? Was that just fun or did that relate to...?

S: It related as well. Not to take the stress out or anything but you can focus on that, like keep your mind out the way of things. I just like focused on keeping the beat right and everything. So, it's alright.

M: Yeah, so you need something to sort of...stick at.

S: Yeah.

M: Brilliant. Now would you say that music therapy is different to other lessons?

S: Yeah. Cos of like been to one or two like lesson things where they try talk about your problems I can't remember what it's called, anger management or something, and it was just literally sitting down talking about things and like not much to do. So I tried that, didn't really like it. Then music therapy was completely different. You can do things you want to do, like play drums and do whatever, talk about things a lot simpler than in group. Like sometimes you just want to keep things between two people don't you so. It was just like that really.

M: So it's more private.

S: Yeah cos normally it's like a group in there.

M: I see. So having more privacy then. What sort of difference did it make?

S: It made quite a bit cos knowing that other people can't find out stuff you're talking about really. So it's a lot simpler.

M: And having the musical instruments and things to do? How did that make it different?

S: Yeah. Made it different cos like you wouldn't exactly expect to go into a lesson and like you can basically whatever you want really. So it made quite a difference knowing that you can, have freedom of choice basically.

M: Yeah.

Appendix 7.1.28

S: Then it really helps a lot.

M: So given that you have freedom of choice, did you always choose different things cos of the freedom?

S: No, mostly choose the drums cos I don't really like playing the other instruments. Can't really play most of them.

M: So the drums are really your thing. Did you know it was going to be the drums before you started?

S: Yeah probably [both laugh].

M: What did the drums mean to you? Why are they special to you?

S: I don't know. Cos it's just something. Cos I like listen to drum and bass and stuff so it's just like you can make beats like that, the type of music you like really so. It's a lot simpler to do as well.

M: So you like getting into the groove?

S: Yeah I like the beat of it basically.

M: Yeah, fantastic. And looking ahead would you like to carry on with music therapy once the research project is over?

S: Yeah probably.

M: Yeah? Would you like the same sort of things you might be interested in doing if you had another chance at it?

S: Yeah.

M: What sort of things would you look forward to doing most?

S: Um, it's just like probably playing the drums again and being able to talk to someone about anything you really want. And worry.

M: Did you stop quite recently?

S: Yeah we stopped last Thursday.

M: And how do you feel about stopping? Is it ok?

S: Yeah it's ok but we've got like GCSE science now, so like we're doing quite hard stuff and we've got to keep up with some things as well, so

M: Yeah yeah. So it's good you can just focus on that, now. How do you feel about the future?

S: I feel pretty confident.

M: Yeah.

S: I'm not sure where I want to go later on in life, whether I want to be a builder, designer or whatever but I don't really like planning things in life, I prefer to live life as it goes.

Appendix 7.1.28

M: Yeah, sure.

S: Just basically.

M: But feeling more confident?

S: Yeah.

M: That's really good. And when did you start to feel more confident would you say?

S: Er, like when I started like managing my stress problems out.

M: Yeah?

S: And basically I got a lot better at keeping stress in knowing that I wouldn't flip out at someone for no reason cos of something else, so it's like a lot easier.

M: Yeah excellent. And was that a long time ago or when I last saw you or?

S: It was about not much after when I last saw you.

M: Ok, was it before music therapy or?

S: It was like half way through it or something.

M: Oh ok.

S: Yeah cos music therapy really helped me keep my stress out, in.

M: Yeah. When did you notice it making a difference?

S: Like when I used to fall out with my mates a lot and now I rarely ever fall out with them.

M: Ok.

S: And you just like know that you've changed basically.

M: Yeah, do you think that happened suddenly or gradually?

S: Gradually. You can't just change overnight. It's not like French (unclear) [both laugh]

M: Did you notice it just when it had finished? Yeah. Have your friends said anything?

S: Yeah they said I've changed a lot in a good way, that I don't take my stress out on them for no reason so it's a lot better.

M: They sound like good mates to have.

S: Yeah.

M: Great. So what about your teachers, have they noticed a difference?

S: Yeah they said I'm a lot calmer than what I used to be.

M: And are you getting plenty of encouragement and support from them?

S: Yeah.

M: Good. Has that changed at all since music therapy?

S: Yeah

Appendix 7.1.28

M: Can you say a little bit?

S: It's like they've started trusting me a bit more. Like if there's something to do like taking keys somewhere they'd be like asking someone else to do it. And if they asked me they'd think back again and pick someone else. But now they trust me a bit more. Cos I used to do stuff I shouldn't do, so...

M: And how does that make you feel, that they trust in you a bit?

S: Yeah cos if I feel trusted, I can trust someone basically. Cos if I don't really feel. Like if someone doesn't like you then you like them but after you find out they don't like you, you don't particularly like them do you, so it's just like that. You've got to trust and gain it, you can't just have it.

M: So you're saying trust is a two-way thing. Yeah, so you're a bit more trusting?

S: Yeah.

M: That's lovely isn't it. What about plans for the future? Do you want to take it as it comes?

S: Yeah basically. Not plan anything cos if you plan stuff and it doesn't happen you're always going to end up worse so, whatever comes and you can't exactly go downhill really.

M: No, ok. So you're going to be flexible and...

S: Yeah.

M: Do you think you'll be ready for anything that comes your way?

S: Yeah.

M: Or some things you'll be more ready for?

S: Yeah, like the more capable things, well the more things I'm capable at I'll be more confident to do.

M: Yeah. So which sort of things do you think you might be ready for?

S: Um, like finding new jobs cos I'm like really good at English so good at CVs or whatever

M: Great.

S: I think I'm expecting As in English or something like that.

M: Yeah. So you're smart.

S: Yeah. Well, I wouldn't say smart but...

M: Well you must be.

S: I'm only in the bottom set for German. I don't really like languages.

M: Yeah, but that doesn't mean you're not smart. You're just smart in particular things.

Appendix 7.1.28

S: Yeah.

M: Yeah. Brilliant. Now zooming back to the present from the future. How are things for you today? How does today feel?

S: Yeah they're good.

M: Good.

S: Yeah there's not much what can really go wrong.

M: Great. So what's it like living in your world?

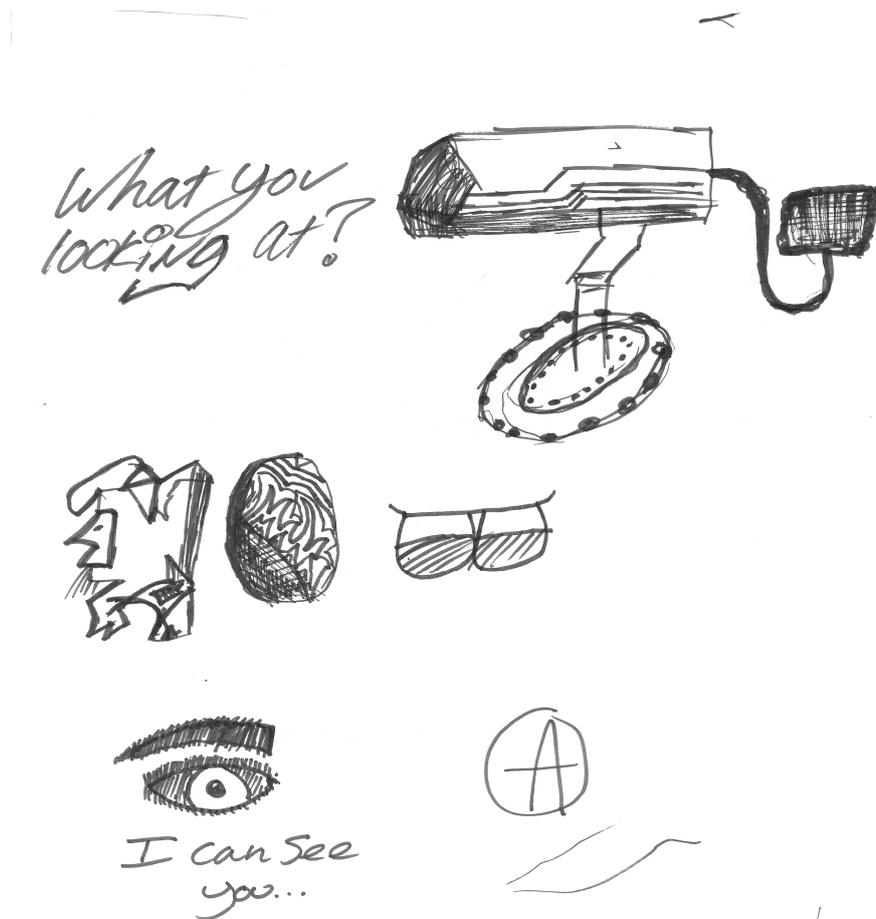
S: Er, sometimes confusing, but sometimes it's alright.

M: Yeah ok. And what are you drawing at the moment?

S: I was going to draw a man with glasses but...

M: Ok, well that's wonderful. Now we've got some question and answer things to do as well.

David's drawing



Appendix 7.1.29

Ollie's pre-MT interview

Marion (M): This is good, have you got this?

Student (S): What?

M: All about Apps and you now latest stuff, all very good.

S: This is nice.

M: That's even better, what's that all about?

S: That's Hot Pursuit, I've got the second one, and the fastest car's the Mercedes and...

M: Is this a game?

S: Yeah.

M: Right.

S: And then this is police car but it's the same Lamborghini but this is new and the other ones it's old.

M: Oh I see, ok. So a new Lamborghini always goes down well hey? Yeah, how long have you been into these games?

S: Um quite a lot actually.

M: Yeah, do you do them on your own or with someone else?

S: With my dad.

M: Ok.

S: He's the driver.

M: Can you beat him?

S: Easily.

M: But he still plays with you!

S: Yeah!

M: Is there anyone who can beat you?

S: Yes.

M: Who?

S: My dad on some games.

M: Oh I see.

S: So I'm good at some games like shooting games [unclear]

M: Yeah and what's he good at?

S: Like racing games, but not this one. Hot Pursuit is my favourite. You can't even like drive [unclear]. You can't run away from the cops, it's easy.

M: So what's the difference between you and your dad that makes you beat him?

Appendix 7.1.29

S: I don't know actually.

M: No, you haven't worked it out.

S: No I haven't. Oh that's a good game [looks at magazines].

M: How often do you get new games?

S: Hm, not that often.

M: No, so they last quite a long time? Yeah.

S: I've got forty something games.

M: Oh wow that's a lot, do you want to do like a time line from when you started games to now, what it's been like?

S: Not really.

M: Not into drawing? Ok that's alright. So, how did you get good at all these games?

S: Um, takes quite a lot of practice.

M: Yeah. How much do you do?

S: I don't know, two hours a day.

M: That's quite a lot. Could you get addicted to them, do you think, is it possible?

S: I mean two hours every second day.

M: Oh right ok, so why's it every second day, not everyday?

S: Don't actually know.

M: Ok, so are your friends into the same stuff as you?

S: My friends? Uh, yes, one of them is. The other ones don't really play games, stupid people.

M: What are they into?

S: Don't know, science and maths and stuff like that.

M: But not the games. So if you wanted to talk about games, there's one friend who you can do that with, right?

S: Mm, he likes games like that, fighting different like Japan versions.

M: What about before you started the gaming. Did you have a different group of friends before you started playing games, yeah?

S: Mm, loads. [looking at magazines and exclaims]

M: So do you have less friends now that you've got the games?

S: No, still the same. Loads of my friends in my country and have got PS3s, Xboxes.

M: When you say your country, where's that?

S: Lithuania.

M: I see. So do you stay in touch with them?

Appendix 7.1.29

S: Yeah.

M: Yeah? Do you see them?

S: I got this game, Travia Lodge, something like that, not Travel Lodge, it's about Mafia and you can play online so I just play online with my mates.

M: The Lithuanian mates?

S: Yeah.

M: Amazing, that's good. Do you do it in Lithuanian?

S: They got the same game and we play online. That's wicked.

M: So is there a Lithuanian language?

S: Yes.

M: Yes, what's it like?

S: Hard.

M: Is it like Scandinavian or Russian?

S: It's like Russian, quite a lot like Russian. More words are like Polish in fact.

M: Ok, so if I was Polish would I understand it?

S: Some of the words yes because my mate's Polish. They're going to ban this game.

M: Why?

S: Cos you can play it as a gangster person.

M: Oh I see.

S: You can kill like the British.

M: Yeah that's not very patriotic is it?

S: I don't want to be a Pakistani guy with a stupid hat. I'd rather be the Russian or someone else.

M: What was it like in Lithuania?

S: A bit boring.

M: Can you remember living there?

S: Yes.

M: How long ago was that?

S: Four and half years ago.

M: Ah, what's the big difference to being here and there?

S: I can't remember actually.

M: No, do you have good memories though?

S: Yeah.

M: Great.

S: You can buy more food here for ten pounds than you can over there.

Appendix 7.1.29

M: Oh right, so this is good news for here then, you can eat better? Mm. Are there any things which are better in Lithuania than here?

S: Hm, yeah, friends. More friends.

M: More fun?

S: Mm.

M: What kind of fun did you have?

S: My friend's got a kart thing and he usually has a kart racing game, like, no not game, real life. And he sets himself a little track like outside his garden, well his garden's big, well my mate borrows me one of his karts and then I just raced with him. It is quite funny.

M: Oh really good fun. There are loads of guys here who are into karting and quad-bikes and stuff like that. Do you know about all that here?

S: No but I know there's a place in past Heathrow there's a kart-racing track.

M: Yeah.

S: I do sometimes go there.

M: There are places up here as well. All the guys I've been talking to in...

S: [interrupts] I want this game, my friend's got it.

M: Ok. Now what about adults, do you think adults give people enough respect in school?

S: I don't know.

M: Is it different to Lithuania?

S: What d'you mean?

M: Like in Lithuania, do the teachers treat the kids differently?

S: Yes.

M: What's the difference?

S: Bit nicer.

M: Oh really. Do you think that's better?

S: That's good [looking at magazine].

M: So, is it better? [interrupts to talk about magazine] You're a game expert obviously.

S: Sort of.

M: Yeah.

S: If there's a Lamborghini you want me to test out I can do it.

M: I'll keep a note of that, that's very kind.

S: My dad's better than me on this game [looks at magazine].

Appendix 7.1.29

M: Ok, so, now [interrupts to talk about details of games and which he can play well]. We're going to think about the future, what's the future going to be like for you do you think, do you think about it at all? Plans, dreams?

S: Not really.

M: No? Do you think you'll stay in this country?

S: Hm, I dunno. What is that in the first place? [looks at magazine]

M: Would you like to work in one of these gaming industries?

S: Yes.

M: In here, there's a load of stuff about the people who actually make the games and who they are and where they work. In Guildford just outside Heathrow is where all these studios are where they make the games.

S: They're game specialists.

M: Yeah.

S: Chinese people.

M: No, but in this country, there's a big game industry and they make all the games over here. So, are you good at maths? [S talks about magazine]

S: Yes.

M: So maybe you could do this?

S: Mm.

M: You never know, it's possible isn't it. So, what it's like...

S: [interrupts re games]

M: Tell me what it's like playing a game.

S: You feel really relaxed playing a game cos you know if you die, you don't want to ruin it with bears coming right after you, you don't want to ruin but it's really frustrating cos when you do ruin it it's going to be bad luck, cos next time you try to go past it, anyway you're still going to do it about ten times, so there's no point in actually panicking.

M: Yeah. Do you keep your friends, or do you tend to change friends a lot?

S: I usually keep my friends.

M: Yeah?

S: I don't change friends.

M: No, ok. So, who's your oldest friend would you say?

S: My friend, M.

M: In Lithuania?

S: No, here.

Appendix 7.1.29

M: How long have you known M?

S: Since school, um, as long as I've been to school actually.

M: Ok.

S: We met on the first day. I met him on the first day back from when I started school and since then we've always like never actually said I'm never going to be your friend with you and we've actually always been friends.

M: Oh that's nice. Do you spend a load of time together?

S: And we are now.

M: Yeah, and do you spend time doing things like this together?

S: Yeah.

M: Good, that's great. Now tell me about the teachers, do they encourage you?

S: On what?

M: On your work, on what you're doing?

S: Yeah, teachers are meant to encourage people with their work.

M: So you feel supported by your teachers?

S: Yep.

M: Good. And what about...

S: [interrupts to laugh at magazine]

M: And when you want to express yourself do you do it through art or drama or music or sport?

S: Play games.

M: But in school.

S: In school I mean sports.

M: Yeah, what kind of sport do you like doing?

S: Rounders, I like rounders cos my hands are really quite powerful so when I swing, I swing it and it goes like really, really, really goes.

M: Wow. What about cricket? Can you do that?

S: Cricket?

M: Have you ever played cricket?

S: Uh-mm. [looks at magazine] It is quite easy.

M: Yeah, but if you can play cricket then you can be a national hero.

S: Not really [both laugh].

M: Are you good at bowling?

S: Bowling?

M: Throwing the ball.

Appendix 7.1.29

S: No.

M: No, but you're good at batting?

S: At what?

M: You're good at batting?

S: Batting games.

M: And what about fielding?

S: Fielding? Um, yes cos I'm fast and fast at running. But there's one bad thing for me. I run out of breath really quickly, but I run really quickly.

M: Yeah. So how do you get round that then? Just do short runs very fast?

S: Mm.

M: And swimming? Are you good at swimming?

S: Swimming? Um yeah I'm quite good actually.

M: That's good.

S: That's a good game.

M: Yeah [more chat about magazine and details of the games and what happens]. Do you ever think about designing your own game?

S: Mm.

M: Have you ever tried that, to make a game?

S: I made an online game.

M: Oh yeah? And did it work? Did other people do it?

S: No other people played it, look Formula One cars.

M: Yeah, so it's good, you rate that magazine I think?

S: Yeah I like the bad picture.

M: It's very life like isn't it?

S: But in the game it's really hard because like three cops cars chases you and if you come up beside you you know you have to brake cos they'll go right into you [lots of detail about what happened in one game] It's fun. [and more] My record was 217 in one pursuit, damaged. It was really funny though. You can do as much laps as you want.

M: Does you dad talk to you a lot while you're playing games?

S: Mm.

M: What about at meal times, does he speak to you?

S: Mm. I like my dad.

M: And your mum?

S: Ah, look at the bike.

Appendix 7.1.29

M: What about your mum, what does she think of the games?

S: She's not really into games.

M: No.

S: If you talk with her about games, oh we've got Windows 7 [looks at magazine], she would try to like run away free cos she really doesn't like games. My dad's good at games.

M: So what do you talk to your mum about?

S: Hm? Everything.

M: So everything even though it's not games.

S: Mm.

M: Oh that's nice. Does she ever stop you playing games?

S: Yes, if it's too much.

M: So she limits how much you do.

S: [talks about magazines]

M: All these people. Ok, is there anything that you'd like to talk about but we haven't spoken about?

S: Not really.

M: Ok, did you want to ask me any questions, cos I've asked you lots of questions?

S: I dunno.

M: No? Ok, well tell you what, we're going to have another chat when you've finished doing music therapy with Philippa.

S: Mm.

M: Ok, so we'll have another chat then but I think we're going to stop for today.

S: Sweets.

M: Yeah take some sweets. Ooh, not so many...! So that there's enough for anyone else but you can take a couple, ok? So we'll stop now because I think it's time for you to go to your lesson. Do you know what lesson you've got next?

S: PE.

M: PE, great. Yeah, excellent.

S: I'll take one for me, one for my friend M, one for K and one for M.

M: Ok, that sounds fair. Ok then.

S: One for everybody actually.

M: Yeah.

S: I'll take two for M cos he's my best mate so.

M: Ok, so there'll be more of those next time I see you, o2k.

Appendix 7.1.29

S: I'll just take a whole packet.

M: Take care.

S: You too.

M: Bye.

S: Bye Miss.

Appendix 7.1.30

Ollie's post-MT interview

Marion (M): There! How are you now?

Student (S): Fine actually.

M: It's lovely to see you again. Do you remember last time?

S: Yeah.

M: Wasn't that ages ago, in September.

S: Think it was.

M: Right at the start of the new school year. Did you have loads of new teachers then?

S: Now I've got, my form tutor's helper is new.

M: And is that a man or a woman?

S: Woman.

M: And what's she like?

S: She's actually quite kind. She's nice.

M: Have you got to know her a bit?

S: Yeah, she's leaving though.

M: Oh. When's she leaving?

S: I don't know actually, I think it's after Easter.

M: Yeah.

S: After Easter she won't be here.

M: Then will you get another one?

S: I don't know, I might.

M: You probably will.

S: It's up to my form tutor.

M: Now what did you look at last time, wasn't it this one? And you were talking about the games that you have at home and explaining a bit to me how these things work.

S: I've got myself a new online game.

M: I thought you might have by now!

S: I've got a game called Project Blackout, it's an FPS game.

M: Wow. Ok, now tell me...

S: Do you know what an FPS is?

M: No but you're going to tell me aren't you.

S: Yeah. The game is online and it's focused, like for focus game like a shoot out.

Appendix 7.1.30

FPS are shooting games only cos driving games aren't FPS.

M: Why have you moved on to FPS?

S: Cos driving is what you want to do, what you look forward to but shooting games are about strategies. In racing games there aren't any strategies, you just race. On FPS games you can camp in a corner and when a guard comes over you can shoot.

M: Oh hideouts and things.

S: Mm.

M: So planning involved. How many options do you have at once in your strategy?

S: You can either, hide behind the corner of a door, but they can shoot through the door but they never do check, so you can pass that one. If one has a shotgun you can hide on the other side of the wall, through a little gap you can shoot him, or if you've got a shotgun you can turn around with one bullet, cos shotguns can go through walls.

M: Yep, ok.

S: That's really it. Or either you can change your strategy as a ... go from one building to another then the third one and keep changing.

M: I know, let's do a kind of drawing where you can show me how you've gone from one game to another, and how old you were, would that be good? Didn't you do some drawing last time?

S: Think so.

M: Would you like some colours?

S: I've got a pen.

M: Why don't you do that, so why don't we have a line from September through to now?

S: Or I could show you the strategies?

M: Or the strategies.

S: Or a map.

M: Or a map, why don't you do that.

S: There's loads of maps and my favourite is these two buildings, they're really tall, they've got stairs that keep going up and up and up to the roof. The rooftop is just like a big box, with a ...

M: Who do you do these games with?

S: Sorry?

M: Do you do these games just on your own? Do other people do them as well?

S: Me and my friends played them both but once there was a really good strategy that I got. I was standing here behind the door and then my friend was staying behind the

Appendix 7.1.30

other building, but it had crates in it as well and a big poster thing so he was behind the poster and I knew that cos when I came out of there I saw him run from the door, the map's changed a bit now, just a tiny bit, the door's here, and loads of different crates. So I was standing there and I could pick between two weapons which I actually bought, either a dragonaut, do you know what that is? A sniper rifle that can shoot ten bullets at one time but it's not very powerful. There's another snipe rifle which is really powerful but can only shoot one bullet, at a time. Then it needs to be reloaded again.

M: Yeah, it takes time. Is it faster that one?

S: Looks like that.... [talks through the picture, involving his weapon and his friend's weapon]

M: So is this friend that you're playing with virtually or is it someone next to you like you and me now, you've both got consoles?

S: No it's like he lives in Waterbeach and I live in Cambridge. I just go a game and see if he's online and try to challenge him.

M: Ah so it's an online virtual thing.

S: Yeah but me and him normally, I play on my own with him cos if other people go in and they're really rubbish then it gets my score down and his score's up.

M: Yeah.

S: So I put a passcode in normally. And nobody knows what it is.

M: I see. So how much time do you spend doing this?

S: Do you mean strategy planning?

M: No how much time do you spend online doing this game everyday?

S: I don't know. Not really a lot.

M: Do you do it every day?

S: No not everyday.

M: What do you do on the days when you're not doing it?

S: I don't know. Nothing.

M: Do you watch TV?

S: Yeah I watch TV.

M: Ok, fantastic. So how long have you had the game for?

S: Now I've had the game quite a long time. I've had it for like four weeks.

M: Four weeks? Wow.

S: I've created two profiles cos 1 profile went wrong cos I kept losing money cos I didn't read the mission settings.

Appendix 7.1.30

M: Oh wow so you have to pay money to do the game?

S: Yeah you have to, I mean, not real money, game money.

M: Game money, right.

S: But I always have money left over cos I can buy the gun but it doesn't let me buy it cos everyone knows I won't have enough money for missions and stuff.

M: Yeah. Some people think that these shooting games are actually quite dangerous because they make people think about shooting too much. What do you think of that?

S: I'd say it's false.

M: Yeah?

S: Cos if you don't want to play this game, don't play it. It's someone else's decision what they want to do.

M: Ok, fair enough. What about school? How's that all going?

S: Fine really.

M: Yeah? Good. Is it the same as last time I spoke to you or has it changed?

S: Hasn't changed.

M: No, so it hasn't got worse or better?

S: It has got better.

M: Has it? In what way?

S: My report.

M: Your reports got better. Can you think of an example of how it's got better.

S: In science I got a one and a two.

M: Wow.

S: Actually I got one, one, two, two and science. My English has got worse. I got two fives.

M: What were you on before in science?

S: Three, four, five, I think.

M: Ok, so that's gone up a lot. So what made the difference in science?

S: My teacher.

M: Oh a new teacher? What difference does he make?

S: He's actually more kind.

M: Ok, well that always helps doesn't it? And do you think there's enough respect in schools for young people?

S: Yeah there is.

M: So would you say your new science teacher is more respectful than other teachers?

Appendix 7.1.30

S: Yeah he is. He's really kind.

M: Ok, good. Now what about music therapy, haven't you been doing music therapy with Philippa?

S: I have but I want to do it again.

M: Really? Tell me about it.

S: We were practising all the stuff and the time went past really quickly and I would like to do it again actually.

M: Really. Tell me what you did.

S: We did drums, we talked about games but there wasn't any internet so I couldn't show her what I was talking about.

M: Yeah.

S: But when they get internet I'll show her, it'll be easier, what I was talking about.

M: That's true. Yes and you were telling Philippa all about your games, did Philippa listen a lot?

S: Yeah.

M: To what you were saying?

S: She was actually.

M: Yeah. Tell me about the sort of music you were playing in music therapy?

S: We played on the drums and guitars. I didn't actually like the guitars.

M: Ok, tell me about that.

S: I don't know, the strings are actually complicated. It's really hard to play them.

M: Yeah.

S: I got used to it a bit.

M: Did you do the same thing every week? Or did you do different things week by week?

S: Different things.

M: Yeah. So how did it change as time went on?

S: Changed quite well. I didn't actually like the drums that much, I mean, guitar. And then I sort of started to like it a bit and then music therapy's ending.

M: Oh, just when you got the hang of the guitar. And was there enough choice of instruments do you think?

S: There was.

M: And if you did it again what would you do? Would you choose the same instruments or try different ones?

S: I'd try the different ones and go on the guitar a bit more.

Appendix 7.1.30

M: Ok.

S: If I want to do that, what is it again...?

M: Music therapy?

S: Yeah, if I wanted to do that could I have two lessons a week cos one is not a lot.

M: How is it different to an ordinary lesson?

S: Cos you learn a bit more about music. You do.

M: Explain.

S: Cos you sort of, she sort of plays games with you and actually she teaches you at the same time.

M: Really? Can you give me an example?

S: Like with the guitar. We were making up silly tunes and then she said to make it a bit harder, she went on the drums and I did guitar, and that sort of helped me a bit to concentrate and I started to get the hang of the guitar.

M: Tell me how that felt when that happened.

S: Was actually quite good.

M: Mm.

S: Cos I haven't really ever done like guitars but when someone's playing a different instrument beside you then that is like a bit better.

M: Ok. And did it surprise you when you had that feeling?

S: It did actually. I didn't know the guitar could make such a good noise with someone else playing in the background.

M: Ok. How is the guitar different when someone else is playing in the background?

S: Cos if someone else is playing, it sort of helps you concentrate and get into the tune more than someone else is playing.

M: Can you say a bit more about that? That sounds quite interesting.

S: Cos normally if you like play on your own you get mixed up with your own tune, on that one you've got a tune to follow.

M: I see.

S: That helps you.

M: Ok. What sort of change did you notice then? With your concentration?

S: It was actually helpful cos it let you concentrate on the tune and you've got a tune to follow afterwards.

M: Yeah. Ok. How long did you manage to keep it going for, would you say? Was it longer or a same period of time?

S: It keeps getting longer and longer.

Appendix 7.1.30

M: Really? What do you mean?

S: The tune cos I never used, cos sometimes I used to mess up, like all the time nearly and then it would be like two minutes and then I'd mess up, but then it got like ten minutes and I'd mess up.

M: Wow. Was that all in one session or was that spread out over different sessions?

S: Spread out over different sessions.

M: Ok. So do you mean that in the sessions you could start off with a short period of concentration?

S: Mm.

M: Tell me about how it changed.

S: It changed really quickly.

M: Ok, can you explain?

S: I don't know how to.

M: Ok. What was it like in the first session?

S: The first session was actually quite hard and then the second session got easier, so did the third and the fourth was really easy and then I got into it.

M: Ok, do you remember which one it was when your concentration changed?

S: Can't remember now.

M: Would you say it was nearer the beginning, near the first session or near the last session?

S: Sort of middle.

M: Yeah, ok. And do you remember how you felt after that session?

S: It was surprising that I could reach that mark.

M: Oh. Can you give me an example, what was surprising?

S: No.

M: I've made the questions a bit hard maybe. So tell me why you'd like to do music therapy again?

S: Cos it's actually quite fun and I get to, I'd get another chance to do it.

M: So is that the reason you want to do it most because it's fun?

S: Yeah.

M: How wonderful. Now, how are you feeling about the future?

S: I can't actually plan for the future.

M: It's hard isn't it?

S: It is. You don't know what life's going to throw at you.

M: No that's true. You're absolutely right about that but perhaps you could, well it

Appendix 7.1.30

depends on what kind of feelings you have about the future perhaps. How are you feeling about the future?

S: Quite surprised cos I didn't know the future was going to be such a big thing.

M: Ok.

S: Everyone's talking about the future now.

M: Are they really? How does that make you feel?

S: It feels sort of weird, like the future's more than anything else.

M: Yeah, some people can feel quite worried about that and other people feel quite excited. Where do you think you are, are you positive or negative?

S: I'm actually positive.

M: Are you, have you always been positive about the future?

S: No I haven't cos when I came to England I didn't actually settle in for the past couple of times. And then I sort of started to. So that really helped me.

M: That's really good. So how long have you been feeling positive now?

S: For a really long time.

M: Good.

S: Cos when I went to England and I settled down in this school, in like year nine it started, at the end of year eight I started to feel really good.

M: Fantastic. Has that carried on?

S: Yeah it just never stopped.

M: Good that's wonderful. Did music therapy make any difference to your feelings about the future at all?

S: Yeah it did cos I like music and the guitar actually surprised me the most. Cos I never thought I would like the guitar but I did. Was strange though.

M: Who decided you should play the guitar in music therapy?

S: Philippa.

M: Did she?

S: Mm. She was right though.

M: Yeah. How did you feel at first about it?

S: I thought that, I actually said to her I actually can't play the guitar, she said of course you can, everybody can, it's not actually that hard to play a guitar.

M: Yeah. And so if you do music therapy in the future you'd like to do some more on the guitar?

S: Mm.

M: Fantastic. And how are you feeling about the present, zooming back to the

Appendix 7.1.30

present. What is it like to be you?

S: No it's really fun actually, it's really good.

M: Is it?

S: Yeah.

M: Great.

S: And it's actually quite confusing.

M: In what way?

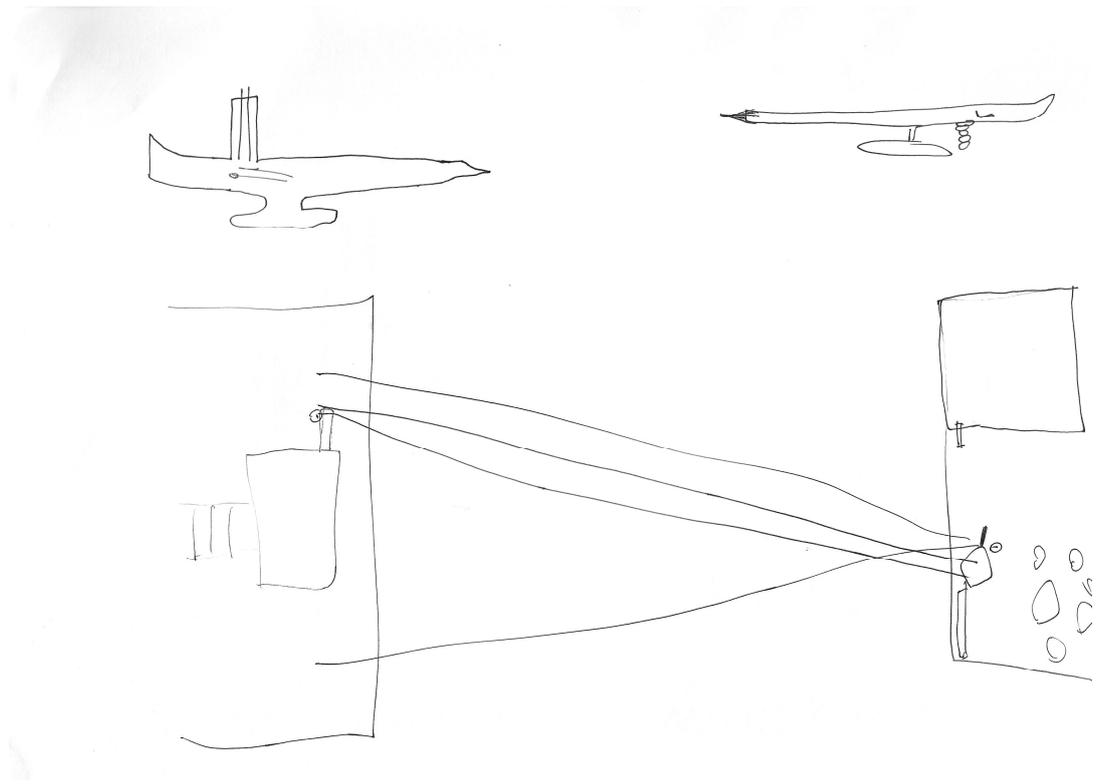
S: In all the ways really. Cos I never used to look at the future and now I am in what used to be the dream of the future, so this is the future from my past life.

M: And that's how things will always be I suppose isn't it?

S: Yeah.

M: Mm. Wow, what a thought. Now I think what we're going to do now, is these questions...

Ollie's drawing



Appendix 7.1.31

Andrew's pre-MT interview

M: Hi there, how are you?

S: I'm fine thank you.

M: That's good. We've got sweets here and magazines. Somebody in WHSmith about your age, I went up to him and I said I need to get a load of magazines, you probably saw them last week actually,

S: Yeah I did.

M: And I explained for what kind of age group and he picked them all out for me, I don't know what you think, whether he's picked the right kind of thing or not. What are you interested in?

S: I'm like interested in cars and bikes and stuff like that.

M: So we've got quad-bikes, motorsport, um, that kind of thing. Is that about right? The quad one is somewhere. That's a gaming one I think. Lamborghinis and the kind of thing. How long have you been into cars and bikes?

S: Don't know, quite a long time really. I've always like been interested in cars and bikes, so.

M: Who got you into it in the first place?

S: I think it was like my dad and my brother?

M: Is your brother older than you?

S: Yeah he's 19.

M: Oh wow and is he still really into cars and bikes, speed and that kind of thing?

Yeah, so you do racing or anything?

S: No.

M: No, and what about you, are you active in them?

S: Yeah.

M: So do you go on bikes and things?

S: Not on motorbikes. Not really but slightly into them.

M: Are your mates into it as well?

S: Yeah they are.

M: So have you kind of like been into them with your mates for a really long time?

S: Yeah.

M: Can you remember when all that started?

S: It started like I don't know, like in primary school when we always used to see a nice car we always used to be like wow.

Appendix 7.1.31

M: Yeah, so how old would you be then? Is that kind of like really tiny primary or quite old?

S: Probably like year five or six. Just like at the end of primary school.

M: Yeah, ten, eleven, sort of thing.

S: I started to get really into it.

M: How did it feel different at that stage, you know when you realised you were really into it?

S: I was just like, I like bikes.

M: And it just took on a new meaning.

S: Yeah.

M: Tell you what, I don't know if you're into drawing at all?

S: Not really, I'm not that good at it.

M: I don't know, if you wanted to you could doodle and show what you're saying on the page if you wanted to. I've got some pens. You might want to do it like a time line or something like that. So, do you still have the same friends now that you had in those days when you got into cars and bikes?

S: Well when I like came to this school, I came to this school cos like a few of my friends came to this school and I still have some friends like where I live that go to a different school but, so, I really have friends at school and at home. So that's quite good.

M: That's really nice isn't it. Yeah, so are they all into cars and bikes and stuff like that?

S: Most of my friends like cars and bikes and stuff.

M: So both sets, the ones at school and the ones at home?

S: Yeah.

M: Yeah, do they meet all together, do you get them all together sometimes or do you keep them all separate?

S: Well, my friends where I live, they're like, we're always used to like just go out, just like talk about cars and stuff and

M: Yeah, and what about here? Do you just talk about it at lunchtime and stuff?

S: Yeah we talk about loads of stuff here.

M: Yeah, which friends do you see at weekends?

S: Er, probably the ones where I live.

M: Yeah, do you think it'll stay like that always or do you think it'll change as you get older?

Appendix 7.1.31

S: I don't know, um, I'd like to see some of my school friends outside of school.

M: Yeah, it's difficult to organise it sometimes isn't it. If there are distances and you have to get lifts or buses or whatever.

S: Yeah.

M: Yeah, it's more complicated. Do you have to travel a long way to get here?

S: Um, well I live in Wilburton so it's not pretty that far it's just.

M: So it's manageable isn't it?

S: Yeah it is.

M: I don't live round here so I don't know where that is, is it sort of like a bus journey or walk?

S: It's just the next village along so if you know where the church is in Cottenham?

M: No [both laugh]

S: Oh well it's like you just keep on going down there.

M: And then you get there. Ok. Great, so what about your brother, does he have a fast car now, has he managed to?

S: He's like learnt well at school, got good grades, got a good job, had enough money to buy himself a nice car and stuff but that's what I really want to be like.

M: Do you, yeah is he like a role model?

S: Yeah really cos he can just like what he wants and that.

M: Mm. so you kind of admire? Yeah. Has he had to work really hard to get like that or did it come quite easily for him?

S: I think everyone has to work quite hard to get what they want. Like if you want to have really a good job you have to like real good in school so that's why I'm trying to do quite well in school now cos I want to be like him and have a nice like job and car and stuff.

M: Yeah, do you feel like you're putting yourself under pressure to do it, or do you feel like there's lots of pressure from all over the place to do that?

S: Well I'd like to be like that, I really would like to be like that but you've just got to try hard, if you want to be like that, you've got to try hard.

M: Yeah.

S: And that's what like my parents have been saying to me, like if you want to have a good job and car, you have to work hard at school to get good grades.

M: Yeah.

S: So you can go to college and then so you can get a good job.

M: That's true.

Appendix 7.1.31

S: So I've listened to them a lot and they've told me like that, so I've just yeah, start being good at school so I can get a good job.

M: Yeah, and it will work I guess, yeah, I mean schools, they're just like machines and if you do what the machine is made to do, you go through you come out the other end, you know, exactly as you should with all the bits and pieces in the right place, which is quite good really isn't it. It's not all you, the school does it too. So it's team work, yeah. Oh that's really really good. So, what about your mates, are they kind of like into working hard and stuff like that now?

S: Well a couple of my mates up where I live, they're used to work but one of my mates goes and works for his family cos they own like a garage so he goes and helps them.

M: Yeah, so are they working hard at school though, your mates?

S: I don't really know cos they go to like different schools.

M: Mm, what about here, you school mates, are they?

S: Yeah.

M: So they're like you and kind of thought actually, we want to do this.

S: Well a few of them used to be like me, kind of like, I kind of used to be like really attention-seeking kind of thing but now like they have to [unclear] more like I want to be like just get down and learn and do the work.

M: Yeah, what did you do when you were attention-seeking, what's different in you between then and now?

S: I used to always like shout out and try and get laughs and now I'm just getting on and concentrating and being quiet and stuff.

M: Have the teachers noticed a difference?

S: Yeah they have.

M: What did they say?

S: Well last lesson I was in ICT and Mr L said to me, he said that I was doing well and I was ahead and he told me I could make a video so I made a video.

M: What about?

S: Well I've got this sky-diving video and I got the audio out of it and put music on it and then changed the effects and it's cool.

M: Yeah, well done. Did it take a long time to do that?

S: Well I've been doing it now for like three lessons, two or three lessons.

M: Mm, is it hard?

S: It's not that hard because it's good if you, the teachers like help you a lot, so

Appendix 7.1.31

anything you get stuck on, say like what do I need now and they'll tell you. That's quite supportive. So then you know, you don't just don't know what to do you can always find out what to do.

M: Yeah that's really good, and do the teachers give all the students plenty of respect?

S: Yeah they do but sometimes people are like loud and that and interrupt, then he says like can you stop it and they stop it.

M: Yeah, yeah. What do you think when it's like that?

S: Well, it's usually like when he's got the class at the front and he's trying to say something and that's not easy when they're loud but then he just says stop it and it stops.

M: Yeah. So it's kind of like a bit disruptive and a bit disturbing isn't it, then.

S: Yeah.

M: Do you understand why they're like that? Where they're coming from?

S: Yeah probably. I remember when I used to be like that, I don't want to be like that anymore cos I probably stopped a few people learning by doing that. I interrupted their learning, I feel quite bad about that.

M: Mm. What does it feel like to be in that frame of mind, when you want to get the attention, can you remember what it felt like?

S: Well, I usually used to do it to make friends but now it's just like, and I always used to get into trouble for it but now it's just I don't really want to be doing it anymore. Cos I got put on report and I just didn't like it at all, cos I was on report and I had to get all these marks from the teachers.

M: Yeah and did it work as a way of getting you praise?

S: What attention-seeking?

M: Mm.

S: No, not really.

M: No.

S: I think I made most of my friends outside of the lessons.

M: Yeah, so it was kind of like not worth it, really.

S: I wish I hadn't have done that now.

M: Yeah, did you kind of like cos someone else who was doing it? Did that give you the idea to start off with?

S: Well, I remember when I started I sat next to a few who were like that, I was just like, that's pretty funny.

Appendix 7.1.31

M: Yeah, yeah. I suppose at the time it must have been a bit of a buzz.

S: Yeah.

M: Yeah, cos it's like performing isn't it. Yeah, anyway it's all behind you that now.

S: Yeah.

M: So, what about your goals and the future and plans and dreams, have you developed some ideas?

S: Well, like I said I'd love to have a good job, and that's the one thing I want, a good job. It's like something I enjoy and get enjoyment out of it so I can use them skills like at home and stuff, and like use my skills to help someone else out.

M: Yeah, and are you very determined about this?

S: Quite determined to do what I want to do.

M: Do you know exactly what it is you want to do?

S: I want to be a car mechanic cos there was someone who came to the school and they told us all about mechanics and stuff and they were talking to us about it a bit, and I got really interested cos I've always been interested in cars, working on cars and stuff, so that's got me interested to do mechanics.

M: And have you long have you wanted to do it, is it a few years or not that long?

S: Well, it's been like about a year, I've been wanting to do that.

M: And have you got like an engine you can work on?

S: Well not really but I usually, whenever my brother or my dad are outside working on a car I go out and help for some of it.

M: Is it hard if they're already there and you're the third person coming into the scene?

S: Well I'd just be like, is there anything I could do.

M: Yeah.

S: Sometimes there is and sometimes there isn't.

M: Yeah.

S: I just like sometimes like help my brother polish his car or something.

M: Yeah. Oh that's really good. Do you know I've met so many guys here who are into mechanics, it's really quite a popular thing isn't it. Is it because of the mechanic who came to visit the school, do you think he inspired the whole school to do mechanics? Or did you all inspire each other?

S: He did give us quite a bit of information about what they do and how they did it and I just, was just like, as I've always liked cars, it's like something I'd love to do.

M: Yeah.

Appendix 7.1.31

S: As a job.

M: Yeah, and also if you're good at that side of things, then there are other types of engines aren't there, you could do it for jets, or you could do it in the army, or all sorts of different places, or maybe design engines. Yeah, I could imagine you doing that.

S: Yeah.

M: Yes, so what sort of GCSEs do you need to have to be a mechanic?

S: Think it's ICT, I need some ICT that's why I'm doing ICT, and good maths and English so good communication with people.

M: Yeah. And do you need to do physics or science or anything like that?

S: Well, I don't think so, he just said that we needed, when he came here he gave us some information about what we needed to like, what courses and they he said a bit of ICT computer work and numeracy and English.

M: Ok. What does your mum think of this?

S: Um, I think she's just happy I know what I want to do.

M: Yeah, that's really good. So getting plenty of support and encouragement from home, so they're pleased you're really taking it seriously I guess.

S: Yeah.

M: That's good. Is there anyone who can help you become a mechanic? Someone just for you?

S: I don't know.

M: Well, I guess if you're helping out in a workshop somewhere locally you might be able to pal up with someone who's doing it already, on the job someone who's just your person that might be quite good. Yeah, well be interesting. Good luck with all that. I mean, everyday if you stick to your goals it's an everyday counts thing and then you get there. You'll have everything you deserve, it's very good. So, what about expressing yourself. Are you into art or drama or music or sport or anything like that?

S: I'm in to drama.

M: Are you? Tell me about that.

S: I quite like performing. I suppose it's a bit like the attention-seeking thing but now I'm doing it in an actual lesson. I always do like, I love doing comedy and drama cos I just like doing that.

M: Yeah I can imagine you're really sensitive to levels of voice and what the audience are feeling. Do you do many performances?

Appendix 7.1.31

S: Well I chose it as an option and at the moment, we did a bit of group work and now we're doing a bit, a piece on our own. Well there's someone else in the room and they're just like asleep. They have to be either asleep or passed out or something and you have to just like, be on your own kind of thing.

M: Do you have to write it yourself?

S: Yeah you have to make it up yourself.

M: Yeah. So you have to practise improvising?

S: Yeah I think we're doing that next lesson.

M: Yeah.

S: He said we're going to be practising next lesson.

M: Oh wow, have you worked out what yours is going to be about?

S: No, not yet. I had a few ideas but none of them like click

M: Yeah, that's the thing, I mean, I bet if you've got a few ideas then you'll get *the* idea.

S: Yeah.

M: It'll come to you and you'll just know won't you I guess.

S: Yeah.

M: It's the one you're going to go with. Supposing the right idea doesn't come, what will you do then?

S: Um, well sir said if you can't think of any ideas then go to him and he will help you.

M: Yeah.

S: Give you some ideas.

M: Oh ok. Oh that's good. So that'd be a good way round that. And can you just talk a little bit about this school, what it's like. What do you think of it?

S: I think it's quite a good school. All the teachers are nice, they like always help, I mean most of the teachers I've had, probably most of the teachers teach me before and they've all been quite nice. Cos like before I used to be like, oh yeah the teachers are all like nasty but now when you like learn, actually cooperate with them and don't like, don't attention-see they're actually quite nice. But when you're like real bad they will shout cos they want everyone else to learn don't they.

M: Yeah. So you think it's quite fair.

S: Yeah.

M: That sounds good. How would you describe living in your world, you know, give me three sort of ideas about what it's like to be you.

Appendix 7.1.31

S: It's quite fun.

M: Yeah?

S: Yeah, it's always like packed with adventure or excitement or something.

M: Oh great. Yeah so that's idea number one. Are there any other aspects of your life apart from fun?

S: Oh, I never used to like. Like you know when people are like kids are school, school. But now I'm getting to quite like school, I'm starting to like actually enjoy coming to school.

M: Yeah, so before, you didn't enjoy coming to school?

S: Well I did but like only to get people's laughs and now I actually coming in 'n learning.

M: Yeah.

S: And getting on with work.

M: Yeah. And did that change ever happen because you decided?

S: Yeah and because like I did it for my parents as well. Cos they were like oh, cos I used to get all like bad reports and stuff, and they were like all sad cos I wasn't getting on very well and then I just wanted to like change, change it all.

M: Yeah. When you say they were sad cos you weren't getting on very well, were they quite, did they show they were sad or could you just tell?

S: I could tell they were quite like sad I wasn't getting on very well, like I wanted to change it so they were happy.

M: Oh right. And that's worked has it?

S: Yeah think so.

M: Can you see a difference?

S: Yeah.

M: Have they said anything about it?

S: Er well, don't think so but I can tell they're happier now I'm getting on and actually learning.

M: Yeah, and how does that make you feel?

S: Like really good.

M: Yeah. Good, so that's a really nice thing. So that's two things. Is there a third bit of you?

S: Um, well outside school is quite good as well. Cos I've got real close friends outside of school. They will like help me and stuff. It's real good.

M: Yeah and do you know their families too?

Appendix 7.1.31

S: Yeah. I always go round their houses and stuff.

M: Yeah, so everybody's warm. Sounds like you've got a good life. It's good being you?

S: Yeah.

M: Oh that's really good. So would you say you keep your friends or change your friends?

S: Keep the friends, I've had like, where I live I've had the same friends since I first met them which was like year one.

M: Wow.

S: I've still got them.

M: So it's a real family thing.

S: Yeah.

M: And are they important to you?

S: Yeah, friends are.

M: Yeah, that's excellent. Ok, so I've got a real understanding about what it's like to be your age in today's world now. Now is there anything else you want to say that I haven't asked you, or you think I should know?

S: No don't think so.

M: Ok, and is there anything you wanted to ask me?

S: Er, no don't know.

M: Ok that's fine. Well if you think of anything or think oh I wish I'd asked that actually, that would have been, or I wonder what that's about, you can always ask Philipp who's doing music therapy and she'll answer any of your questions that you think about after you've gone, cos you know sometimes that can happen. And we're going to have another chat after you've finished music therapy, ok, which will be later on in the year.

S: Oh.

M: Is that ok?

S: Yeah that's fine.

M: That's great, well, thanks very much for giving me some of your time, it's been very, very interesting talking to you and I wish you so much luck with everything you're doing, all these things and new ways of being, it's good. Yeah, I hope it all goes well.

S: Thank you.

M: And you know, if you get the odd setback or hiccup don't be put off, cos that's

Appendix 7.1.31

part of the whole thing, you know, life's never straight forward and smooth it's always [unclear] no matter what your attitude so you can't avoid the bumpy bits, but just stay with your focus and it'll be much less bumpy then.

S: Yeah.

M: It'll be good. Well done you. Ok.

S: Thank you.

M: Well good luck with everything this term and go carefully with all the speedy stuff you do! Alright then, thank you very much.

S: Thank you. Alright. Bye.

Appendix 7.1.32

Andrew's post-MT interview

Marion (M): Hi! Good to see you again, seems ages!

Student (S): Yeah it does.

M: Such a long time. Do you remember which magazine you looked at last time?

S: No, think it was a bike one.

M: Yeah, is that cos you were into bikes?

S: I'm into like bikes and cars.

M: Well that's good. Do you want to do any doodling or drawing a bit? Yes? As you go along, we did that last time didn't we? Paper, there you go. Ok. Here are some pens. So, last time, didn't we do like a time line of when you first interested in bikes?

S: Can't remember, I don't think so.

M: No ok. We could do that this time if you want to. So do a line and put now and when you first got into bikes. When did you first get into them?

S: Probably, I was probably primary school year three or four.

M: You were quite small then.

S: Were your mates getting into them then as well?

M: Yeah. So do you still have the same mates? Do you still all know each other?

S: Yeah from primary school. They live in the same village as me but they go to a different secondary school.

M: Oh ok. Did you go to that secondary school?

S: No.

M: You came here at eleven. So you've got two groups of friends now I suppose have you?

S: Yeah. It's quite good. Cos then I've got like some friends at school and friends out.

M: Yeah. Do you want to put that on the drawing perhaps? You've got three to four and year six to seven...

S: I think it was about year three. I can't even remember.

M: Do you remember your first bike?

S: Yeah. I remember learning to ride a bike as well.

M: Yeah. Was it hard?

S: I think it was quite hard to start off with but then soon got the hang of it.

M: Did it take a while to get into it or were you quite quick?

S: I think soon as I'd got my balance right it was alright but I think I fell off a couple of times.

Appendix 7.1.32

M: Yeah, like most people do [both laugh]. Then after year three you were out and about on your bike. So did you carry on being into bikes when you changed schools?

S: Yeah. I've always been a car or a bike person.

M: Tell me about cars then. When did your interest in cars start?

S: Probably about the same time. When I started to like go to school and see cars and stuff, on computers or like just driving along the road.

M: Yeah and you say you're going to be a mechanic?

S: Well that's what I really want to do.

M: Have you wanted to do that for a long time?

S: Well it's only really recently when I started to think about what I want to do but that just came into my head and there was a person who came in here and talked about it, about like his mechanic garage and stuff and he said like all the aspects of mechanics and stuff and told us what grades we needed.

M: Yeah.

S: That was quite interesting.

M: Did you feel quite involved listening to him?

S: Yeah.

M: Yeah, so do your friends want to be mechanics as well? Is it something you're all into together?

S: Not really. My mates who live in my village, they're all interested in cars but I don't think they really want to be mechanics.

M: No, ok. What sort of interests do they have then?

S: Think they're more into sports than I am. Into like football and stuff.

M: Oh I see. So cars are sort of like a status thing or what they might buy but for you it's how they work, is it?

S: Yeah.

M: Ah that's interesting. So have you got into stripping engines or anything like that?

S: No.

M: Have you worked at a garage yet?

S: No.

M: Do you think you might do that soon?

S: Yeah I hope so [both laugh].

M: Yeah, so who could help you with your plan?

S: Um, I suppose like to get the job I want I need to get the grades and that. That's like my responsibility really.

Appendix 7.1.32

M: So you're focused on the grades at the moment?

S: Yeah.

M: And how's it going? How's school going?

S: Um, alright. A lot more tests and stuff at the moment though but I suppose you have to get used to, all through year ten and eleven.

M: Yeah it's good practice and gets you in good shape doesn't it, so you can do them. Just imagine if you hadn't done any practice tests, how hard you'd find the exams, it'd be terribly difficult. And do you think you're getting enough respect from adults around school?

S: Yeah.

M: So they're good at that. Good. And would you say that school's good here in terms of respect?

S: Yeah.

M: Yeah, great. What about music therapy? You've been doing some music therapy with Philippa?

S: Yeah.

M: Can you say a bit about that?

S: Real fun.

M: Oh good. Tell me what's fun about it, what do you like?

S: It's the fact of like to go in there, play and like make up beats on the drums and stuff.

M: Yeah and do you always do it on the drums?

S: Yeah most of the time.

M: Yeah.

S: It's just like, I don't know I just enjoy it.

M: Mm. What do you like about the drums?

S: Like the fact that like you can play all the drum and bass, all kinds of different beats. And like, cos there are two drum kits in there you can do stuff, so like you were playing one beat and then someone else would start playing the other beat.

M: Yeah and how does that make you feel?

S: Good. Like I've made something up.

M: So does it sound like you expected it to sound?

S: Um, yeah. Kind of. But like you kind of start playing and then add bits into it as well.

Appendix 7.1.32

M: So do you feel like you're inventing things?

S: Yeah.

M: How does that make you feel?

S: Good.

M: It's a good feeling, yeah. Is there anything else you can do that gives you that kind of feeling?

S: It's kind of like when you say you help someone out you get that feeling, that real good feeling that you've helped someone out, it's like the real good feeling. I've never left music therapy and thought that was bad, I've always left and thought oh yeah that was enjoyable, I enjoyed it.

M: It's interesting that good feeling you're describing. Were you surprised or did you expect it to be like that?

S: I was quite surprised how much I enjoyed doing it.

M: Yeah.

S: Because I didn't think I'd be that enjoyed by it but after doing it it's quite enjoyable.

M: That's good, and was it the same every week?

S: Yeah.

M: Did you do different things every week?

S: We did the drums but like each week we'd make like a different bit up.

M: Yeah. So did it develop week to week?

S: Yeah.

M: How did you feel at the end compared with at the beginning of it?

S: I felt like I'd achieved something that I didn't have.

M: Do you remember your first music therapy session?

S: Um, yeah.

M: Do you remember how you felt when you started? Perhaps when you first walked in?

S: Felt bit like, what am I doing here, kind of thing.

M: Yeah, how did you feel at the end of that first session?

S: I felt like more confident by going in there.

M: And what about the last session, what was that like?

S: It's like it's a bit like you want to carry it on but as it was the last session I don't know, got to make the most of it.

M: Yeah, and thinking about the two sessions, the one you started with and the one

Appendix 7.1.32

you finished with, can you think about how you were as a person? Were you the same or different?

S: Um, I think it's made me concentrate a bit better. Cos like when you're playing the drums you have to concentrate on hitting the note, the drums and stuff. I think it's made me concentrate a bit more.

M: Have you noticed that happening? Have you noticed yourself concentrating better?

S: I've noticed that I haven't been sent out as much in class. I haven't been sent out at all.

M: Because you were concentrating?

S: Yeah.

M: So what difference does that make to your behaviour in class?

S: It makes a lot of difference.

M: Have you stopped doing some of the things you used to do?

S: Yeah.

M: What sort of things?

S: Like shouting out.

M: Ok.

S: And like I used to like didn't know what to do, so I'd sit there without asking or anything but now I know if I don't understand anything just ask.

M: Oh ok. So would you say that's a small difference or quite a big difference?

S: Um, quite a large difference because I mean like being able to get on with my work, being confident to put my hand up and ask.

M: How does this make you feel?

S: A lot better.

M: Really?

S: Yeah it makes me feel like I can do the work now and that nothing stops me from doing it. Like it used to. I used to sit there and think this is too hard. But if you ask the teachers they give you some help. So it's alright.

M: So are you achieving more?

S: Yeah I think so.

M: Has anyone noticed?

S: Um, think my science teacher has. Think so, she said something to me about it.

M: Do you remember what she said?

Appendix 7.1.32

S: Think that she said to me this morning, she knew I was coming here and she said, well that doesn't matter because you've been getting on well anyway.

M: How did that make you feel?

S: Good.

M: Good. Were you surprised she said that?

S: Yeah.

M: Really. What does she usually say to you?

S: She doesn't usually say that, not in class anyway she's got too many other people to teach.

M: Yeah.

S: You can't really concentrate on one person.

M: Do you think you're good at science?

S: I think I've improved a lot in science. From the end of year nine to now.

M: Yeah. And how do you feel about science?

S: Yeah, I quite enjoy it.

M: When did you start enjoying it do you think?

S: Probably like when I started to actually behave and not mess about like then, cos then you actually take in what you're learning and you don't like get draw in by the people who are being bad in class.

M: So when did that change happen do you think?

S: I think like end of year nine, start of year ten.

M: That's good. You're quite happy with this?

S: Yeah.

M: And did you have enough choice of instruments in music therapy?

S: Yeah.

M: Yeah, what sort of choice was there?

S: Was like guitars, bass guitars, drums, er, I don't know what they were called. Xylophones, there was like loads of them, there was loads of keyboards as well and there was, I don't know what the drums are called but you use your hands.

M: Djembe?

S: Yeah, probably.

M: And when you first saw all those instruments what did you think?

S: That it's a good area to learn cos of all the instruments and that. If it didn't have enough instruments, say it only had two instruments, there wouldn't be much choice

Appendix 7.1.32

of what you could do would there?

M: No. So do you think the choice is quite important?

S: Yeah.

M: Yeah. Did you always choose the same instrument?

S: Most of the time I chose the drums cos that's what I enjoyed the most and that's the one we always used to carry over from doing different beats and stuff.

M: Yeah. And do you still want to do the drums, is it something you want to carry on with?

S: Yeah, well my brother's a drummer so...

M: Oh really. I see. So is he very, very good?

S: Yeah he's quite good.

M: And so it obviously it runs in the family, the ability to drum. Mm. And would you like to carry on with music therapy after the project's finished?

S: I wouldn't mind.

M: Yeah, so not too bothered or would you sign up for it?

S: Well I would do it some more but not in the science lesson.

M: I see. Did you feel like Philippa was listening to you?

S: Yeah.

M: Yeah, what was that like?

S: Like you had someone to talk to, like who listened, not like laugh at what you said. That's good.

M: Excellent. How do you feel about the future now, do you feel more positive or negative?

S: More positive.

M: Can you say in what way?

S: More, not as nervous as last year. I pay attention more.

M: That sounds good. So we talked a bit about what you're going to do when you leave school, can you just recap what it is you're going to do?

S: Try and be a mechanic.

M: Yeah that's right and you're going to try and get good grades aren't you so that you can qualify?

S: Yeah.

M: Are you determined to get good grades?

S: Yeah I'm trying my hardest.

M: Is there anyone who can help you to achieve that goal you've got with your

Appendix 7.1.32

grades?

S: I think it's mostly my responsibility, not anyone else's, it's mostly mine cos I'm the one got to do learning and take the tests.

M: How do you feel about that?

S: Responsibility on me?

M: Yeah, is it an ok feeling?

S: Yeah.

M: Or do you feel panicky or anything?

S: No.

M: No.

S: To get the grades like it's not about getting the good grades that I think, it's about trying your hardest.

M: Yeah. So are you approaching it realistically do you think?

S: Yeah.

M: That's good. Zooming back to the present and now. What's life like for you?

S: It's good.

M: It's good. Great, would you just like to say what's good about your life these days?

S: Well it's just like always having friends to talk to and getting along with everyone, I don't know, no one's picking on you or nothing. So that's good.

M: Has that changed then?

S: When I started Cottenham, I didn't really know anyone so I had to try and like get some friends.

M: Yeah, so you had to work quite hard at that?

S: Yeah.

M: But you feel like you've got there now?

S: Yeah.

M: Would you like to put that on the time line to show when it changed?

S: It changed, I think, in about year nine and I got like friends and started to actually like everyone's said, like year nine where I used to get up and think "oh school that's good". About year nine.

M: That's nice. Great. So things have been good since year nine really. And are they continuing to get better or staying the same?

S: I think they're getting better.

M: Yeah? In what way?

Appendix 7.1.32

S: Um, like friends starting to trust you more with stuff. Cos like new friends you don't have much trust with them because you don't really know them but now you get to know them and you get friendly and they start to trust you more.

M: Mm, when did that start to change do you think?

S: Probably like year nine, like when I started to get quite a few friends and people started to trust me.

M: Mm. That's wonderful isn't it, a good feeling. Well that's great. Is there anything else you want to say about music therapy or life at the moment?

S: Only that music therapy is good and more people should be doing it.

M: Really? Why do you say that?

S: Because I think it's made me concentrate and think about stuff more and actually ask questions more and like people that find lessons hard should do music therapy because it really helps with that.

M: Right. Gosh you sound very certain about that.

S: I think it helped me.

M: Yeah. That's good isn't it? Do you remember at which point you noticed that starting? Was it gradual?

S: Probably like the third time I'd done music therapy I started to like, started to see it happening.

M: Was it quite dramatic the change or quite a gradual change?

S: Think it was gradual up to this day but now I think it's getting better.

M: So do you mean continuing to get better?

S: Yeah.

M: Wow. That's quite exciting isn't it? Yeah. So that's one of the reasons really for doing the research here, to find out if it does make a difference or not to people your age, so you're saying it does?

S: Yeah.

M: Well that's lovely to hear. Now we've got the questions.....

Appendix 7.1.33

Charlie's pre-MT interview

M: Hi, nice to see you again. I've got some magazines here, feel free to look at them if you find something you like that's good, ok, so the whole point of me talking to you is cos I want to find out what it's like to be your age in today's world, ok? And cos I can't actually write very fast we're going to record this but it's going to be wiped as soon as I've listened to it later, is that alright? And would it be alright, cos I'd really value hearing some of your opinions and you talk about your experiences. Just about everyday stuff and that kind of thing, would that be ok?

S: Hm.

M: So are you into quad-bikes?

S: I'm into motorbikes.

M: Motorbikes? Oh right. We've got dirt-bikes.

S: Where's the dirt-bike one?

M: The dirt-bike one, um, yeah, is that your kind of thing?

S: BMXs are quite good.

M: Is that alright? So how long have you been into that kind of thing?

S: Since I was three.

M: Since you were three? Wow, and are your mates into that as well?

S: Yeah some of them are.

M: And how did you get into all of that? How did all that start?

S: My brother.

M: Oh yeah? Is he good at it?

S: Yeah.

M: And he's older than you is he?

S: Yeah.

M: And so do you still have the same group of friends you had when you started on bikes and stuff?

S: Yeah.

M: Yeah, ok. So, have you all stayed the same all the way through?

S: Pretty much.

M: Yeah? Can you remember any of the important things you've done on your bikes with your friends?

S: Yeah.

M: Yeah? Can you tell me a bit about that?

Appendix 7.1.33

S: BMX-ing and all like that.

M: What's it like? I've never done it, what's it feel like? Does it feel dangerous?

S: Yeah.

M: What's that like?

S: Scary.

M: Is it? Has anything really scary happened on a bike to you?

S: Don't know.

M: Has anything really bad on a bike happened to you? Did you ever hurt yourself or anything?

S: Yeah.

M: Yeah?

S: I broke my arm and my leg and my wrist.

M: Oh wow, so it's quite dangerous right? Yeah. Did that happen to your friends as well?

S: Dunno.

M: No. Ok, wow, how does it make you feel when you're actually on the bike?

S: Easy.

M: It's easy, right.

S: Mostly I'm into motorbiking.

M: Oh right, so how long have you had a motorbike?

S: Since I was five.

M: Oh wow. Is that the youngest you're allowed to get one?

S: No. I've seen a three year old ride one.

M: Yeah, I see. So is it a really small one you get when you're five and then you get bigger ones when you're older? I see. And where do you ride it?

S: On a motocross track.

M: Ah. And do you have to have an adult with you when you do that? No, you can do it on your own. I see. Do you think adults give young people enough respect these days?

S: No.

M: No, could you talk about that a little bit?

S: They don't give me enough money.

M: Oh I see. How much money do you need?

S: A bit.

M: What sort of things would you like to buy?

Appendix 7.1.33

S: I don't know.

M: Ok.

S: I've saved up my money though.

M: Have you got a good plan for your money?

S: Not really.

M: No. But you like it?

S: Yeah.

M: Are you going to be rich when you're older?

S: Dunno.

M: And do you think that young people show adults enough respect?

S: No.

M: No, can you talk about that a little bit? What's it like here?

S: Well me old mate he always tells his mum to fuck off and all that.

M: Oh no. What do you think of that?

S: What?

M: What do you think?

S: I'd never talk to my mum like that.

M: No.

S: Never have and never will.

M: No. It's funny isn't it how people can be like that. Now what about school? Have you got any memories you could talk about which are to do with school?

S: No.

M: Any particularly good or bad experiences? No? Ok.

S: Well we did do music.

M: Yeah? What did you do?

S: Guitar and the drums.

M: Oh yeah, was that with the rest of your class?

S: No, there was J. do you know him?

M: No, who's that?

S: He does drumming 'n all that. I did it with them.

M: Oh I see. So can you make up your own songs?

S: I dunno. You just play drums and all that.

M: Oh yeah, How did it make you feel?

S: I dunno.

Appendix 7.1.33

M: Do you still do it?

S: Uh, not really no. I do want to do it.

M: You do want to do it, you'd like to do it some more. Yeah, that's good and is that like a good way of expressing yourself do you think, through music? Or do you prefer other things?

S: Can you order off this? [referring to magazine]

M: I think, well maybe some of it you can, I don't know.

S: Cos I want to order them shoes.

M: Oh right.

S: They're well nice.

M: What's good about them?

S: Cos they're Nike.

M: Yeah.

S: I've got enough money here.

M: Well there you go! Some good shoes. So, do you do other things to express yourself, like drama and art and sport?

S: No.

M: Not really but the music's good, ok. So what about your teachers, do they give you plenty of encouragement?

S: Probably a bit.

M: A bit, yeah? Do you think they're supportive here?

S: Yeah.

M: Yeah? Good. What about the future, do you ever think about the future?

S: Not much.

M: No. Sometimes, well I know some of the people I talk to, think the future's actually really scary because it's like the unknown isn't it. Some people I know have got lots of dreams about the future, you know, and other people have got plans, or just ideas. Do you have any ideas or plans of your own?

S: Not really.

M: No, ok. Let's get back to the present then. What's it like living in your world, could you describe three things about what it's like to be you?

S: What do you mean my world?

M: Your world, you know, like what it's like in the bubble that's around you?

S: Dunno.

M: Don't know, ok. What about friends, do you like making lots of new friends and

Appendix 7.1.33

changing friends or do you keep all your friends?

S: No I don't make new friends.

M: Yeah? Are friends important to you, do you think?

S: Yeah.

M: Yeah. That's really interesting and are there any questions you want to ask me?

S: No.

M: No. Ok, well now what we're going to do now is look at this questionnaire.

Appendix 7.1.34

Charlie's post-MT interview

M: Now do you remember last time you came, I think you were telling me you weren't into any of those magazines. Isn't that right?

S: I was, I was into BMX-ing.

M: Oh BMX-ing? Ok. Do you still like that kind of thing then?

S: [nods]

M: Oh right. So you might want to have another look at it?

S: Mm.

M: But probably not today. Ok. So how's everything been at school?

S: Alright.

M: Been alright, yeah? Good. Are you still doing all the same stuff outside of school?

S: What d'you mean?

M: Like BMX-ing. Are you doing anything new? Started any new interests?

S: No.

M: And still with the same mates.

S: Mm.

M: Great. Weren't you telling me you were really good at stripping bikes down?

S: Yeah.

M: Yeah, and are you still doing that?

S: Yeah.

M: Do you get bored doing the same thing over and over again?

S: [Shakes head]

M: Not at all, no. You're really good at it aren't you. Ok.

S: You allowed these in here [pointing to cream eggs]

M: Yeah, they're for you. And I'll just keep feeding you cream eggs until you leave the room basically [both laugh] That's what they're there for. So, have you enjoyed school since I last came?

S: Yeah.

M: Yeah? Good. Has anything been better or worse?

S: Dunno.

M: It's all been the same. That sounds fine. Do you think adults give young people enough respect, you know, showing understanding and that kind of thing?

S: Yeah.

M: And you're happy with all that. Great stuff.

Appendix 7.1.34

S: These are well, mini.

M: They are, that's why we've got a lot of them, but they're quite good cos I think you get more chocolate and less of the inside. Do you prefer the inside or the chocolate bit?

S: I like the big ones.

M: Well, these are quite good cos you can just keep eating them. So I think that's alright. [both laugh]. So, is there enough respect in schools for young people your age?

S: No.

M: No. Can you explain that?

S: Dunno.

M: Ok, can you think of any times when you've thought, wo, that's not enough respect.

S: No.

M: Are some teachers better than others at showing respect?

S: Yeah.

M: Yeah, could you give me an example of good respect or bad respect from teachers?

S: No.

M: No, alright then. What about when you want to express yourself and let down your feelings, what..

S: Is there a bin in here?

M: Oh, no. If you put it on the table I'll put it in the bin later. So do you express yourself through art or music or sport or acting at all?

S: Hm.

M: Are you into art?

S: Yeah.

M: Are you into sport?

S: Mm.

M: Are you into acting, drama?

S: Don't know what you mean.

M: Like doing characters and things

S: No.

M: And what about music?

S: Mm.

Appendix 7.1.34

M: Do you want to do some drawing now? I've got some paper here and pens there.

There you go.

S: Have you got a pencil?

M: There you go. Ok, have you long have you been into drawing.

S: Ages.

M: Yeah.

S: Can I draw on the back of this?

M: Yeah that's fine, it's just spare paper. So you've been into drawing for ages. Are your mates into drawing as well?

S: Some of them.

M: Yeah. Do you have particular things that you're an expert at drawing?

S: My name.

M: Yeah? Are you into like street art, and gangsta graffiti and all that kind of thing?

S: Yeah.

M: Aren't there several types of graffiti? There's gangsta, and what are the other types? A-ha...there's some coming up. What's this type called?

S: Dunno.

M: Don't know. You're going to do some though. Great. That's really good. Now you've been having music therapy with Philippa every week haven't you?

S: Yeah.

M: What was that like?

S: It's alright.

M: Yeah? Tell me a bit about it?

S: Like what?

M: What you thought of it?

S: Thought it was good.

M: Great. What sort of things do you do in music therapy?

S: Guitar, drums, singing and like that.

M: Ah, good. Do you always do the same thing every week or are there different things to do?

S: Pardon?

M: Are there different things to do or do you do the same thing every time?

S: Different things.

M: Yeah? Can you remember something that you really liked about it?

Appendix 7.1.34

S: Guitar

M: Did you get some guitar skills?

S: I already had 'em.

M: Oh right. Tell me. How long have you been playing guitar?

S: Years.

M: Oh right. What kind of music are you in to?

S: It depends, what I can play.

M: Yeah. What can you play?

S: Tracy Chapman, Horse with No Name, Drunken Sailor and all of them.

M: That's impressive. So is that what you did with Philippa in the sessions?

S: Yeah.

M: Did Philippa know all the songs you wanted to do?

S: No.

M: Not all of them, no. But did she know some of them maybe?

S: Yeah.

M: Ok. Good. Is music therapy different to another lesson?

S: What do you mean?

M: Philippa's like a teacher isn't she, would you say?

S: Yeah.

M: And so is it like going in to do a lesson when you do music therapy?

S: Not really.

M: Or is it different?

S: Different.

M: Ok, how's it different?

S: Cos there's drums there, and stuff like that.

M: Great. And did you feel you were listened to? Did Philippa listen to you properly?

S: Mm.

M: Yes? Good. And did you get enough choice of instruments?

S: Yeah.

M: You did, good. That's great. So looking ahead, would you like to carry on with music therapy once the research project is over?

S: Yeah.

M: Ok, what kind of things would you like to do next time?

S: I don't know.

M: Ok. Would you try new stuff or carry on with the things you did before?

Appendix 7.1.34

S: Probably carry on.

M: Oh right. How do you feel about the future?

S: Ok.

M: You're Ok with it. Are you feeling more positive or not really any different?

S: Not any different.

M: Ok. What about school teachers. Are they giving you enough encouragement?

S: Yeah.

M: Good. Are they supportive?

S: Mm.

M: Good. Now what about the future? Have you got any plans or ideas about what you want to do?

S: No. Probably go in the Marines.

M: You're going to go in the Marines? Brilliant. Is that quite a strong plan or is it something you just thought of?

S: Probably go in.

M: You're probably going to do it. Good. How determined do you feel about that?

S: Very.

M: Wow. How long have you wanted to do it?

S: Since I was little.

M: Do you know anyone who could help you to get in the Marines?

S: No. Probably my brother.

M: Your brother. Is he in the Marines?

S: Yeah.

M: Ah, how long has he been doing it?

S: Don't know.

M: Does he like it?

S: Yeah.

M: How old is he now?

S: Nineteen.

M: Ok.

S: Think it's my brother or my uncle, it's one of them.

M: Your brother or your uncle, yeah.

S: I can't remember.

M: Do you want to put that on the drawing? Can I see the drawing? Oh your name, that's fantastic. Good. So we've talked a bit about the future, let's zoom back into the

Appendix 7.1.34

present now. So how are you feeling today?

S: Alright.

M: Alright, good. And what's it like living in your world? Could you describe what it's like to be you?

S: No.

M: No, Ok. Sometimes people think 'if you only knew what it was like to be me, you wouldn't say that' or...

S: I wouldn't say that.

M: No, you wouldn't say that? So do you feel like people understand what it's like to be you?

S: I dunno.

M: Ok. Is there anything that you want to ask me?

S: No.

M: No, Ok. So what we're going to do now is the question and answer things that we've done before.

S: Done it [shows picture]

M: Is that for me? Thank you. Fantastic.

Appendix 7.1.35

Rory's pre-MT interview

Marion (M): Hello! Nice to see you again. How was your summer?

Student (S): Good.

M: It was great, good, you look like you've had a good summer. Did you get up to anything special?

S: Not really.

M: No, just good to be doing something else. That's wonderful. I've got some new magazines, were these here the last time I saw you?

S: Can't remember.

M: Do you want to see if there are any that you like?

S: No I'm alright.

M: You're ok. That's good, so today it'd be really nice if you and I could talk a bit about you cos I can hardly remember what it was like to be your age and even if I could, it'd be very different from when I was your age to the way it is now, wouldn't it?

S: Yeah.

M: So what I'd like you to is to help me find out what it's like being your age in today's world. Does that sound alright?

S: Yeah.

M: Do you think you could talk about your personal experiences a little bit?

S: Yeah.

M: Thank you, that would be great. And it's alright to stop at any point if you want to, but I really value what you say, ok, so I'll be listening really carefully and cos I can't write very fast we're recording this.

S: Ok.

M: So I can listen again, ok, and then it'll be wiped. Alright, so it's all totally private. And I've also got some pens and paper, so do you like drawing? So if you want to do some doodling or anything like that as we go along that's great, so you might want to do some cartoons or just doodly things, that's fine. But you're not very interested in these magazines are you?

S: I don't really read that many magazines.

M: No, what about pictures and things, do you like that sort of thing? Some of these have got good pictures. I don't know if you're into biking.

Appendix 7.1.35

S: Yeah.

M: You are?

S: Well I go BMX-ing with my mates when I'm at home.

M: So you're into biking. Got quite a lot of biking ones. And there's a quad one. You into quads?

S: Yeah, I got my own quad at home and got my bike.

M: O wow, so all of this stuff is quite up your street then. Do you draw?

S: Sometimes.

M: Well feel free. So, when did you first like bikes?

S: When I was about seven or eight.

M: Ok, so we could make it like a time line couldn't we, if you put ..

S: I was nine when I got my first motorbike.

M: Really? So we could have seven, eight, nine and how old are you now?

S: 12.

M: That could be up that end. Do you want to put those things on?

S: Yeah.

M: How did you get into bikes?

S: My dad had a bike and I used to help my granddad cos he had a farm.

M: Oh wow.

S: I can't really draw him, not brilliant at drawing.

M: That doesn't matter, it's your stuff isn't, that's what counts. So you used to help your granddad on the farm, did he live near you?

S: He lives in D.

M: Is that near where you are?

S: Yeah.

M: And your dad's into bikes?

S: Yeah. He does have his own bike but I don't see him that much.

M: Oh ok. So do you live in a different place to your dad?

S: Yeah my dad lives in Norwich.

M: Oh I see and you live with your mum?

S: Yeah, my sister lives with my dad.

M: Ok. And does that all work out alright for you?

S: Yeah.

M: Yeah, great. So you got your own bike when you were nine, do you want to put that on? So when did your dad go to Norwich?

Appendix 7.1.35

S: Think it was like five years ago.

M: Oh, so it was about the time you got into bikes then.

S: I have been doing motorbiking with school, to learn a bit more about bikes, I have learnt more than I knew in the first place.

M: Yes, what kind of stuff have you learned?

S: How to change car battery and things like that.

M: Oh really. That sounds very advanced.

S: Not really it's pretty basic.

M: Is it?

S: It's easier than I thought it was gonna be.

M: Do you like that sort of mechanical side of it?

S: Yeah.

M: Do you do other mechanical things?

S: Yeah I do build loads of things with my mates.

M: Oh right, tell me about that. Can you do that on the drawing?

S: Me and my mate, I think it was a couple of months back, we built a little go-kart and we tried racing it across the field and it didn't work cos he crashed into a tree.

M: Oh no. So were you really angry or did you not mind?

S: No, they were just scrap motorbike parts I had left over from making a bike.

M: Yeah.

S: Cos my mate wanted a motorbike and I told him I'd got bits for motorbikes so I told him I'd make hime one up.

M: Yeah, how did you learn to do that then?

S: Just like through learning how to build motorbikes and then just taking it from there.

M: How old were you when you first started doing that?

S: Um, I think it was my granddad who helped me build my first bike, think I was about 10 or 11.

M: Ok, can you put that on, cos it's amazing! Do you do other mechanical things apart from motorbikes?

S: Mostly motorbikes, I do do some quads and things like that but not very often. I don't really ride my quad that much cos my mate fell off it and broke his arm so I'm a bit wary at the minute.

M: Yeah, I think that sounds very sensible.

S: That was last month in the summer holidays.

Appendix 7.1.35

M: Yeah. I see. So did anything special start you off on all this? Can you remember if there was something there that got you switched on to it?

S: Not really.

M: No. Did it happen gradually?

S: Yeah. Then I got into hanging around with my mate L and he goes to this school and he got me into doing more BMX-ing and things like that.

M: Alright, yeah, is he your age.

S: Yeah the same age as me.

M: Is he as good as you doing mechanical things?

S: Yeah he's pretty good.

M: Yeah.

S: I've been teaching him how to build a motorbike and things like that, I think cos he had all his parts for his motorbike, cos it fell apart, cos the person he bought it off um took loads of bolts out the engine and it fell apart so I've had to go out, he give me the money, and I went out and bought him some new bolts for it. So, we're half way through putting the motorbike together at the minute.

M: Ok, so how confident are you about what you do at this?

S: Quite confident.

M: Out of ten what would you give yourself?

S: Eight.

M: You're eight. What sort of things do you want to get better at?

S: Better at changing the carbs [unclear] on the motors because it's really fiddly.

Most, a lot of people can't do it because the bolts are facing the wheel so you get them screwed on like that, the bolt, if not you have to take off the back wheel which is really annoying.

M: Yeah and do most people who like bikes know how to do all this stuff?

S: Most people, a lot probably don't but they should. My mate, he was on my motorbike the other day and we smashed the cog off it, the chain was too tight, cos the person I got my bike off instead of just tightening and pulling the wheel back they like just take links out the chain so it was too tight and we snapped the cog. I did buy a new one, pity now though, got to get a new chain. So it doesn't stay so tight.

M: Ok, so you've got L who you do this with, have you got other friends who are interested in this sort of thing?

S: Yeah I got my mate D, my mate J, quite a few people actually. I do have my own quad over my auntie's, we go ride it on the fields. I already nearly crashed that three

Appendix 7.1.35

times.

M: Gosh, careful.

S: Well it was when we went out one day cos we were practicing jumps that we made the day before, we made all these jumps and we were practicing on them and my back wheel missed the edge of the ramp and I nearly went over the handlebars.

M: That would have been really bad wouldn't it?

S: Yeah my front wheels are wider than my back ones, one of my back wheels hit but the other one didn't and it slid, pretty bad actually.

M: Did you get hurt?

S: No, I nearly did, I nearly got thrown off the side. Yeah.

M: It was a close one, yeah. Do you have friends up in Norwich who you do this with?

S: Yeah. J, B, H...can never remember all their names.

M: Seems like you're quite good at making friends.

S: Yeah.

M: Do you keep them for a long time or do you always make new friends?

S: Always make new friends as well. Always keep my old friends as well. We all go out riding though.

M: Yeah.

S: B is more into BMX-ing, than he is motorbikes.

M: Ok, so on your time line when did you meet all these friends?

S: Think I was 11 when I met B.

M: [discuss time line] So, this sounds like a happy period of your life?

S: Mm.

M: So, when did the happy period start on your time line?

S: When I was about eight or nine.

M: Oh good, what was it like before that?

S: Well, I didn't like go out that much cos I was never allowed cos my dad would never let me for a start.

M: Oh ok [drawing more on time line].

S: It changed when I was eight cos that's when my mum kicked my dad out and like my sister left, think it was like last year, think.

M: So did you kind of feel like you were more in control of your life after this?

S: Yeah. Like my dad always used to tell mum what to do all the time where now my mum says like I can go out when I like, wherever I like as long as I'm back before it

Appendix 7.1.35

gets dark or she'll ring around, and as long as I don't get in trouble.

M: Does that feel good?

S: Yeah.

M: You don't feel like it's a little bit too free?

S: No.

M: It's just right, yeah. Ok, [S drawing] so would you say that you and your friends are very loyal to each other?

S: Yeah.

M: Yeah? How do you show that you're loyal to each other?

S: Like normally if I asked one of 'em to come out, we'll always go out together and mess about on the quads and that cos one of my mates is just changing the parts on it cos he wants spare parts. I know he did have a wonky engine in it [unclear] he's changing it to a 250. He's already nearly crashed.

M: Right, so you're there for each other, to share all these things.

S: Yeah cos his little brother had the 250 engine in his quad but his little brother couldn't handle the 250 so they've swapped them over and his little brother's got the 125 and he's got the 250.

M: Oh I see.

S: And my mate can't even handle the 250! But he is pretty much learning.

M: Ok. Now do you think adults give young people enough respect?

S: Yeah.

M: And understanding?

S: Yeah.

M: That's good. And what about at school, is there enough respect in schools for young people?

S: Um, depends who's like at the school. I didn't used to at my old school, I do more here than I did.

M: When did you change schools?

S: I came here last September, I left Kingsfield not last September, the September before that.

M: Ok. So how old were you then?

S: Think I was ten when I left and 11 when I left Sutton.

M: Do you want to put them on the time line, and then you can talk about what happened at those places? Would it be alright to talk about Kingsfield and Sutton?

S: Yeah.

Appendix 7.1.35

M: What was all that like?

S: Well, at Kingsfield I weren't getting on with loads of people and I ended up getting kicked out.

M: Ok.

S: Cos they were excluding me nearly twice a week because keep getting into fights.

M: Oh no.

S: Cos I weren't getting on with people.

M: Yeah. That really surprises me, hearing you with all these friends and being able to do so many clever things.

S: It was just like people that used to like be bullies to other people, like people younger than me, cos they were picking on them, and ended up punching them and things, I like stopped them from doing that and I always ended up getting into trouble cos they thought it was me hitting the younger ones but it wasn't. Even I told them that but they wouldn't believe me.

M: Did you feel it was all very unfair?

S: Yeah.

M: Yeah, gosh. So did anybody listen to you at all?

S: No. I just ended up like doing what I thought I needed to do to stop it.

M: So how does it make you feel thinking back on that?

S: Alright.

M: Yeah?

S: Makes me feel glad that I stopped all them fights n that all the time.

M: Yeah. Ok. What about Sutton, what happened there?

S: Oh I left in year six cos I was like the day before the last day I didn't go in on the last day because I was ill.

M: Did you get on with people at Sutton much better?

S: Yeah.

M: Did you have some friends there?

S: Yeah I still talk to them now things using Facebook and MSN and things like that.

M: So they were sad to see you go I guess?

S: Yeah. Cos they all went off to Witchford and I came here, because I wasn't allowed to go to Witchford or Wilburton or anything.

M: Why?

S: Just wouldn't take me.

M: Oh I see.

Appendix 7.1.35

S: Cos of my past record of getting kicked out of Kingsfield.

M: Yeah.

S: And leaving the day before the last one at Sutton.

M: Yeah.

S: None of them would take me.

M: Oh I see and how did that make you feel?

S: Fine.

M: Yeah.

S: Cos I already got told if none would take me I'd be coming here. Which I know L and J come here which I get on with, quite well.

M: So that's alright then?

S: Yeah.

M: So would you say it's worked out well?

S: Definitely.

M: Good, I'm really pleased about that. Do you want to put anything like that on the time line? Ok. So, what's it like here?

S: It's a really nice school.

M: Yeah? How's it different?

S: We've got new teachers, one of the teachers used to work at my old school in Sutton. Get on with more people here than at my previous schools, that's about it really.

M: Ok, well that sounds great. And what about expressing yourself, is there something like art or music, or sport or acting that you like to do?

S: Yeah I do like doing music and art. But I'm not doing art this term, I'm doing boxing instead which I'm going to today.

M: Ok, so tell me what you like about art and music.

S: Well, with art I like painting pictures and things like that.

M: Yeah.

S: Cos my art teacher says I'm quite good at it.

M: Yeah.

S: There's one kid that's really good at drawing. I haven't got any of his drawings in my pocket, they're in my coat, cos he keeps drawing them in Basic Skills and given them to me.

M: Oh I see. So you feel good about doing painting as well. Do you do that at home as well or just at school?

Appendix 7.1.35

S: Not very often, I do some at home, I've got a big arts n craft set.

M: Yeah, fantastic. What about music, tell me about that.

S: Like, I've really always been into music so's my sister.

M: Is there a special sort that you like best?

S: Not really, I like all sorts of music.

M: Do you listen or do it?

S: I do do some music.

M: What do you do?

S: Mess around with my mates all the time, RnB n that.

M: Yeah, that sounds good. Do you want to put that on there? No, ok. So would you say that your teachers give you encouragement here?

S: Yeah.

M: Yeah? Could you tell me about that?

S: Well if we like get stuck on something they'll always help. And we've always got like enough teachers in the classroom to help us cos at my old school you've only got like one teacher and a teaching assistant and like the teaching assistant's always busy and so's the teacher, where in my Basic Skills lesson here I've got a teacher and four T.As in the class, maths we've got a teacher and two T.As, and PSHE we've got teacher and two T.A and Humanities we've got teacher and one T.A, which isn't so bad cos there's not so many people in the class. At my old school there were like 30 40 people in one class where here there's about five or six.

M: Yeah.

S: So like the teachers aren't always busy so they can't come and help you.

M: Yeah, so what do you think your progress is like here? Is it better?

S: It's a lot better than it was.

M: Ok.

S: I haven't been kicked out yet this term, cos I've only been here two days. Um last term think I was ill one day, got kicked out one, which was the first day back cos then got kicked out. For swearing at a teacher cos she wouldn't let me go to the toilet.

M: Oh I see.

S: We were swimming and I told her I really need to go to the toilet so I swore at her so she kicked me out for that.

M: Oh right. Oh, what are you doing to my clipboard?! I know it's not brand new but I'd like it to last a little bit longer, please! Ok, so are you planning to get kicked out quite regularly?

Appendix 7.1.35

S: No [both laugh].

M: So, are you trying not to get kicked out?

S: Not the last time gone, the time before that, I think I got kicked out, no I didn't get kicked out the time before last. The time before that I was kicked out quite often.

M: Oh right, so you can control it?

S: Yeah, it was just cos I kept messing around, things like that.

M: Yeah, oh that's interesting. So you know when you're in the zone.

S: Yeah.

M: Ok. Let's think about the future. Do you think about the future sometimes?

S: Yeah sometimes.

M: Ok, some people think it's really scary actually, don't they and some people have got dreams, Lamborghinis, ideas, some people have got career plans and some people have no clue. What about you?

S: I want to become a mechanic in the army.

M: Oh do you? O wow. So do you feel very determined about that?

S: I've always wanted to since I was pretty young.

M: Do you want to put that on the time line? Sounds important.

S: I was like three or four when I really wanted to, cos I remember my great granddad being in the war and my granddad, cos my granddad when he was in the war he had his legs blown off and they used to pull him round in this trailer thing. Still got the trailer even now.

M: Wow and he survived.

S: It's in my shed.

M: That's heroic isn't it.

S: He survived til he was 101.

M: He must've been terrified and he was so brave.

S: That was my great nan's dad.

M: Yeah.

S: I still have my mum's dad, my great nan, don't have my great nan's husband now cos he died in the war, which was my great granddad actually, but I got given all his war medals, and like cos at the minute I havent' got them cos my cousin, or my second cousin or something, one of his kids had this war thing and they wanted to take them in so I sent them down to him and he's got to take a picture cos you don't want to like get them lost or taken at school, so let him take a picture for one day just to show them.

Appendix 7.1.35

M: Gosh it's really in your blood isn't it?

S: And I did when I was younger, I took a picture into school for a project we're doing in history.

M: So how important is all this to you?

S: Really important.

M: Yeah, I can tell. Do you have someone who can help you achieve your goal?

S: Not really. I do talk to my nan and things like that cos she was like, she's nearly 94 now, and she was in World War I and II, she was a [unclear] in World War I and working on the fields in World War II.

M: Maybe there's someone here at school who can get you the right advice?

S: I know, we did have the [unclear] come in. And I know you need basic GCSE in literacy and maths.

M: Are you on track?

S: Hm, for engineering I've got to have think it's maths, science, I can't remember what the other one was. I know I have to have mechanics, but there was another GCSE I had to have but I can't remember what it is.

M: Yeah, so you could check that out quite easily couldn't you?

S: Yeah.

M: You need to know don't you, you don't want to mess up there. So, are you on track to get the GCSEs you need?

S: Yeah I've already been getting loads of different AQAs from the school. I'm still waiting to get my fishing AQA back, um, think I'm doing a cooking AQA and think I'm doing another fishing one that doesn't matter if I pass or fail, cos I've already got it.

M: Ok.

S: I just thought I'd try it again and see if I can get a better score.

M: Oh it sounds like you're really hitting the targets, yeah?

S: Yeah.

M: Well just good luck with that.

S: Thank you.

M: Keep at it. So you've got lots of goals, all these GCSEs. Now then, let's get back to the present. How is it living in your world?

S: It's really good.

M: It's really good, oh great. Could you give me a bit of detail?

S: I live with my mum, and I have three cats and three goldfish.

Appendix 7.1.35

M: Oh good. And you've got all your friends haven't you?

S: Yeah.

M: How important are friends to you?

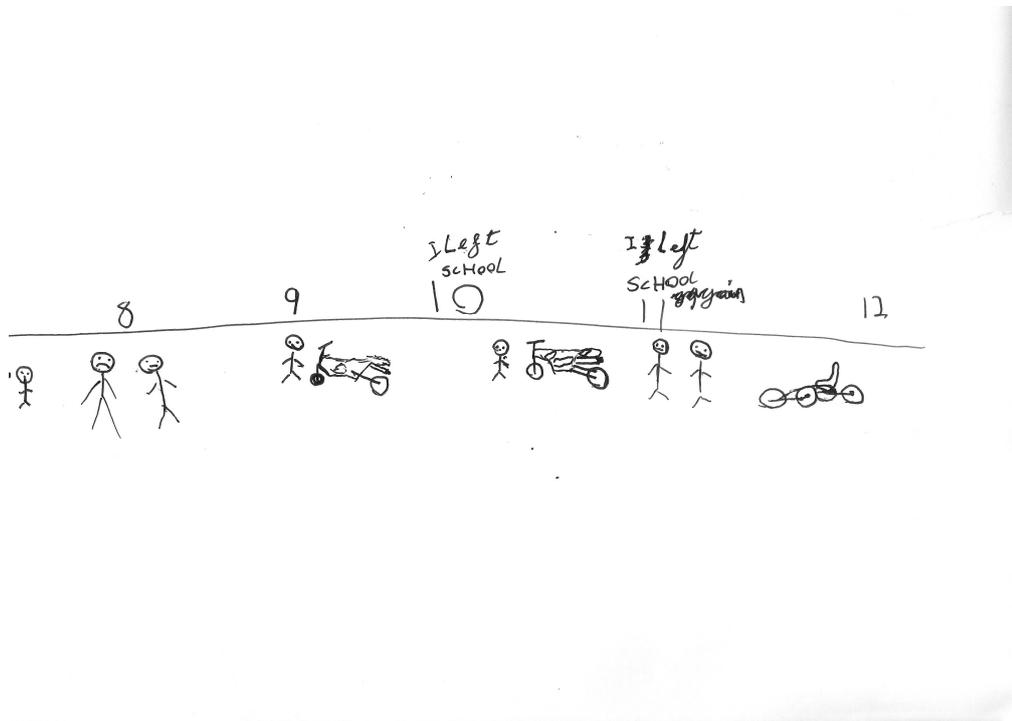
S: Really important.

M: Ok. Alright, thank you so much for explaining all this to me. Is there anything you want to ask me, I've asked you a lot of questions.

S: No.

M: Ok, we're going to do some other things from here now.

Rory's drawing:



Appendix 7.1.36

Rory's post-MT interview

Marion (M): Great stuff, how are you?

Student (S): I'm good thank you.

M: Do you remember last time we had a chat? Yeah, it was quite a while ago wasn't it?

S: Yeah.

M: Ok. And what did you look at last time, did you look at one of these mags or not?

S: No.

M: Didn't you like those?

S: I don't really like reading magazines.

M: Oh you've got your own ones. What are you into then?

S: BMX and stuff like that.

M: Well, is that different to mountain-bikes?

S: No.

M: Ok, well just that one anyway. So you're still into BMXs like you were last time?

S: Yeah.

M: That's good. And are your friends still into BMXs?

S: Yeah.

M: Yes. So nothing's changed there? It's all the same. Very good. When did you start getting into all that stuff?

S: Hm, 'bout four or five years ago.

M: Yeah, was that an interesting part of your life do you think?

S: Yeah.

M: Tell me what it was like when you discovered BMXs, how did that happen?

S: Well my mates and that got me into it.

M: Yeah.

S: We used to go sit down at the skate park and that all day.

M: Yeah.

S: I just started liking it more and more, every time I went down there. So I ended up getting a brand new BMX and that and going down the skate park all the time with my mates.

M: Yeah, fantastic. So mum and dad were obviously great cos they gave you a brand new BMX, so that was nice.

S: I had to earn the money first though.

Appendix 7.1.36

M: Did you? How did you do that?

S: The bike was like nearly 700 quid.

M: Wow. So much money. How did you earn the money?

S: Just doing jobs 'n stuff. I cut the lawn in the summer 'n that.

M: Yeah. Did it take a long time to get all the jobs done?

S: Yeah.

M: So you had to really prove...

S: My dad paid like 200 quid of it and I earned all the rest of it.

M: Did you really, wow! Were you paid at a very high rate or did you do lots and lots of jobs.

S: Just did loads of jobs.

M: Cos you really wanted...

S: I used to wash cars n that.

M: Yeah, so when you go to get another bike, are you always looking at...

S: I've got one at the minute.

M: Have you?

S: Yeah I got it for Christmas.

M: Wow. Is it a lot bigger than the one you had before?

S: Not really. It's about the same size.

M: Yeah.

S: Cos like you don't really want a big BMX to be honest.

M: No.

S: It'll make it even heavier.

M: So you need a light frame.

S: Yeah.

M: I see.

S: Since Christmas I've got loads of new parts 'n that for it. Chains 'n that, so it's lighter.

M: So are you just tinkering with it? Are you good at that? Are you good at fixing it up?

S: Yeah.

M: Ok. How did you learn all that?

S: Through my granddad and that.

M: Yeah. So is that something you're going to keep going with?

S: Yeah.

Appendix 7.1.36

M: Yeah, fantastic. So, how's school been going since I last came here?

S: Good.

M: Yeah, everything good? That's nice. Have you enjoyed school since I came last?

S: Yeah.

M: Can you tell me a bit about it? Has anything been worse or better?

S: Well, one thing that was worse was something that happened last term, where I hit three teachers and I ended up getting home and getting excluded for it and that Saturday after I got excluded on the Thursday I ended up getting arrested for it, so that was one of the bad things.

M: Woh yeah and how did it all work out?

S: I just got put on bail, just got put on final warning.

M: Oh ok. And how did that make you feel?

S: Hmm, don't really bother me. Just know I can't get in trouble for like the next five years.

M: Right. Do you think you'll manage to stay on the right side?

S: I don't want any trouble with the police. It's just that one incident that's all got out of hand.

M: That's right. So do you think now you've come right up to the end of everyone's tolerance you're going to be able to manage it?

S: R's told me now that everytime I get excluded now, I'll get excluded for ten days, so.

M: Yeah. Does it make a difference when they say things like that to you?

S: I've got to be good now.

M: Oh. What goes through your mind when they say stuff like that?

S: Just loads of stuff.

M: Yes. Ok, so now you're on this 'got to be good' thing, do you feel confident you can manage it?

S: Yeah.

M: Good. Have you got people who can help you?

S: No not really but all I'm gonna do is try.

M: Yeah. So it's just down to you now, right?

S: Yeah.

M: Wow, well, good luck, I'll keep my fingers crossed for you. So is there enough respect here in school for young people? Do people understand what it's like to be young?

Appendix 7.1.36

S: Yeah.

M: Yeah?

S: Well some of the teachers do anyway.

M: Ok, do you feel there's a difference between some teachers and others?

S: Yeah.

M: What's that like then?

S: Some teachers just like, if you say something to them or whatever they don't really get what you're saying and that. It's quite hard sometimes.

M: Yeah. So is that the sort of thing that can trigger your frustration?

S: Yeah.

M: Yeah. Do you remember exactly how all that got started last term?

S: It was in my lesson. Teacher and my phone. The teacher told me, was cos my phone kept ringing, someone kept trying to ring me cos they wanted something, I can't remember what now, but then the teacher told me to turn it off and I was turning it off cos I forgot to put it on silent before my class like I normally do, and then another teacher walked in and took my phone off me so I refused to do my work until he give me my phone back then he carried me out the class. So I stomped on his foot, I hit another teacher's hand on the table and kicked another one in the balls. He wouldn't let me out the classroom.

M: Oh I see.

S: He started it and he lied to me.

M: Oh I see.

S: I had good reasons for all three.

M: I see.

S: That's all I kept telling the copper. I had good reason for picking on three of the teachers.

M: And what did the policeman say?

S: I weren't really listening to him.

M: Yeah, ok. So it's hard to manage these things sometimes isn't it. But you're in a position now where you're determined to manage everything really well. That's good. So whatever happens you're going to just sit on your feelings, yeah.

S: Yeah.

M: That's a good idea. Now then, do you want to do a drawing at all?

S: Yeah.

M: Yeah? Let me give you some paper. Got some pens here. What do you want to

Appendix 7.1.36

draw?

S: Forgotten what it's called. My robots I draw with my mates.

M: Yeah, show me what you draw with your mates. So do you like to express yourself through drawing and art and things?

S: Yeah.

M: Tell me about that.

S: Well if it's like raining or whatever I go with my mates and draw big posters and stuff.

M: What do you put on the posters?

S: Loads of like stuff, BMXs, um like characters that we play in games 'n that.

M: Mm.

S: Road blocks man, Yeovil guy, things like that.

M: Yeah and what sort of characters are these?

S: Well, roadblocks man is like a blocky kind of dude, like he's on a game called roadblocks.

M: Yeah.

S: Like you can run around and play sword fights and stuff with him.

M: So he's a bit of a warrior figure.

S: Yeah sort of. But you can do all sorts of stuff on the game.

M: Oh I see.

S: Like paintball, stuff like that.

M: Yeah. Excellent. And what about expressing yourself through music or sport or acting? Do you do that?

S: I listen to all sorts of music and stuff like that.

M: Yeah.

S: I listen to music now.

M: Brilliant. Now, you've been having music therapy with Philippa every week haven't you?

S: Yeah.

M: Yes, so what was that like?

S: It was fun.

M: Great. It was fun. What was fun about it, can you explain?

S: Well, like playing the drums and that.

M: Have you done the drums before?

S: Yeah. My mate's got a pair of drums.

Appendix 7.1.36

M: Yeah. What sort of things did you do? How did it start and did it stay the same every week?

S: Um hard to explain. I'm rubbish at explaining things to be honest.

M: Oh well there's no rush. I think you're explaining everything very clearly today.

S: Normally I'm really rubbish at explaining things.

M: Yeah. Well we've got loads of time and space so have a go. What's it like?

S: It's fun. It's like a good way of expressing your feelings and that.

M: Yeah. Did you get that feeling right from the start? or ..

S: Yeah.

M: Was that something that developed?

S: I got that feeling from the start.

M: Yeah. Oh that's nice. And what did you think when you realised you could express yourself in music therapy?

S: That it was just good. To be honest.

M: Yeah, fantastic. Can you tell me, is a music therapy session different to another lesson or is that the same?

S: Yeah, it's just like, it's hard to explain. Cos normally with music therapy I normally go out of one of my literacy lessons, so cos like in literacy we're doing all boring work.

M: So you go out of the boring lesson to do your drumming in music therapy. So Philippa's like a teacher is she...?

S: Yeah.

M: Or is she different?

S: She's still like different though, she's not making you do work 'n that.

M: What do you do instead of work?

S: Like play drums 'n like play games n that.

M: Yeah. Oh good. Is that why it's fun, cos it's games and drums?

S: Yeah.

M: Yeah. What about listening. Is there any listening?

S: Yeah.

M: Can you tell me about listening?

S: Well like, before like we play drums or whatever we talk about stuff that's happened in the week.

M: Yeah. And what was that like?

S: Good to be honest.

Appendix 7.1.36

M: It was good, yeah. Did you feel you were listened to?

S: Yeah. Better than talking to any teachers or whatever.

M: Really. In what way?

S: Well, like teachers in the Centre don't really listen. So what you say something to someone. Like last term, something happened between some kid and me. I said to R about it and she didn't exclude the kid for what had happened. And it was quite serious. And anybody else would've got excluded for it.

M: Oh I see.

S: So, just the teachers don't listen to you.

M: Hm.

S: Cos I got hit with a chair.

M: Yeah?

S: Struck at the back of the head and R didn't do anything about it. Didn't exclude the child, didn't do anything.

M: How did that make you feel?

S: Really pissed off to be honest, really angry. Cos anybody else in the Centre would've got excluded for it. And he didn't. Which to be honest isn't fair, really.

M: I can see what you're saying. Is that the sort of thing you could talk to Philippa about and she would listen?

S: Yeah.

M: I see. You said you did the drums. Was there enough choice of instruments?

S: Yeah.

M: Yeah? Did you try any others out?

S: Yeah.

M: What did you do?

S: Piano, um, can't think what they're called, can't remember what half of them are called.

M: Yeah.

S: That drum thing that you have to sit on and play the side of it. Um, the xylophone. Can't think of what half of them are called.

M: That's ok. So there was a lot of choice. And did you try lots of them?

S: Yeah.

M: Yeah. And were the drums the thing you preferred the most?

S: Yeah.

M: What did you like about the drums?

Appendix 7.1.36

S: Well I just like playing the drums and that.

M: Yeah.

S: Cos my mate isn't allowed to play that much in his house cos his mum moans and he has to wait til she goes out.

M: Oh I see. So you really had a chance to go for it.

S: Yeah!

M: Yeah, great. That's good. Now looking ahead, would you like to carry on with music therapy once this research project is over?

S: Yep.

M: Yeah, would you like to talk about that a bit more. Why would you like to do music therapy?

S: Um, cos I'm rubbish at playing instruments. I just like music therapy and that. It's just fun and that.

M: Ok so would you do the same sort of things you've done before? Or would you like to try different things?

S: I'd try different things.

M: Yeah? What sort of things might you do?

S: Um, things like try different instruments 'n that.

M: Yeah, lovely.

S: Cos I did miss five sessions last time, cos like my lessons, well I could've got out of, but I would've missed out and try and do my work next time we had that lesson.

M: Oh I see. Was that your choice? Or did someone make that decision for you?

S: That was my choice.

M: Yeah. That sounds like a mature thing to do. How did you feel about missing music therapy sessions on those days?

S: It was good to be honest. Cos I missed like a few music therapy sessions 'n that. So I didn't really have anyone to talk to until like the next session which I only had the last session was the last session I had.

M: Mm. So when you didn't have anybody to talk to, how did that make you feel about music therapy?

S: Just got like bored of stuff 'n that, around school.

M: Yeah. What are you drawing at the moment? So you've done the robot. And who's this? Is that Lunt?

S: Yeah a player that's killed in a sword fight when I jumped on him.

M: So just explain again what's happened in the picture?

Appendix 7.1.36

S: Well, they're playing in gun wars, like basically black ops or whatever

M: Yeah.

S: I was shooting somebody across the pitch and then he ran straight in front of me and I killed him. By accident.

M: Ok, And you are the robot character?

S: Yeah.

M: Yeah. And black ops. That's that new game isn't it, that came out in November?

S: Yeah.

M: Mm. have you got that game?

S: Yeah.

M: It's good is it? You get to kill people.

S: Yeah.

M: Wow.

S: It's funny.

M: Ok. Now, how are you feeling about the future at the moment?

S: Um, take every day as it comes to be honest.

M: Yeah.

S: Everyday's pretty much the same.

M: Yeah.

S: Just a different day.

M: Yeah. So are you feeling positive or negative or neutral about the future?

S: Positive.

M: Brilliant. Can you say a little bit about that?

S: Well, say live life to the full.

M: Yeah, live life to the full.

S: Well, may as well do my lessons 'n that. Cos if not, I get in trouble. Basically just do the same stuff everyday.

M: Yeah. Are you ok with that? The repetitive side?

S: Yeah.

M: Good, good, good. And do your teachers give you some encouragement? Do they support you?

S: Some of the teachers do, some of them aren't very good at all.

M: Ok. And do you think about the future sometimes?

S: Yeah.

M: Do you have an idea of what you might like to do in the future with your life?

Appendix 7.1.36

S: Well, I want to get a job in the army. Be a mechanic. I've been thinking, cos a lot of people only stay in the army from the age of 25 to the age of about 35, 40.

M: Yeah.

S: Well, about 20 to 35, 40. So thinking if I get a proper profession in the army, like mechanic or whatever, I've got a job for when I come out n all.

M: Yeah. That sounds like a really good idea. You've really thought that one through carefully.

S: I've always wanted to be in the army since I was really little.

M: Yeah. Do you know anyone in the army?

S: My dad was in the army. Um, my granddad was in the army. And so was my great-granddad. Well, both my great granddads were.

M: Yeah.

S: My nan was in the war as a landgirl.

M: So it's really in your blood isn't it?

S: Yeah.

M: So that's going to make a lot of sense. And how determined do you feel about that?

S: Very determined.

M: Yeah. Have you been determined for a long time?

S: Yeah.

M: Fantastic. How long have you wanted to do that then, do you think?

S: About six, seven years.

M: Good. And do you know anyone who can help you achieve that goal?

S: My dad.

M: Yeah.

S: A student who's in the Centre, he's trying to join the army at the minute because he's been doing his tests 'n that. Claire 'n that will help me, do the tests and everything.

M: Fantastic. Do you need to get lots of GCSEs to join the army?

S: There's not many I need to get. Well, I have to get basic literacy and maths and then whatever else I need, depends what profession.

M: So that's like quite a big goal for you at the moment then? Fantastic. Good luck with that, hope it all goes well. Do you want to put that goal in your picture anywhere? Now let's zoom back to the present now. How are you feeling today?

Appendix 7.1.36

S: Good

M: It's a good day. Great. It's a nice sunny day actually isn't it. And what's it like living in your world?

S: It's alright most of the time. Sometimes it's not brilliant but...so.

M: Yeah.

S: Most of the time it's alright though.

M: Yeah. Have you got a way of coping with the times when it's not brilliant?

S: Yeah.

M: Can you describe a little bit?

S: I just go out, see my mates and calm down and stuff if I get angry or whatever.

M: Mm. And does that work?

S: Yeah well other than when I'm grounded.

M: Yeah. And how do you manage when you're grounded and you can't see your mates?

S: Punch my ball.

M: Oh. Ok.

S: Smashed up my door and smashed up my knuckles last time.

M: Oh. Ouch.

S: That's how I got cut there, there, there, there, there, there... was all when I was angry.

M: Ok. Did you get the door fixed? No? It's still broken.

S: Mum said I'd got to pay for it. So I told her I'm not doing it. It's only a door and I just covered it with a poster.

M: Yeah.

S: She grounded me. I kept thumping my door. She kept having a go at me and I walked out.

M: Mm. and how did it all come back together again? So that you got back to normal.

S: Just went home later that night. Just went to bed and that. And it was alright the next day.

M: Oh ok. So with enough time it all got sorted, without anyone getting upset?

S: Mmm.

M: Good. Ok. So thank you for explaining what that's like. But the rest of the time it's ok is it?

S: Yeah.

Appendix 7.1.36

M: Yeah, and that's most of the time?

S: Pardon?

M: Is that mostly, mostly ok?

S: Yeah.

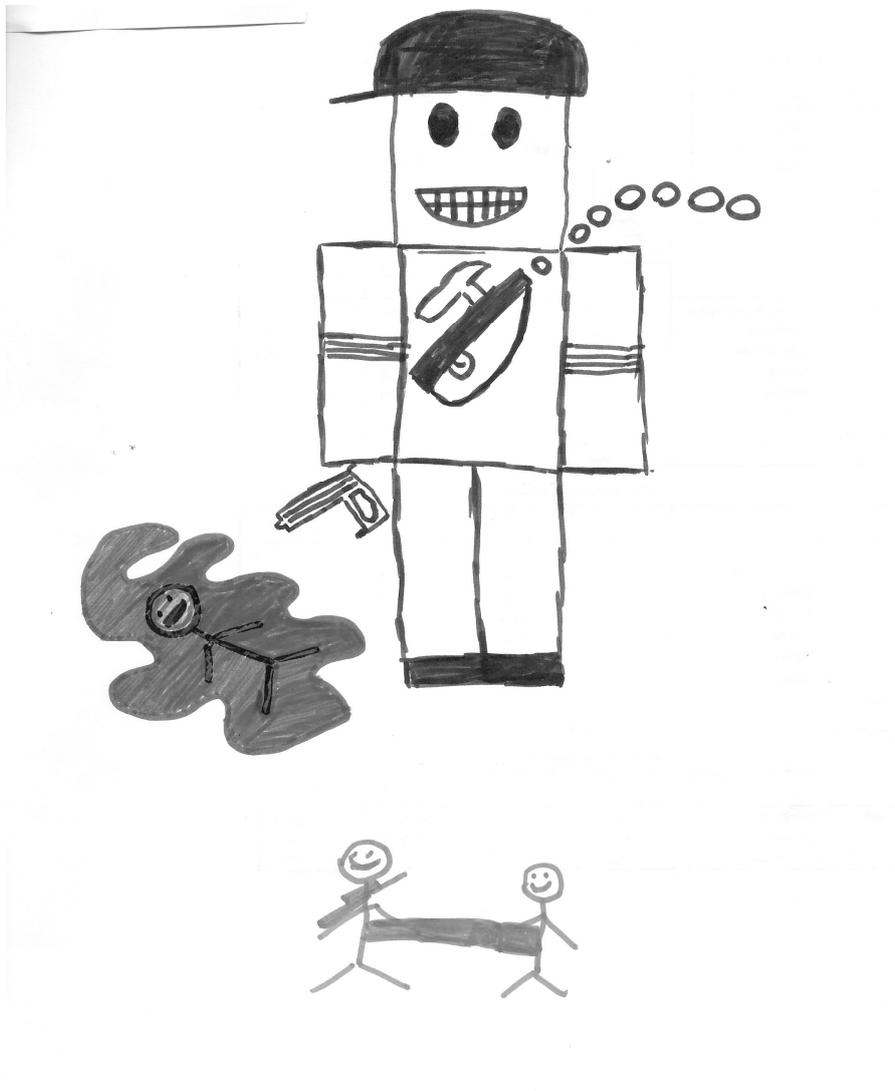
M: Good. That's good. Is there anything you want to ask me?

S: No.

M: No? Ok. That's great. Now then, I don't know if you remember but last time we did some questions and answers, do you remember that?

S: Oh yeah.

Rory's drawing:



Appendix 7.1.37

John's pre-MT interview

Marion (M): How was your summer?

Student (S): Uh, well first it was sleep, cup of tea, X-box, went out for two weeks then bed, bed, bed, bed.

M: You slept through it, great, so you're not asleep now though! I've got some magazines here, someone a bit older than you picked them out for me, I don't know if they're any good. for your age group, what do you think?

S: Not bad.

M: Not too bad?

S: That's a bit fishy.

M: Oh that's a fast bikes poster, oh gosh yes, I don't think we need her do we! No, let's keep that one out! Ok. Cos you know actually one of the reasons I'm here today is to find out what it's like to be your age these days cos obviously it's ages ago when I was your age.

S: What you mean in this school or the Centre?

M: Well yes just generally about what it's like being you. So, would you happy to answer a few questions and say a few things about your experiences, would you? That would be lovely. It's ok to stop at any time but I'd really value hearing your opinions on things, yeah? And it's going to be recorded because I can't write things down quickly enough, ok, so we're recording it and then we're wiping it once we've heard it. Is that ok?

S: Are you recording it on that?

M: Yes. Me and Philippa are doing it together.

S: Oh yeah.

M: Is that alright? Now then, I've also got some pens and paper, I don't know, do you like drawing?

S: Hmm, a bit I don't mind it.

M: Ok, well look, there's lots of pens there and if you want to doodle as we go along that's ok. So which magazine do you like from these?

S: Well, I like this one. This one I always get the issue of cos the last issue came with a sticker that goes on [unclear].

M: Yeah. Ok.

S: I get that issue every week.

M: Ok so when did you first get into that kind of thing?

Appendix 7.1.37

S: My dad goes on motorbike mostly.

M: Oh right, so you kind of like take after him do you, doing motorbikes and that sort of thing?

S: Yeah.

M: I see. So how old were you when you first got into bikes?

S: [sighs] Don't know. When I first started reading that magazine I was four and a half years old.

M: Oh wow, can we sort of put that on a drawing, like over here, like a time line? So do you think that was an interesting stage of growing up would you say?

S: Yeah.

M: Can you remember the big things that have happened between being four and a half and thirteen?

S: I don't know. At about the age of eight my sister she started on weed, drinking and she's got into the more drugs. My mum thinks I've seen too much.

M: Oh I see. Could you tell me a bit about all that? It sounds interesting.

S: Well it all first started when she first ever got drunk, I was only about five and she, mum came back just about that much, and she still had that about an hour later just saving it, cos she'd been going round sipping everybody's. She ended up with a bottle of vodka in the shed. She come out the shed with a bottle of vodka empty, come out, walking all over the place, eyes all over the place, hit the deck, got back up, started pushing everybody about, threw a brick at my head [pause].

M: Did you go to hospital?

S: Cracked my head open.

M: That was a big trauma for you.

S: Not really I'm used to it.

M: Really, have you had lots of that sort of thing?

S: I sat on a ten foot wall with my mate and she pushed me off.

M: Oh really?

S: Cracked my skull, big bit round here.

M: Your poor head. How does it make you feel all that kind of thing?

S: Like shit.

M: Yes. Golly, so are things a bit better now that you're older?

S: Yeah.

M: So how have things changed?

Appendix 7.1.37

S: Well I know more about things, cos I didn't really understand, mind you I didn't know what hemp was.

M: Found out, yes.

S: It was only at the point when they were pulling bits of brick out my head at the hospital I actually realised that my sister was right out of her head.

M: Yeah.

S: Cos she came to the hospital with me cos she was apparently worried, she weren't, she was just wondering what sort of damage she can do later. She ended up picking up someone else's baby and started rolling around with it, she dropped the baby and none too pleased.

M: No, do you see much of your sister now?

S: Yeah she's changed, apparently.

M: So has she got a little bit more sociable now?

S: Could say that. She hits me less.

M: How much older than you is she?

S: She's sixteen and I'm thirteen.

M: Oh. Ok. So that's your family. What about your friends? Do you have the same group of friends that you had back then?

S: The day they're friends with me is the day I'm happy.

M: Ok. So how does all that work out?

S: Well I did have some friends til my sister got drunk, cos we were round at their house and I was just talking to them, we were having a little party, well they don't want to be my friends no more.

M: Yeah.

S: So I grew up without any friends.

M: Oh I see.

S: Don't really want any friends anymore.

M: No. So, when you say you don't really want friends anymore, if a friend came along would you be happy for that person to change your mind about friends?

S: Not sure, it depends.

M: Yeah. Ok [S. colouring] So, do you know anyone who likes bikes, that kind of thing, like you do?

S: Hmm.

M: No, ok. Let's talk about school for a little bit. Do you think there's enough respect in schools for young people?

Appendix 7.1.37

S: No.

M: No, can you tell me a bit about that?

S: What, from me?

M: Well for you, yeah what are your experiences of school and respect?

S: Basically keep out of everybody else's way.

M: Yeah, and does that work for you?

S: Yeah.

M: And do you think that the teachers give enough respect to the young people?

S: Yeah.

M: And what about the other way round?

S: Pupils respecting teachers, don't make me laugh!

M: Ok, so what would you like to change about the way they behave?

S: Well, mostly they swear at the teachers, they don't do their work, they walk out of class a bloody lot as well.

M: Oh right. Do you ever walk out of class?

S: Sometimes.

M: Yeah, do you understand what it feels like when you want to do that?

S: Yeah.

M: Ok. And what about homework and stuff like that?

S: We don't do that here. Not homework.

M: What do you think about that?

S: Thank God! [both laugh] I am [unclear].

M: Ok. And how long have you been at this school?

S: Haven't got a clue to be honest.

M: No.

S: I haven't been counting.

M: Ok. Can you remember where you were before?

S: Uh, I was at Soham Village College before.

M: And how was that different?

S: You have tons of homework a night to do. Uh, you have to call everyone sir or miss.

M: So are you treated better here or the same?

S: Uh sort of better.

M: Treated better? Ok. And what about expressing yourself, can you let down through art or music?

Appendix 7.1.37

S: Last time I expressed myself I tripped over my last headmaster and that was funny.

M: Oh, tell me about that.

S: It was really pissing me off, cos it had been over months. Basically pissing me off giving me extra homework, detentions for no reason, she tripped me up once and said watch where you're going.

M: Ah.

S: I was watching when she was coming and [unclear] and I said "watch where you're fucking going". She expelled me on the spot and I walked out with a fucking smile on my face.

M: I see and so after that you came here, yeah.

S: That's why other teachers are wary of me.

M: Do you want to put any of that on here?

S: No.

M: No. Ok. So the teachers are wary of you here?

S: Mm.

M: Do you get on with some of them better than others?

S: Yeah.

M: Tell me about some of the teachers that you like best.

S: Um, there's a new one called Kevin, I've only seen him twice then I had him for Humanities. And I like him.

M: Oh that's good. And do you know what you like about him?

S: Well, just that he's really kind.

M: Oh that's good. And I suppose then there are some who are not really kind, is that right?

S: There's one that's really posh, yeah, and she makes herself out to be really, really posh. She didn't know the centre was full of children cos we were all being quiet for some reason, yeah cos one of the teachers was playing ping pong, so this so-called posh person come out the bathroom didn't know we was there and went like that.

M: Oh like picking her nose? Oh how funny.

S: And we were all laughing and looked up.

M: That was the end of that. So do your teachers give you encouragement, are they supportive of you?

S: Sometimes.

M: Sometimes, so there are some good things. And do you sometimes think about the future?

Appendix 7.1.37

S: All I know is I think about the future to see what's coming.

M: Ok, I know quite a lot of adults and kids who think the future's actually very scary. Some people have dreams about it, like you know the car they're going to have or something like that, some people have just got ideas, some people have got plans.

Do you have any plans or ideas like that?

S: I'm going to join the army.

M: You're going to join the army? Great, and do you feel determined about that?

S: Yeah.

M: You do, have you wanted to do it for very long?

S: I've been wanting to do it since I joined.

M: Yeah.

S: Since I joined army cadets.

M: Ok. So when did you join army cadets?

S: Um, four or five months, probably longer, probably a lot longer than that.

M: Yeah. Perhaps about six months, beginning of the year, something like that?

S: Yeah, I think it was just before Christmas.

M: Ok, do you want to put that on the time line, is that important?

S: Not really.

M: It's not really important. So do you know anyone who can help you achieve that goal of being in the army?

S: My sergeant.

M: Your serg. Do you get on well with him or her?

S: Well you're not really allowed to call them serg. They're sergeants.

M: Yeah.

S: I'd like to see you go up to him and call him serg. [both laugh]

M: So do you get on well with him, you've got some respect with him.

S: Mm.

M: Good, so is he someone you could put on the drawing?

S: No. You're not really allowed to look at the sergeants on parade.

M: No, alright then. Do you get involved in art or music or acting or sport or anything?

S: No, well I get involved in sport, I go swimming.

M: Yeah, you like your swimming, is that something you're quite good at?

S: Yeah.

Appendix 7.1.37

M: What sort of things do you do swimming?

S: Normal things. Messing about in the pool.

M: Yeah, so who do you go swimming with?

S: Some other kids in the school.

M: Oh yeah as part of the Centre, right? Excellent.

S: [looks at magazines].

M: Now then, so we've talked a bit about the future, back to the present now. What's it like living in your world? Could you perhaps describe what your world's like?

S: Crap.

M: Ok, so give me some detail.

S: [sighs] a lot of stuff going on. All this stuff I've been telling you about my sister is still going on and my other sister's bringing a little girl into the world.

M: Oh I see. So you're going to be an uncle.

S: Yes.

M: Wow, and you're thirteen. Well I'm sure you'll be a wonderful uncle. I bet that little child will really look up to you.

S: I hope not.

M: I should think so, you just wait, there'll be a little face looking up at you adoringly. So, friends you don't think are very important to you at the moment. Is there nobody at all you would consider perhaps an exception to the rule?

S: No. I don't need friends.

M: Ok, that's fine. Well thank you for explaining all that to me. Is there anything you want to ask me, because I've asked you a lot of questions.

S: No.

M: That's alright. Now, what we're going to do next, is....

Appendix 7.1.38

John's post-MT interview

Marion (M): How's everything at the moment with school, are you enjoying school?

Student (S): Mm.

M: Yeah? Good. And how's it been since we last had a chat, has it got better or worse?

S: It's alright.

M: About the same, yeah? Ok. Is there enough respect in the school for young people would you say?

S: Yeah.

M: You're happy about all that.

S: Yep.

M: Ok, good. Do you want to do a drawing by the way? No? Alright, that's fine. How do you express yourself? You're not into drawing. What about art or music?

S: Boxing.

M: Boxing, right. Do you do matches?

S: [unclear] ...doing silver.

M: What level is that at?

S: Dunno.

M: Is that like regional or local or national?

S: Regional.

M: Ok. Do you have to train very hard to do that?

S: Not really.

M: No?

S: I only have to start the basics cos I used to be getting gold medals just like that.

M: Really?

S: I quit boxing for a while.

M: Yeah, and now you're back on to it. So did you change your mind or something?

S: Yeah.

M: What was that all about that then, was that because you were maturer?

S: Yeah. I thought going to karate was good but found out that going on black belt ain't easy.

M: So you then got back into boxing?

S: Mm.

M: Yeah, and do you have the same coach that you had before?

Appendix 7.1.38

S: Yeah.

M: Do you have to be really disciplined with the training and stuff?

S: Not really. They don't discipline you that much, I just do it.

M: Yeah, ok. So do you do it like everyday?

S: Thing is the person that's teaching me was taught by my father.

M: Oh right.

S: So really he's trying to impress my father. By teaching me.

M: And how does that make you feel?

S: Alright. Because he's doing very well.

M: Ok, good. Is your dad happy as well?

S: Yeah.

M: Yeah, good. Do you do it everyday?

S: Er, pretty much yeah, if I'm not there I'm at the gym which is next to it.

M: Yeah. So is there a lot of pressure on you?

S: No.

M: Or do you put pressure on yourself? Not really? Ok. Great. And what about music and things like that, acting and stuff. Are you into that at all?

S: No. I like playing drums and guitar and stuff.

M: Yeah. Ok. And you've been doing music therapy with Philippa haven't you?

S: Yeah.

M: And what was it like?

S: Alright.

M: Yeah? Good. So can you tell me a bit about it? What did you do?

S: We did all sorts.

M: Mm.

S: All sorts really.

M: Were there any bits of it that you liked more than others?

S: Dunno. The drums.

M: Yeah.

S: Thing is I did like going around with the kazoo, that was quite fun.

M: Oh, what's a kazoo?

S: What d'you mean, what's a kazoo?

M: Just remind me, is it like a drum?

S: Well you make noises through it, you don't blow through it you make noises and it makes a weird sort of duck noise.

Appendix 7.1.38

M: Ok. Is that something you really like? Yeah. Good. How many kazoos has she got?

S: She's got like her own gold one, think she's got four or five of them.

M: Ok, do you always choose the same coloured one or, does the way they look matter?

S: I don't really care.

M: No, but you like the sound of them though. Mm. Good. And is it different to other lessons, music therapy? No...

S: Yes! It's a lot of fun.

M: Oh good. And in what way is it kind of fun? What was fun?

S: Well it's better than maths cos you don't have to do equations. It's better than literacy cos you don't have to do any writing. It's better than ICT cos you can just do whatever you want without anybody looking over your shoulder.

M: Yeah right. And did you feel listened to?

S: Yeah. She likes listening to me a lot. She listens to what my problems are and stuff.

M: Oh ok, was that good? Did you like that bit of it?

S: Mm.

M: Good. Was there enough choice of instruments?

S: Yep.

M: Yeah, good, ok. So those things were good. What was more important, the listening bit or the instruments bit?

S: Mm, both. Bit of both.

M: Ok. So could you say a little bit about why they're important?

S: If you got nobody to listen to you then you got nobody at all.

M: Yeah.

S: But if you got somebody to talk to and listen to you, then you got a say and that's the way you get on with life cos you just keep bottling it up, you're just gonna let it go out 'n really.

M: Yeah.

S: I done that once at my old school cos I kept bottling up all these bullying. In the end I went like fucking mad at him and he was hospitalized for eight months.

M: Oh really.

S: He hurt his head.

M: How did it make you feel?

Appendix 7.1.38

S: Well at the time I was quite happy to have stood up to him.

M: Yeah.

S: But...

M: Did the way you feel about it change as time went on?

S: Mm.

M: That's understandable isn't it, yeah. So how do you feel about it now?

S: Well I got a restraining order on me so I was kicked out of school for partly that reason as well. I'm not allowed within two miles of him.

M: Yeah.

S: He got me a fine. I was put in one of these sort of like children homes that act like a jail thing.

M: Yeah.

S: I was kept behind bars.

M: Really? So things are better here now aren't they?

S: Yeah.

M: So what's good about being here?

S: Well it ain't bad. The bullying here ain't that bad.

M: Good. Would you like to carry on with music therapy in the future, after the project?

S: Yeah.

M: What sort of things would you like to do next time you go?

S: What sort of things would I like to do? Um, what would I like to do?

M: Yeah, which part of music therapy would you like to carry on with?

S: Er, all of it I've been doing.

M: Yeah, just carrying on with the same way.

S: Yeah.

M: All of it was good. That's lovely, good. How are you feeling about the future?

S: Um.

M: Are you more positive or less positive or about the same?

S: More positive.

M: Bit more positive? That's nice. Anything in particular that you're feeling positive about?

S: No.

M: It's just a feeling, great. Do your teachers give you encouragement? Do they support you here?

Appendix 7.1.38

S: Yeah.

M: Good, and do you think about the future and plans. Do you have any ideas about what you might want to do?

S: No.

M: Not yet, no. I expect that'll come, won't it. Ok. Now what about the present? How is the present? Is it good or not so good?

S: What present are you talking about? Christmas present?

M: The now present!

S: It's alright.

M: Ok. So do you remember last time we did these questions and there are answers on these cards.....

S: Yes.

Appendix 7.1.39

Giles's pre-MT interview

Marion (M): Hello! Are you into sweets? I'll put them here. Are you into magazines?

Student (S): Yeah.

M: Yes tuck into the magazines and sweets. What are we doing today? Well, I'm kind of like having a chat with everyone and it's really just to see what it's like being your age in today's world, ok. Cos it's too long ago for me to remember what it's like and the world's moved on a bit since then so it'd be really interesting to hear a bit about your experiences, yeah? And I'm recording it cos I can't write fast but once I've heard it again I'll just wipe it, is that ok?

S: Uh-hm.

M: Yeah? So it'd be great to hear about your opinions and things. So what are you into? Do any of these magazines hit the spot where you're concerned? We've got some dirt-biking, some quads, we've got street art, fast cars, Lamborghinis, all that kind of thing. Which one did you pick? Oh the dirt-biking one.

S: [unclear]

M: How long have you been into that?

S: Um, just no dirt-bike ones, I'm more into dirt-bike.

M: I think perhaps somewhere, um, that one? Well there was a dirt-bike one, I wonder if somebody's taken a shine to it, maybe it's under here? That it? Fast bikes, there's one called Dirt somewhere. What's the front cover of that one like? Oh yeah that's called Dirt. Is it not about dirt-bikes though?

S: No.

M: No, oh that's weird isn't it, cos I thought it would be. What's the difference between that?

S: That's BMX and that's mountain-bikes.

M: What's the difference between mountain-biking and dirt-biking?

S: Dirt-bikes have got engines and mountain-bikes haven't.

M: Oh yeah, well that's a big difference isn't it? I quite see how you find that different! So are your mates into the same things as you?

S:Mm.

M: Yeah? Have you been into the same stuff together for a long time?

S: Sort of, yeah.

M: Yeah? Can you remember when all that started?

S: Ages ago, I've always liked dirt-biking.

Appendix 7.1.39

M: Yeah. How old would you have been when you first got your dirt-bike?

S: Eleven.

M: Eleven? Gosh.

S: No I was younger, ten.

M: Ten wow, can you remember what it felt like?

S: Um, no. Exciting I think.

M: Yeah. And did you have to wear a helmet and all the gear?

S: Yeah.

M: And did you mind?

S: No don't mind.

M: Do you like drawing?

S: Sort of.

M: Do you want to do a time line or something with when it started and where we are now?

S: Not really no.

M: Not really oh that's ok. Right so did your friends start at the same time, when you were about ten or had they been doing it before you?

S: Sort of.

M: Yeah.

S: I've been doing it before them.

M: Mm. Ok, so they sort of copied you, did they? Yeah? You're the leader. And what are they all doing now, are they still into it now?

S: Um sort of. Do it at school now.

M: Yeah, are there other things they're into as well?

S: Um, sort of yeah.

M: And you, are you into other things as well?

S: No.

M: Not really, so there's a bit of a difference, yeah. So have you decided not to go off with them? What kind of things did you decide not to do then?

S: I don't know.

M: Don't know, quite hard to talk with that in your mouth [both laugh] Well that's ok. Sure I'll still understand you! Alright then. What about adults? Do you think adults give enough respect to kids and young people?

S: Mm.

Appendix 7.1.39

M: You do. Is it good here? Are they respectful?

S: Yeah.

M: What about the other way round? Do the young respect the adults enough?

S: Sometimes.

M: Yeah, can you think of anything that stands out in your mind as a good example of what you mean?

S: When teachers say can you do this work and the kids tell them to fuck off.

M: Oh yeah, what do you think of that?

S: Well if I was a teacher I'd have told them to go, I'd have told them to.

M: You'd have made a suggestion, what they could do.

S: Yeah.

M: The teachers probably are more professional aren't they and they don't give that kind of response, yeah. So what do you think of the kids who say that?

S: Nothing really.

M: Do you understand why they feel like that?

S: Yeah.

M: Yeah, how can we help it, make it better for them?

S: Don't know.

M: Don't know, there's not an easy way round it really.

S: No.

M: No, ok. So it's quite interesting that you talk about that. Have you got any other things that you remember about school that stands out in your mind?

S: No.

M: No, ok. How long have you been at this school?

S: About a year.

M: Mm. Is it very different to your last school?

S: Sort of.

M: Yeah, in a good or bad way?

S: In a good way.

M: Yeah so you're quite pleased. What's good about it?

S: That there's different, you do more things. It's a smaller school, hasn't got so much people.

M: Yeah, and what was your other school like?

S: Like about 800 people in my year.

M: In your year? That's huge isn't it. How did it feel being in such a huge school?

Appendix 7.1.39

S: Crowded. Squashed. And when we went to the dinner hall there was always fights cos it was too crowded.

M: Yeah. And you're feeling really hungry there I guess.

S: Yeah. So people just walked out cos they couldn't be assed to go to the dinner hall.

M: Is that one of the main problems of that school or were there other things?

S: But at this school there's only a little, like sixteen pupils and that, it's a lot easier to go the canteen and get food.

M: So all those things are managed better, yeah. So if the other school had better management, do you think it would have been better?

S: Mm.

M: Or would the size still have been a big problem?

S: Would have been a problem.

M: Yeah. Were the classes big as well, did you have lots of kids in each class?

S: Um yeah, about 31 people in one class.

M: Wow, what was it like trying to learn with all those people?

S: Oh I didn't really want to learn so was alright.

M: What did you do then if you didn't want to learn?

S: I drewed, then if I got really annoyed with anyone I just went over to them and pushed them off their chair or something.

M: Ok. Yeah.

S: But they always gave me a headache and that was really annoying.

M: Cos it was noisy? Yeah. Like a migraine? Was it a really bad headache?

S: Mm.

M: Do you still get headaches?

S: No. Not anymore.

M: Was the lighting funny there as well? Do you think that made a difference?

S: What?

M: The lighting, cos sometimes lights can give you headaches can't they.

S: We never used to have the lights on.

M: Oh I see, so it's quite good to leave that other school behind. Ok. So what about expressing yourself. Do you have any interest in music or art or sport or drama?

S: Sport.

M: Yeah? Can you tell me about that?

S: Well, rugby football, mountain-biking, dirt-bikes.

M: So you're really active aren't you. Are you competitive as well? Do you like

Appendix 7.1.39

winning?

S: Mm yeah. When I'm going go-karting I always win.

M: Do you? Oh wow!

S: You know the boy that come here last? I lapped him several times.

M: Golly.

S: And he was in a faster car than me. You've just got to have a lot of guts to put your foot down and just not keep on breaking.

M: Yeah, so you've just got to be fearless?

S: Yeah and if you crash, you crash.

M: Do you crash?

S: No.

M: Have you ever crashed?

S: Yeah. The first crash I had was really bad, I was doing about 60 on this go-kart and this boy come straight behind me and I could see him and I looked round to see where he was, and he went to overtake so I speeded up then I saw a sharp corner go like that and I come round it and put my back end right out and he smashed right on my back end and the kart's flipped and I went in the cones.

M: Oh wow. And how were you hurt?

S: Think I broke one of my knuckles, cos I saw the cones, and as everything was going I was like that.

M: Yes so you had time to protect.

S: But I hit my knuckles.

M: Well done.

S: And I still carried on.

M: Not that day though?

S: Yeah, I went into the pit, got a different kart then went straight on. I come second.

M: Wow, didn't you feel dizzy or something?

S: No.

M: No?

S: The only problem was my knuckles.

M: Cos of the pain, yeah.

S: But it was in winter so it was alright cos it was like an ice-pack going on to it.

M: Oh so you were so cold, you couldn't really feel it. And you still came second, and then you went to hospital to get your hand sorted out did you?

S: No.

Appendix 7.1.39

M: No?

S: No, a week later and then I found out it was broken cos it came up really swollen.

M: Yeah it would be like a football, wouldn't it. Yeah,

S: And I was writing with it and I didn't think it was broken. Then I went to the doctors and they said it was broken.

M: Wow, so you don't feel pain that much?

S: No. I broke both of my thumbs.

M: Did you? How did you do that?

S: That one I broke first, I can feel that one's broken, it's bent that way and that one's straight.

M: And did that one hurt when you broke that?

S: No I hardly knew it was broken cos when that one done the first time breaking my thumb it really hurt cos I was trying playing on the trampoline and I jumped up, grabbed hold of my brother and slammed back and he went straight onto my thumb and it cracked. Then the other one I was playing ice hockey and I had these gloves on and someone's sliced the puck and it went straight into my hand and it stuck. You don't have no padding on your thumb and it slipped out my hand and hit my thumb, and it snapped.

M: Wo, so you weren't aware of that, you must've heard it snap?

S: Yeah.

M: Ouch and are they normal your thumbs now or do they do different things?

S: Not a problem now.

M: Yeah, they're fine.

S: Yeah.

M: Gosh. So you're a real character, you're a fighter.

S: I still beat that lad, he was three laps ahead of me and by the time I got to the pit he'd already done three laps and then I lapped him and won and come second, I was that close to winning and this boy came right from behind.

M: And did you get to talk to him afterwards?

S: Who?

M: The guy.

S: I was gonna punch the guy who hit.

M: You punched him?

S: I was going to.

M: Oh yeah?

Appendix 7.1.39

S: But my knuckle was well broken.

M: Yeah.

S: Cos it was caning and it was his fault. I was on the right side, he was on the left. And he's got cranked right into me.

M: Yeah so did you ever get a chance to?

S: No, I re-matched him a month ago, I won. And he tried to sting me out then and I accelerated and went straight into.

M: So it's real rivalry for it, isn't it?

S: Yeah.

M: Wow. Do you see him outside matches and things?

S: No. I was entered into the British Schools Championship for go-karting, out of 300 schools we come second.

M: Did you?

S: Yeah.

M: Wow. So are there people keeping an eye on you as a talented, up and coming person?

S: Sort of.

M: Mm.

S: But when I was first started I weren't sure to carry on karting or just stop? And I carried on and I got my first trophy out of karting and then I carried on more and now I've got like seventeen trophies and about six medals.

M: Yeah so that's really exciting isn't it. So you can't be bored of it now?

S: No, and I do mini-banger racing.

M: Yeah? Is that just as good?

S: I've got two trophies for banger racing. That hurts though.

M: Does it?

S: You've got nothing, all it is the steering wheel and just a foot levers, no handbrake or anything.

M: Oh wow.

S: And a fire extinguisher in here.

M: Oh wow, primitive [both laugh].

S: Yeah.

M: Why do you like doing that? Couldn't you get into Formula One or something instead?

S: No, cos I'm not old enough.

Appendix 7.1.39

M: Oh I see.

S: I'm only just old enough to do banger racing.

M: So you've got to keep going.

S: And I've won my first race now.

M: Yeah.

S: And I got a roll cage on it so it doesn't collapse if I roll.

M: Oh I see, right, so that's good. So do you have to have your own banger then?

You take your own car with you?

S: Yeah, strip 'em and everything.

M: Yeah, so do you know about the mechanics side of things?

S: Yeah.

M: Oh wow, that's clever, how did you learn all that stuff?

S: My mum.

M: Your mum's good at mechanics?

S: Yeah she's a mechanic.

M: Oh that really helps.

S: She's a qualified mechanic.

M: Yeah, so she's taught you everything has she, right, oh that's so cool, wow, I bet there aren't many lads who've got a mum who's a mechanic.

S: No.

M: No, so have you still got stuff to learn about mechanics or do you?

S: No I know everything about the engines, I can strip 'em, and put 'em back together.

M: Can you design them?

S: What, make my own?

M: Well kind of like, customise it or something?

S: Yeah. I've re-mapped mine. I've re-mapped my engines, like four times and it's well quick, for banger racing. They're minis are like [slow] and I'm zoom [sound effect].

M: Excellent, and that's ok then it's in the rules and everything you can just do that.

S: Yeah. P's got nuts on 'em so a fart comes out every so often. [adds sound effect]
Then when they hit you your car flips.

M: What do your mates think of you doing all this?

S: Well my mates do the same as what I'm doing and they come round mine most days and sort out their car or my car.

Appendix 7.1.39

M: Yeah.

S: And then we race and then whoever goes into the final, goes to the final derby and then do it like a rally derby, Loads of cars going round like in a circle, they're all facing each other and you just floor it and go straight into each other, last car to survive. So if my engine cuts out I'm out.

M: Wow, that's so impressive isn't it.

S: Yeah and then the monster trucks come in and I hate it, you've got to like floor it round them.

M: So what about, when there's damage on yours, is it really expensive getting it better again?

S: No.

M: Not really.

S: Unless your engine's a total right-off.

M: Yeah.

S: And then you got to get a new car cos if a monster truck hit you you don't stand a chance.

M: And what about insurance?

S: You don't have to have insurance for it, or a licence the kind I do, cos it's on private land and stuff.

M: Ok. So you don't insure it if it gets damaged or anything like that.

S: No cos you can't drive it on the road or anything.

M: No I don't mean like for the road but supposingly you killed someone, would it be a problem that kind of thing?

S: No. No one dies, they can't cos it's got a roll cage in it.

M: Oh ok.

S: You can stand up a lorry and put a lorry on a roll cage and it won't snap.

M: Ok, that's really impressive. Let's get back to school for a minute, although this is really interesting. Are your teachers encouraging?

S: Yeah.

M: And do they support you?

S: Mm.

M: Can you think of some examples of where you felt supported by teachers?

S: No. When I was in a fishing match and everyone was fishing, they were cheering us on. Then when we went go-karting for the British School Championship loads of

Appendix 7.1.39

teachers, the Head teacher was cheering us all on, it just help us getting our focus and then we can try and win on it.

M: So it made a real difference.

S: Yeah.

M: That's a really nice thing. And what about the future now, you've got all these things going on, your life is buzzing, do you think about the future sometimes?

S: Yeah, I wanna fly jets. I've been putting my head down like these last few weeks now cos I want to get some good GCSEs and stuff so I can get a decent job. So I might like have to stop doing all my hobbies and stuff and try and work.

M: Oh right cos you're determined, are you?

S: Yeah.

M: Yeah, so how long have you wanted to fly jets?

S: Um, since I was little.

M: Oh right, ok.

S: For the army and stuff. I want to be a pilot.

M: Oh I see, RAF cadets then.

S: No I don't want to do cadets.

M: No?

S: No.

M: Why's that?

S: No I'll just wait til I'm sixteen and just join the army.

M: And just do it. I see. Do you need anyone to help you get your goal?

S: No I just got to basically put my head down and tell my body I can do it.

M: Yeah and just...

S: And when I'm riding like six miles everyday I got to get up early like when I'm nearly 16 and just want to train, running and stuff

M: And really go for it. The physical side, yeah, wow. This is good. Well I think you're an exciting person. Could you summarise what it's like to live in your world for me?

S: Fun.

M: Yeah. Ok.

S: Um, sometimes it's not good.

M: Mm. Can you say a bit more about that perhaps?

S: What?

M: When you say sometimes it's not that good, what sort of things happen?

Appendix 7.1.39

S: Um, well my uncle's just gone into hospital and he's just had a relapse last night.

M: Oh I'm sorry about that.

S: And he didn't make it through so.

M: He didn't make it through?

S: He did.

M: Oh he did, oh good.

S: Hope he makes it.

M: So fingers crossed.

S: Yeah.

M: Right, ok. What about friends, do you tend to keep your friends or do you change friends a lot?

S: Well, if a friend like don't wanna be my friend no more I'm like get on with it then, bye. I don't really. A real friend will stick by a friend.

M: Yeah.

S: And they'll support people and stuff so.

M: Yeah. Ok, and so that's great. Now I've asked you loads of questions is there anything you want to ask me about this at all?

S: No.

M: No, ok, now I've got some questions to fill in now.

Appendix 7.1.40

Giles's post-MT interview

Philippa (P): G is needing chocolate!

Marion (M): Great stuff. Hi, it's ages since I talked to you isn't it?

Student (S): Yeah.

M: It's lovely to see you again. So can you remember which magazine you looked at last time?

S: No.

M: Did you look at any of them?

S: I looked at that one did I?

M: We've got drumming some ones and motorsport, quad-bikes, fast bikes, dirt-bikes, loads of different types of bikes. Are you a bike person?

S: Motorbike person.

M: Yeah?

S: I like these sort of bikes. Jump-bikes.

M: Now what's the difference between a jump-bike and a mountain-bike?

S: Er, mountain-bikes are for going up dirt and rough things what you can't get up on a bike, and a BMX is made for doing jumps and tricks n stuff.

M: Oh like ramps, so it's a bit like, if I imagine a skate-board park but bigger, is that the kind of thing you mean?

S: Yeah sort of.

M: Can you do all that?

S: Yeah.

M: Oh wow. How high do you go?

S: I get up to about five metres in the air.

M: Really? Where do you do all that?

S: It's called, oh, what's it called. San something.

M: Ok, yeah, and who do you do that with?

S: Just on my own. Sometimes I do it with my mates and sometimes I do it on my own.

M: Are you in a team or anything, is it something you can compete on?

S: Er, yeah. When you do BMX racing. That's hard but yeah you can. I don't do it. I do motorcross-racing.

M: So what's motorcross?

S: Dirt-bikes.

Appendix 7.1.40

M: Ok, so that's what you do. How long have you been into all that, is it new or have you been doing it a long time?

S: I've been doing it since I was six.

M: Oh wow. So you know... are you going to take all those?

S: Yeah.

M: Oh that's not very good.

S: She owes me anyway.

M: Does she really. Why's that?

S: Cos she missed out one of my lessons today, so I'm keeping these.

M: Oh I see and did you want to go to that lesson a lot then?

S: Yeah.

M: Which one was that?

S: And she's let me down twice now.

M: Really? That doesn't sound like Philippa. So, what was music therapy with Philippa like?

S: Er, alright, yeah.

M: Can you tell me what you did? I've never done it. I don't know what it's like.

S: Er you go on the drums and [unclear]

M: Which bit did you like best?

S: Um, drums.

M: When she was talking with you, did you feel like you were really being listened to you?

S: Yeah. Just pisses me off when she lets me down.

M: Oh I see.

S: It's annoying.

M: Oh I see. Can you think of some things that stand out in your mind as things you remember?

S: Like what?

M: Good things, bad things, special things.

S: No.

M: Not really. Was there enough choice of instruments.

S: Yeah.

M: Yeah? Ok, good. And which instruments did you like apart from the drums?

S: Guitar.

M: Electric?

Appendix 7.1.40

S: Bass.

M: Have you done electric bass guitar before, yeah? So you knew how to play it?

S: Yeah.

M: Did you know quite a lot of songs.

S: Sort of, yeah.

M: Did Philippa know the songs too?

S: Mm.

M: Oh good. So she didn't let you down in that way?

S: No.

M: No, good. Was it just small things where you felt let down?

S: Mm.

M: Well that's a shame, but these things happen sometimes. Looking ahead, would you like to carry on with music therapy once the research project is over?

S: Yeah.

M: Yeah, would you like to say why?

S: Cos it's fun. It keeps you out of trouble. Basic skills are boring.

M: Oh ok. Do you get into trouble in basic skills?

S: Mm.

M: And not in music therapy.

S: No.

M: Right. Great. Is there anything else you like about music therapy?

S: No.

M: And how are you feeling about the future? Are you feeling positive?

S: Yeah.

M: Yeah, can you say a bit about that?

S: Um, well I've started working at my mum's garage and I've started fixing motorbikes n stuff for people. I'll get a decent job from it.

M: When did you start working at your mum's garage?

S: Um, last year.

M: What like December?

S: It was just start of last year.

M: How long have you been working there now?

S: 'bout three years now.

M: Yeah, so that's quite a long time and you like fixing.

S: Cars 'n stuff.

Appendix 7.1.40

M: Are you very busy?

S: Sort of. When I can be assed to go down there. If I'm not skint I don't go down there.

M: Oh don't you. You just turn up when you need some cash?

S: Yeah.

M: Yeah, is it quite well paid?

S: Yeah.

M: So don't you like getting money all the time?

S: No cos I like to fix my motorbikes 'n stuff but I like to do a lot of stuff on the motorbikes. And if I'm always doing mum's cars, when I go to races I got to make sure my bikes are alright.

M: Do you kind of experiment on your bikes a bit as well? Is it like a lab?

S: Yeah.

M: Have you found anything that's good?

S: Yeah I put a new, I raced it last year, and that's really good, and put a new air filter in it last week and it sounded a lot more better. Now I got to get a refurbished exhaust cos the other one is really rusty and now it doesn't rattle. So just lots of stuff.

M: Brilliant.

S: I jet-wash it down nearly every week. Or twice a week, to like stop it rusting and then once I've washed it down I take all the engine apart, re-oil it and put it all back together.

M: How long does that take you?

S: About four hours.

M: Wow and you do that every week?

S: Yeah, twice a week.

M: How does it make you feel when you've done it?

S: It just keeps it nice 'n tidy. Cos it doesn't rust and it lasts longer.

M: Yeah. So then when you're riding it, you must feel really good knowing it's as good as it can be.

S: Mm.

M: Now, do you get encouragement when you're here at school?

S: Yeah.

M: Yeah? Are the teachers supporting you?

S: Yeah.

M: Good. Do you think about the future sometimes?

Appendix 7.1.40

S: Mm, yeah, sort of.

M: Say a bit about that?

S: Um, well I think what my career's gonna be like, when I'm older. And like am I gonna get enough, gonna leave school with enough GCSE level, like that.

M: And so do you feel determined about that kind of thing?

S: Yeah.

M: Yeah, that's really good. What do you think you might do when you leave school?

S: Be a mechanic on dirt-bikes.

M: How long have you wanted to do that?

S: Since all my life.

M: Wow. And do you know people who can help you?

S: Yeah.

M: It's probably going to happen isn't it. Great. Now would you like to do any drawing?

S: No I'm alright.

M: Ok. Let's get back to the present now. What's today like for you, how are you feeling?

S: Alright.

M: Good! What's it like being you, living in your world?

S: Fine.

M: Yeah, ok. How would you describe it, just so I can understand what it's like to be you?

S: Don't know.

M: Ok, well that's great. Now then, what we'll do now.....

Appendix 7.1.41

Luke's pre-MT interview (No post-MT interview)

Marion (M): How long ago was it when I saw you last, something like that?

Student (S): Yeah probably.

M: We've had the whole summer since then. That seems a while ago now. Did you have a good time in the summer?

S: S'alright.

M: Yeah? Did you do anything different?

S: No.

M: Well this morning, the whole point of us talking together is because I want to find out what it's like to be your age in the world of today, if you see what I mean, because I can't remember what it was like to be your age, quite honestly and even if I could it'd be really different now wouldn't it. So, would it be alright if you talk a bit about your personal experiences?

S: Like what?

M: Well, stuff that happens in your everyday life really. Just so I know what it's like to be your age in the world today. Would that be ok?

S: Yeah [yawns].

M: Ok thank you. If you want to stop at any point that's ok but I'd really like to hear your opinion on things. Is that ok? And cos I can't write fast, Philippa's recording this for me and then once I've listened to it again, it'll all be wiped, is that alright? Yeah? No one else will hear it. So I went to WHSmith and got some magazines, there was somebody about 18 there, a guy who helped me, I don't know if any of these are right for your age group, what do you think? Is that about right for your age group?

S: No.

M: No? Um, this one might be a bit better for your age group. Perhaps you could tell me whether he got it right or not. [long silence] Um, there's one on drumming. There's one called Edge which is about Lamborghinis and things. Um, are you into quad-bikes?

S: Bit.

M: A bit yeah? Are your mates into quad-bikes?

S: Yeah.

M: Hm. Have you been into quad-bikes with your mates for a while?

S: Been into them since I was three.

Appendix 7.1.41

M: Since you were three, oh wow. So what's it feel like to be on a quad-bike? I've never done it. Would I be scared?

S: Dunno.

M: Ok, do you think I'm too big?

S: No.

M: No, right. And so is the whole point to go really fast?

S: Yeah.

M: Yeah? Ok. And do you have to wear crash helmets and things?

S: Yeah you have to.

M: Right, so do you have all that gear as well?

S: Most of it. Can I go back to my lesson now?

M: Well, I was just wondering if you could tell me a few things about what it's like to be your age? And so do you have the same group of friends that you've always had when you got into quad-bikes?

S: Yeah [yawns].

M: Yeah? Ok. So that hasn't changed really.

S: Can I go back to lesson now? I'm going back to lesson.

M: Are you going back to lesson?

S: Yeah this is shit.

M: Do you know where you are? [opens door]

P: Alright?

S: I'm going back to my lesson.

Appendix 7.1.42

Matthew's pre-MT interview

Philippa (P): Just give it five minutes.

Marion (M): Tuck in. Here are the magazines. That's a brand new one, that isn't brand new but new for today

Student (S): Have you got like?

M: There's a quad one somewhere.

S: Read that one.

M: Right, so how are things with you?

S: Fine.

M: Was your summer good?

S: Yeah it was alright.

M: That's good, ok, now then today were going to have a bit of a chat because I'm trying to find out what it's like to be your age in today's world.

S: Fine.

M: Ok, cos I could try and remember what it's like to be your age but it's quite a long time ago for me, yes? And it would be different now anyway cos the world's changed. Ok, so would you be able to talk about your personal experiences a bit and help me out with this?

S: What d'you mean?

M: Well, what it's like to be you in the world today, sort of thing, so I can get a picture of your age group.

S: I dunno.

M: Would that be alright?

S: It's just normal, it's just like being an adult.

M: Right, well that's the kind of thing I'm interested in.

S: Rather than work it's school and rather than staying in the house we're going out.

M: Ok, well that's exactly the kind of thing I'm interested in. So that'd be great. So, it's alright for you to stop at any point if you want to but your opinions are really interesting to me, ok?

S: I want one of these chairs.

M: They're good chairs actually!

S: Can I take one of these? [sweets]

M: Yeah, cos I can't write fast

S: Neither can I.

Appendix 7.1.42

M: Can't you, oh well you and me are the same, we're recording it but it's going to be wiped once I've listened back over it, ok?

S: Mm.

M: Alright, and also I've got some paper here and there's a black pen there and colours, so if you want to doodle or put cartoons as we go, or stick men or whatever then that'd be fine, alright. So which magazine did you choose in the end?

S: You haven't got any of the proper, like what I do.

M: What do you do?

S: Motocross.

M: Oh motocross, right. How long have you been into that?

S: Ages.

M: Mmm, and why do you like it?

S: Cos it's dangerous.

M: Oh right ok.

S: And because I like things with engines and stuff like that.

M: Oh ok, so how old were you when you first did it?

S: Nine, I'm fourteen now.

M: Right, could we do it like a time line on this piece of paper? So we've got nine here and fourteen and we put you and motocross on the time line, do you want to do it or shall I do it?

S: You do it.

M: Ok. How did you get into it when you were 9?

S: I was into it as soon as I was born but I only started doing it when I was nine.

M: Ok. So you'd always wanted to do it? How did you find out about it?

S: I just woke up one day and said I wanted to do motocross and mum and dad said ok. One day I got a motocross magazine and found a bike for sale in a shop window, bought that and then went from there.

M: Ok, is that the same as dirt-biking?

S: That is dirt-biking.

M: It is dirt-biking, ok. I've heard of dirt-biking. Why do some people call it motocross?

S: Cos that's what it's actually called.

M: Oh that's the real name for it and dirt-biking is just like slang is it?

S: It's easier to say than motor cross.

M: Mm, ok. So what about your mates, are they into it?

Appendix 7.1.42

S: Not all of 'em. I do BMX-ing as well. Most of my mates do that. But I do both.

M: So how does your week pan out with all these activities? What do you do when?

S: I do BMX-ing everyday and motocross on weekends.

M: Ok, do you go somewhere special for motocross?

S: No just go wherever.

M: Oh you can do it anywhere.

S: Yeah just go to a track and stuff like that.

M: Right, cross country track like a bridleway or something like that? Right ok. And do you influence your friends or do your friends influence you?

S: Dunno.

M: Dunno, do you kind of like share information on this sort of thing, or do you just do it?

S: I do share like personal stuff with one of my mates. But that's about it. He's the only one I share it with. He don't tell anyone.

M: Have you known him a long time?

S: Since I was about four.

M: Oh wow that's really a long time. Does he go to this school?

S: No, he's left school now.

M: Oh right, how old is he?

S: Sixteen. I mostly get on with older people than people my age.

M: Yeah.

S: So.

M: Do you know why that is?

S: No.

M: Do you kind of like feel older than your age?

S: I don't act like it cos I act like a kid sometimes, like a four year old just for a laugh but, I don't know why it's just that I mostly get on with older people.

M: Yeah.

S: I get on with all the car lot, so.

M: Are they called the car lot because it's cars.

S: No cos they drive.

M: Oh cos they drive, yeah like twenty and all that...

S: I get on with them.

M: Oh I see. So do they treat you as an equal or are you like a mascot?

S: No, they treat me pretty much like a brother.

Appendix 7.1.42

M: Like a brother, yeah. Do you think you'll stay in with them for a really long time?

S: I dunno, I hope I do but.

M: Have you been hanging out with them for a long time or is it quite new?

S: Been hanging around with them for quite a while but that's about it.

M: Yeah, ok. And do you have the same interests as them?

S: Well they like engines, I like engines. I wanna be a mechanic, my other mates like BMX so.

M: So are you quite good at taking engines apart?

S: If I want to, then yeah.

M: Yeah.

S: I got a next door neighbour, when they first moved in he had a mini. The engine weren't running so he took it out and give it to me, this was when I was about five or six, had my own tools, took it out, it weren't running, I got it running and he brought a brand new engine in and I got that engine running so he put that back in the car and it ran for like until I was about ten, eleven. And from six to eleven.

M: Wow, so is it like lucky sort of fluke that day when you fixed it?

S: I dunno. I dunno what I done. I checked the oil, stripped it all out, literally all apart, cleaned it all, put new oil in it n then he put it in his mini tried see if it worked and it worked.

M: Oh, how did it make you feel when that happened?

S: Happy and plus from here to here covered in oil, face. Mum had a picture of me like that!

M: And you liked that, yeah.

S: Well I've wanted to be a mechanic since I was pretty much born.

M: Yeah, you just knew. That's pretty good. So what do you have to do in terms of GCSEs and stuff to be a mechanic?

S: Dunno.

M: Does it matter? No, you can be a mechanic if you're a mechanic. Yeah.

S: I'm doing my work experience with a mechanic.

M: Yeah, oh that's good. And do your mates want to be mechanics as well?

S: Well the one who I tell everything to, he works at Simpsons and stuff like that. 'bout it really.

M: Ok, so you haven't got people who can guide you to be a mechanic, you're going to do it your own way.

S: No I have got people but like I said they're older than me, like my next door

Appendix 7.1.42

neighbour and this old boy up the road. Stuff like that.

M: Would you say that with your mates, you're loyal to each other?

S: Most probably.

M: Yeah, can you think of things that have happened that make you feel yeah, there's loyalty and that's good. Do any of them stand out, can you give me some detail at all?

S: No.

M: No [both laugh]. That sounds fine.

S: All we do is pretty much BMX and talk.

M: Yes, so you kind of like hang out and do the stuff together so you know that they'd stand by you and you'd stand by them.

S: Yeah.

M: Alright I get it. What about school, do you think there's enough respect in school from the teachers to you guys?

S: School's school to me.

M: Oh right so you just turn up and let it happen.

S: Just turn up and do lessons and that's about it.

M: Alright, so you don't get bothered by respect and that kind of thing, it's all ok? Good. Have you got any memories about school that stand out?

S: No only at my old school.

M: What happened?

S: They called my mum up and mum come in, she, I ran through and said "hi mum, bye mum" and my old teacher was chasing me through the school. She chased me from one end to the other because I'd done something wrong, then still didn't catch me, and everyone in that school was just going cheering so that just encouraged me.

M: So what on earth was going on, how did it all get started?

S: Dunno, I weren't very good in my old school, cos I went to Soham Village College, I weren't very good in that.

M: No, on a day to day.

S: I went everyday but it's just like teachers would pick on me for no reason and that would kick me off 'n stuff like that so

M: So what sorts of things did teachers find annoying about you?

S: Dunno, they just didn't like me.

M: No oh ok, so you just thought it was a bit of a personal thing. And how did that make you feel?

S: Not bothered.

Appendix 7.1.42

M: Not too bothered. How did the running from one end of the school to the other feel like?

S: Dunno.

M: Were they trying to catch you for some reason?

S: Because I told my old teacher that I was going to buy him some bowling ball polish for his head.

M: Oh.

S: Cos he's bald.

M: I see.

S: And stuff like that. Like I say I weren't very good at that school.

M: Did you make the other kids laugh?

S: I'd take stuff in and sell it.

M: What sort of stuff?

S: Like sweets.

M: Sweets, yeah.

S: I'd make a fortune.

M: Really, out of sweets? Ok.

S: I wouldn't have like books in my bag but sweets.

M: How did you make a fortune out of sweets if people could buy them at the usual price down the road?

S: I just had my ways.

M: Did you? [both laugh] What are those?

S: Huh?

M: What sort of ways do you have?

S: Well cos you weren't allowed to go out of school 'n stuff like that, people give me money to go into the sport centre to get their stuff and they'd pay me.

M: Oh ok so you're a bit of a runner.

S: I never got caught.

M: No, so what kind of money did you make in a week?

S: From Monday to Friday I must have made about twenty quid.

M: So it was worth it?

S: And I'd get back and I'd make a tenner or a fiver and that's just from lollies like that big, they're like eight lollies for a pound.

M: So do you still make money quite well?

S: Yeah I do sometimes but

Appendix 7.1.42

M: What do you do nowadays to make money?

S: Don't know really, whatever I can do.

M: You've got a variety of things up your sleeve. Yeah. You're not going to talk about them [both laugh] You've got a cheeky look on your face. So that's school, so you've got some quite fond memories of school I think, yeah.

S: You ask my aunt, she'll tell you everything.

M: Oh right.

S: Literally everything.

M: But you're not going to tell me everything, no. What does your mum think of it all?

S: She's just like tried forget all about it, gone out her head that's what she wants to do but she can't so.

M: Oh right, and how does that make you feel?

S: Well I'm never in the house I'm always out so.

M: Ok, so she gets the grief and you disappear.

S: I don't really know what's going on.

M: Ok, now then, so what's it like here?

S: Normal.

M: The same, better, not so good?

S: Bit better.

M: In what way?

S: Dunno just is.

M: Ok, now do you kind of express yourself through art or music or sport or drama?

S: Sport.

M: What are you into?

S: Motocross and BMX.

M: Oh ok, so you can do that at school?

S: No, apart from fishing, woodwork and motorbiking.

M: What do you like about woodwork?

S: Don't know, just do it to make things.

M: What do you make?

S: Anything.

M: Anything, alright. Good. Do you get encouragement from your teachers?

S: Sometimes.

M: Yeah? What kind of support do they give you?

Appendix 7.1.42

S: Dunno, anything, help me 'n stuff like that?

M: Is that everyday or just every now and again?

S: Don't know really.

M: Alright. Do you think about the future sometimes? You said you want to be a mechanic?

S: Yeah I do.

M: So is that your main goal? Or do you have other goals as well?

S: Pretty much, that's about it. Main goal.

M: And are you very determined about this?

S: Yeah.

M: And you've wanted to do it for how long did you say?

S: Since I was born pretty much.

M: Yeah, forever. And do you have a plan for getting to your goal?

S: No, just do it.

M: Just gonna do it. So you're doing it all the time? Yeah, alright. Let's get back to the present, so how is it living in your world if you could give me three points.

S: Fine.

M: It's fine. Yeah, two more points?

S: It is fun sometimes and then again it's not.

M: Go on.

S: Just not sometimes, 'bout it really.

M: I mean, when it's not fun is it just slightly off or is really different?

S: Different.

M: Yeah? How?

S: Don't know, can't really explain it. It's like I'm never in the house. The only time I'm in the house is to sleep and then to eat.

M: Do you have good food in the house?

S: Whatever I can eat.

M: Yeah.

S: I can eat and eat and eat, so.

M: Yeah. So you're off with your mates when you're not in the house?

S: Mmm.

M: Yeah, do you ever have them back to the house?

S: Huh?

M: Do they ever hang out in your house your mates?

Appendix 7.1.42

S: They do sometimes but not all the time.

M: Yeah.

S: Mostly hang around my mates.

M: Yeah. So supposing it was raining, what would you do with your mates, does it make a difference?

S: Go in theirs.

M: So you go back to their place, rather than yours.

S: Yeah cos my mum would be there and she'll moan.

M: Oh right, ok.

S: She don't always moan but it's just easier.

M: Ok, yeah so you like to be away from mum, is that right?

S: Yeah but not saying it horribly but

M: it's what you prefer.

S: Gives her space and gives me space.

M: Yeah, are you quite close to her though if you needed to tell her something it would be ok?

S: No mostly I'm closer to my dad.

M: Oh your dad, right. And does he live somewhere else?

S: Yeah he lives in Newmarket with my sister.

M: Yeah, and when did he move to Newmarket?

S: Six months ago.

M: Oh right.

S: Since six or seven.

M: And before that, where did he live?

S: With us.

M: Oh so there's been a split up quite recently?

S: Yeah.

M: Oh that's not so easy if you're a daddy's boy.

S: I just bike there and go and see him. I bike four miles on my BMX so.

M: Oh that's a good trip.

S: I biked to Haddenham last Saturday, from Fordham.

M: Did you really?

S: Twenty miles.

M: Wow, so would you prefer to live with your dad do you think?

S: Yeah pretty much.

Appendix 7.1.42

M: And do you get any choice in that?

S: No. Cos I was too busy somewhere else.

M: Oh right, so.

S: No one knew that it was gonna happen.

M: Oh.

S: Don't really like speaking about it though.

M: Sure, I understand and respect that.

S: Cos like when my dad lived at home we done everything together, watched films stuff like that. Other than that it's fine at home.

M: It'd be good if you and your dad could talk about that wouldn't it.

S: We do sometimes but it upsets him.

M: Mm.

S: Then it upsets me and pretty much upsets everybody in my family.

M: Yeah.

S: It's annoying that it's happened.

M: Yeah. Ok. Well I hope that you get to get it a bit better for yourself, alright. Now then, we've talked about quite a lot of things now and you've been amazing at telling me all about what it's like to be you. Do you keep your friends for a long time or change friends would you say?

S: Dunno.

M: You're good at making friends aren't you.

S: I don't like making new friends but it comes round so, just the way I am really.

M: Ok. Well I've asked you loads of questions. Would you like to ask me any questions, or is there anything you don't understand and want me to explain?

S: No.

M: No? Ok, that's fine. Now, we're going to do something which is about school.

Appendix 7.1.43

Matthew's post-MT interview

Philippa (P): Here we are!

Student (S): I'm walking out I'm bored.

Marion (M): Oh God! Hello!

P: Hey, don't go! You've got to stay in long enough for a cream egg.

S: I can't be assed. I'm staying in here.

P: Good [shuts door].

M: Ok sit there, munch through those. I think we should see how many you can eat while you're here.

S: Can I go outside?

M: Yeah but you're going to bring them back?

S: No.

M: Do you want to start with the questions or the talking?

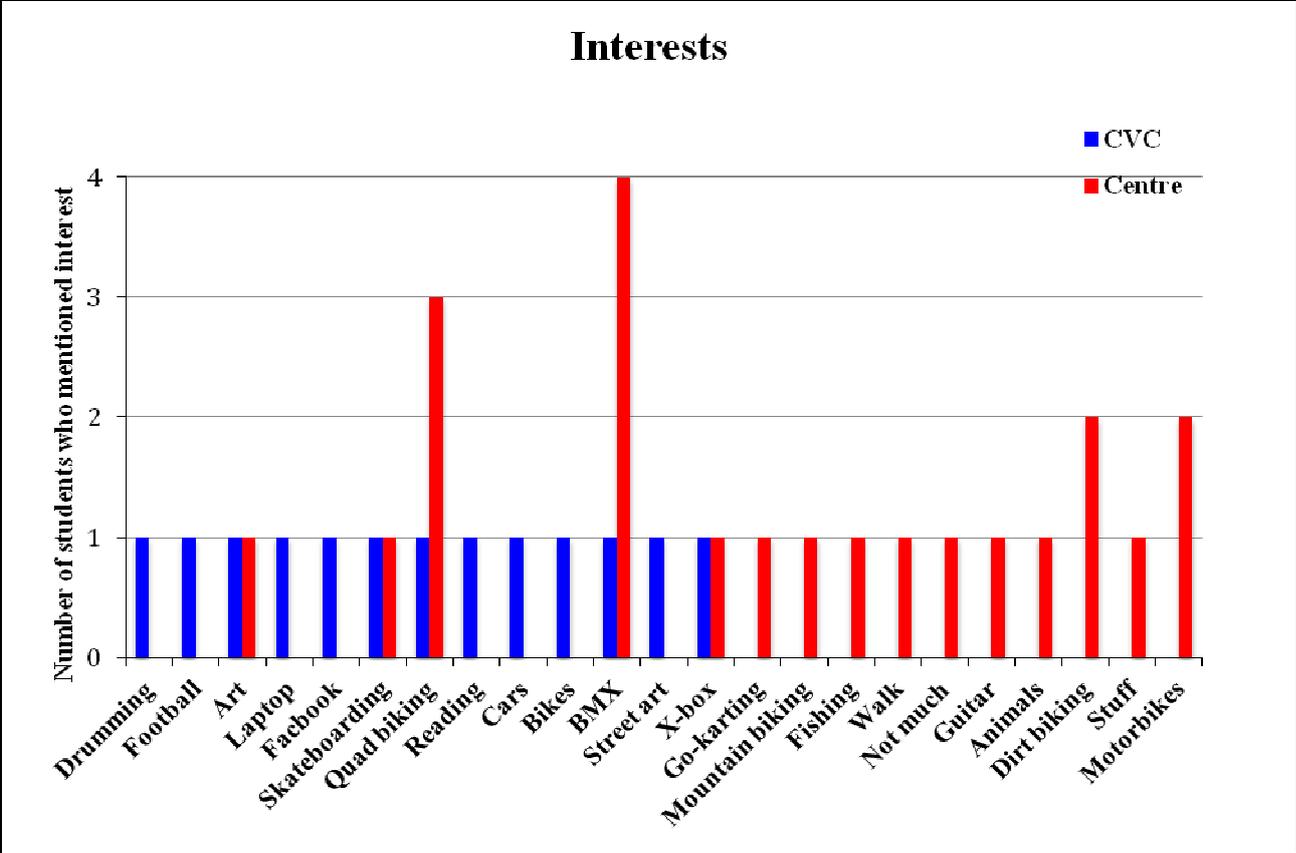
S: I dunno.

M: Right, let's do the questions first. Right, off we go!

S: I can't be assed.

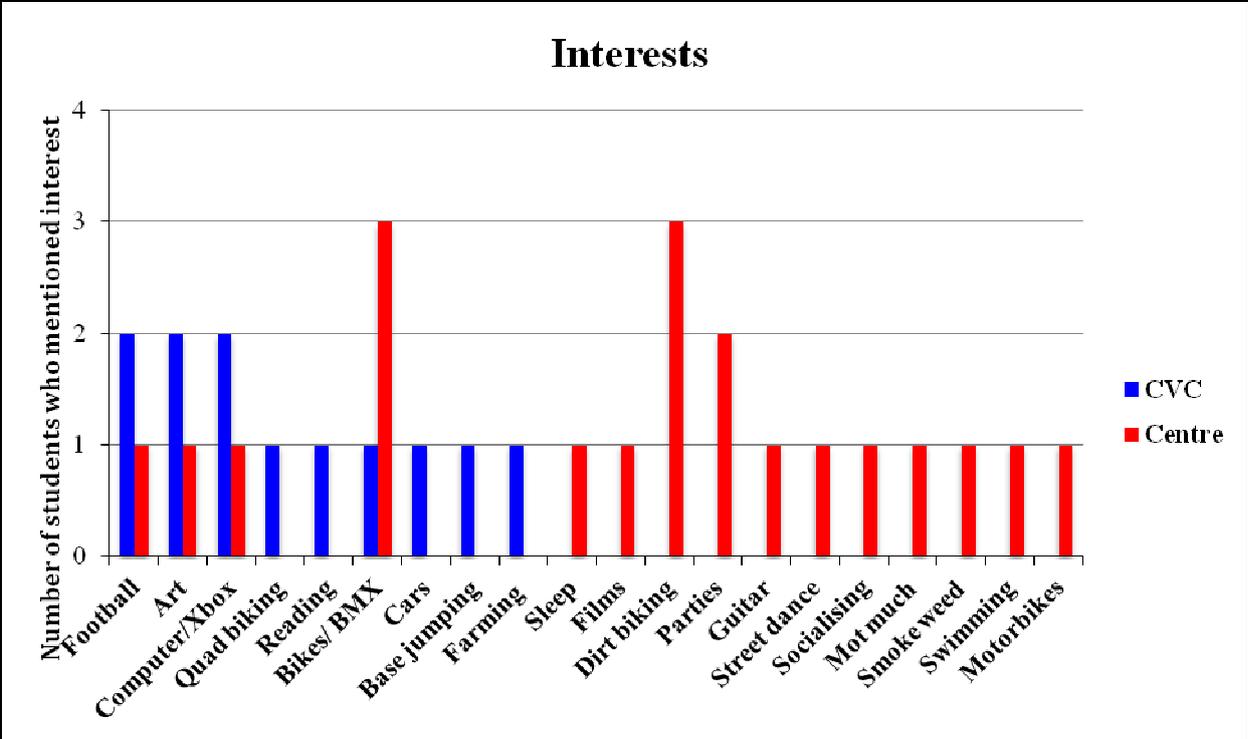
Appendix 7.2a

Figure 7.2a Interests listed by students before music therapy



Appendix 7.2b

Figure 7.2b Interests listed by students after music therapy



Appendix 8.1

Case study: Jamie

Jamie was excluded from another village college before he began at Cottenham at the age of twelve. After a period of being on report and several internal exclusions for significant and persistent, disruptive behaviours he was moved to The Centre School the following year. He turned fourteen during his music therapy, around the same time that he marked his first anniversary of being at The Centre School which felt significant to him because it signposted failure. He was so eager to be back in mainstream, a theme which was often brought up in sessions.

From his school file, I was aware of his inappropriate and often violent behaviour in public, his frequent aggressive outbursts at school and his tendency to abscond when confronted. Jamie's behaviour target on his Individual Education Plan for year nine was for him to understand and accept how his behaviour was impacting on his own life and his options for the future. The achievement criteria were to experience four occasions when he could acknowledge his own role in an incident and not blame other students or staff. Further to this, his target was to reduce the number of inappropriate interactions, with staff and other students, to twice a week from his previous record of at least six times a week. Teaching staff would help him by being calm but consistent, using positive behaviour management strategies at all times. He was also referred to music therapy.

At the parent's meeting with his form tutor in January at the start of the project, Jamie's mother was keen for music therapy to begin, as was Jamie, but as he signed the consent form he told the tutor "I don't want any counselling". She took time to explain, as I had to her, that music therapy could give him an opportunity to think about things in a different way, as well as the possibility of using music to express himself.

For the first term, my aims were to increase Jamie's self-esteem, to engage him in musical play to express himself and to help him in the process of thinking about his behaviour and how it impacted on others. At the point of half-term monitoring, I noted that Jamie had made some progress in all these areas and had settled in well to music therapy. He occasionally played instruments but most of the time he wanted

Appendix 8.1

'time out' to talk and listen to music. Although I hoped to encourage Jamie to use live music, it was obvious that if I were to help him I needed to work within his comfort zone or he would simply stop attending. As it turned out, Jamie used the majority of sessions in exactly the way that he was so adamant about not doing at the beginning. Instead of playing, he often preferred to talk, accompanied by his choice of music.

Although the primary use of sessions was to sit and talk, in Jamie's view it was very definitely music therapy. He was really eager to attend and confident to talk about music therapy in front of other students, whether from the mainstream or The Centre. Although recorded music was usually background to conversations, the importance of this cannot be underestimated. Unlike counselling sessions that he had had before, the presence of music seemed to make him feel more comfortable and to use the time as he wanted.

Right from the first session, Jamie talked of his angst at living with the feeling of consequence. He was desperate to return to mainstream, to have another chance and show that he could be responsible. He talked about girlfriends, fights and arguments. He told me that he had had anger management but, he said, "it was no use. I can't count to ten when I'm mad and fighting". At times when he recounted incidents or what he thought might happen later that day, particularly referring to fights, he became very agitated and shaky. The music, which he brought with him, often reflected this anxious state. It was either rap music with lyrics about violence and crime or it was heavy metal which he played loudly. The music matched his mood and Jamie was able to explain how he felt. As I did not know many of the bands' names or song track titles we made up a listening game with charades where the one player tried to help the other guess the name of the band or song. It was a game that Jamie came back to when he was in a happier mood and he liked being able to test my knowledge about different bands.

Jamie gradually began to get more confident in sessions: he stopped pacing around the room, calling things boring or embarrassing and sporadically picked up an instrument to play. He latched on to the violin and enjoyed an improvised jig with the piano. Although much of our time was spent talking and listening to CDs, I always grabbed any opportunity for more live music-making. For example, when a song by

Appendix 8.1

The Darkness, a glam rock British band, came on and there was a pause in conversation, I leapt up, risking his total resistance and disapproval, saying: “We have to drum to this!” And we did. Musical moments were fleeting but reminded Jamie that there was another way of expressing himself.

As the opportunity for a planned return to mainstream grew closer, he became uncertain about it and translated these feelings into saying he could not be bothered and felt no one cared. He seemed able to rationalise and express himself very articulately but then equally able to be thoughtless, chaotic and aggressive. Jamie’s reaction to his situation was either resigned or fired up. Themes of contradictions and opposites came out of every session: Jamie’s views on the special school versus mainstream, excitement and fear, being sensible or taking risks, wanting to learn or playing truant and feeling threatened versus being threatening.

After sixteen sessions of music therapy, Jamie came buoyantly in with a part-time provisional timetable for a return to mainstream and the support in place for this transition. Despite the hesitancy of some teaching staff and Jamie’s parents, it was decided that he should be offered this chance, having requested it for so long. He had behaved well for two weeks and achieved high grades of achievement and behaviour in all lessons. He understood that if there was an incident he would return to The Centre and not be offered mainstream temporary exclusions. A few days later I had a free session and he was really keen to attend. As he buffed his shoes to keep them shiny, and was clearly pleased to be back in uniform, Jamie chatted candidly, listened to music and was really motivated to engage in the session. Then he played a song on his phone by Slipknot, an American heavy metal band, which he said reminded him of being in year seven. I made the link that that was also the last time he was in mainstream. Jamie listened, agreed and said that he needed that song.

Three days later Jamie was involved in an incident of aggressive behaviour and was moved permanently back to the Centre School. His self-esteem plummeted and in his next session he listed his schooling chronologically, noting all his failures. He tried playing the keyboard but gave up. He wanted to abandon music therapy but I said that we could always meet for a chat somewhere else, “we won’t be in here, but it wasn’t so much about the music for you, was it?” I had acknowledged that Jamie did not like

Appendix 8.1

to use music all the time and, importantly, that that was alright. We had one more session the following week and he led the charades game that we had done before and he said he felt very relaxed. There was no mention of mainstream but he was positive about getting some qualifications from the Centre which would be useful. On the way out, even though he knew it was the last time, he said “don’t forget the CD!” He was reminding me to do a job and was perhaps, after all, reluctant for music therapy to be finishing.

After twenty sessions Jamie stopped therapy, as defined by the method (see chapter 5), until the project was over. Then, at the beginning of year eleven he wanted to have further music therapy and seemed very positive when he restarted sessions. He was particularly keen to talk about past incidents and the mischievous ways he used to have. As well as chatting, he liked playing the violin, being silly and having fun. However, a major incident four weeks later led to the head teacher’s decision that Jamie was not safe to be on the school site and was offered a timetable of 100% work experience placements. Music therapy had to finish but we met one more time and made an ending together. Despite the serious charges he faced, Jamie was very upbeat and wanted to play familiar games, listen to music and chat. As we listened to ‘Knights of Cydonia’ I reflected on the lyrics about survival and fighting. “Yeh”, he said, “’s my song”.

‘...Time has come to make things right
You and I must fight for our rights
You and I must fight to survive’ (Muse, 2006).

Music did matter to Jamie. He once told me how he was going to fight a new student but when he realised they liked the same music, he got to know him and made friends with him. I dared to suggest that he had more in common with other students in The Centre than he perhaps realized and he smiled and said “yeah, we were all put in there cos we were naughty. We’ve all got a mouth on us...and we all hate each other”.

There is no neat, happy ending to this case study. Jamie’s future was uncertain and in the crucial final year he seemed to throw away most of his chances. However, I feel that his schooling may have unravelled sooner without music therapy. It certainly

Appendix 8.1

provided him with a place to talk, where he felt safe to open up such conflicting and confusing thoughts and feelings. He was a mass of contradictions and at times did try to make sense of it all. He felt safe enough to be playful and have fun in appropriate ways. Throughout his music therapy, however, Jamie was involved in risk-taking activity. He was brought home by the police for being drunk and a passenger to a joy rider, arrested for alleged bullying on an internet social networking site and for not returning home overnight. However the story of Jamie reminds me of The Centre School's philosophy of having long-term faith in the work. It is not always obvious what intervention is making an impact but this does not mean that it is not helping the student at the time or will do so in the future.

Appendix 8.2

Case study: Andrew

Andrew had been underachieving since he started at the mainstream college in year seven. He was prone to messing around in the classroom and taking on the role of the 'class clown' which led to disciplinary action such as being put on report and some internal exclusions. His older brother had been popular and done very well at school. Andrew was less academic and struggled to make friends. His attention-seeking behaviour however had the opposite effect. Rather than gaining friends, he was merely accepted by his peers as the student who would risk being in trouble for a laugh. He was referred to music therapy by a concerned head of year who felt that Andrew needed more attention and support, rather than being told off for his constant low-level silliness. In a subsequent conversation with his science teacher, I learned that, although Andrew had done quite well in his year eight tests, she felt 'he wasn't sure where or who he was'.

During the first session with Andrew I was struck by his low self-esteem and anxiety. This reinforced my feeling from his referral and several conversations with staff, that Andrew had no sense of self which is so essential to a sense of identity and development in adolescence (Erikson, 1884). Andrew was very awkward and did not know how to stand or where to put himself in the room. His speech faltered and he generally needed a lot of prompts and encouragement. As well as finding it difficult to be in the music therapy room, I learned from his teacher that leaving the science class early was also something that he struggled with. Andrew said that he wanted to attend music therapy and did not mind the class knowing where he was going. In fact, he said he liked to receive the orange reminder note from school reception each week as "everyone looks at me". It was never clear why he was anxious about leaving, perhaps it was just the transition from one place to another. Although I was asked to change the time of his session on several occasions, I felt that staff were reacting to his anxiety and lack of direction and I decided that the time should remain the same. I felt a consistent timetable would help Andrew feel grounded.

In his interview, Andrew said he was uncertain at the start "Felt bit like, what am I doing here, kind of thing". But he told the interviewer that it was different after the

Appendix 8.2

first session “I felt like more confident by going in there...I was quite surprised how much I enjoyed it.” (appendix 7.1.32, p.4).

In sessions, Andrew usually chose the drums but always found it hard to get started. I led with activities from another drum kit, incorporating a playful element into my playing, such as starting quietly and getting louder. Andrew enjoyed playing to such guidelines but always stopped until I led with another activity. Our playing was interspersed with conversation but both felt fairly limited and hesitant. On one occasion Andrew interrupted the playing to tell me about his brother who, he said, was a very good drummer and had three kits, but no one else was allowed to play them. I accompanied his drumming on the piano a few times but mostly I felt it was important to play drum kit alongside him as he needed a great deal of support and encouragement and for that we needed to be on a level playing field. By playing the other drum kit I could make mistakes, ask him for help and work out new beats with him. I sometimes led a slow, steady beat and asked Andrew to join me and add in his own ideas, but this took time. He either copied me or played the same beat on different drums. Andrew’s playing was very controlled and it felt that a beat that we created could go on forever. I initiated a countdown to a cymbal crash ending, which he liked and we kept for subsequent pieces, until we were able to make endings in a more creative way.

Getting started was always difficult but Andrew’s face lit up once our drumming was up and running. He remembered beats from each week which was good but the drumming did not diversify much and continued to be repetitive and steady. I felt stuck and wanted to introduce other instruments but Andrew’s comfort was in playing the same, so I continued to drum as well as improvise around beats. When I introduced an activity based on The Conductor Game (Oldfield and Bean, 1981) it was like a light going on. He really enjoyed using the drums in a way that did not concentrate on the rhythms but, with a healthy sense of competition, gave him permission to be freer and more playful. As well as games, each week we developed the simple rhythm that we had started with, and gradually extended it. Our rhythmic patterns gradually became more complicated and Andrew took risks to play in different ways as his confidence grew. He responded very well to praise and often said “I like playing”.

Appendix 8.2

The ninth session showed significant progress. Andrew took the lead from the start, directed how I should play and as we did, he added a dotted rhythm. The music faded to end which we had not planned and yet had been communicated as we played and responded to each other. Andrew grinned at the end because he knew that the piece had worked well from start to finish. Mention of his brother lessened and in the tenth session he proudly showed me a photo frame he had made for his parents in Design Technology classes. This was important for so many reasons. He had achieved something which he was pleased with and that would impress his parents. This was also the first time he had found it easier to leave his science class and he arrived on time.

Over the next sessions, Andrew talked more about things he was finding difficult, such as English lessons and regular tests. His ability to reflect on himself and share some of his anxieties was a huge change. My notes also describe Andrew showing flair, enthusiasm and initiative. He was more relaxed, confident and animated. Drumming patterns involved syncopation and he was able, in one activity for example, to hold a part and swap to mine when I shouted: “Change!” This kind of structure still felt necessary but not restrictive and helped Andrew to engage in a fun way.

He had become more settled, less awkward, chatted fluently and drummed with more dynamics. For example, in one of the last sessions, we had decided beforehand to get quieter and quieter to finish our drum duet. It was a sustained and unhurried ending that reflected trust and an enjoyment of playing more freely. Such musical play had given Andrew so much confidence and this was also shown in the quality of his voice which was now much stronger and did not waver.

In our last session together, Andrew was keen to drum and there was a sense of determination. During one of our rhythmic pieces, he tried to spin the drumsticks! “It’s been real fun in here”, he said, and then played a solo, over and over, playing the fill-in riff that I had shown him before but which he had never played on his own. I remarked that he did not need the other kit, that is me, now and his playing sounded complete on its own. He smiled. There was, I felt, no better ending.

Appendix 8.2

‘With people whose sense of self is fragile, where meaning is lost or not easily found, music has unique and extraordinary properties which the resourceful music therapist can use to support integrative processes of becoming, of finding connections or meanings, in order to thrive with self-confidence and self-assertion’ (Robarts, 2000, p.6).

Looking back it is easy to see there were many changes, but, at the time, progress was slow and I often felt that we were grinding to a halt and trailing off as his voice often did. The process of finding connections takes time but Andrew did eventually find a greater sense of self. As his Humanities teacher returned a completed questionnaire for the project to me, he said: “Whatever you did, he’s changed. He’s a real joy to teach”. All his teachers reported improvement in their questionnaires for Andrew (+7, +3 and +12) and his self-reported score for self-concept increased from below to above average after music therapy.