

Q = Cath (researcher)

A = Noelle I (of out-of-school club attended by Jeremy and Cerys)

Q Right, so that's recording. I'll put it there just so that it catches you better than it catches me. So what we're doing is, we've got, the project has got various case study children and the one I'm doing is Jeremy. So we're looking at his play with technology and non digital devices as well in perhaps in a range of settings that we're looking at him at home, we'll be looking at him in his school setting and also community sort of activity which is Autism Spectrum Disorder Children's Club. So we're kind of looking at how he uses devices which are digital or other artifacts in his play and when we talk about digital devices we're thinking about things like mobile phones, we're thinking about tablets, computers, games consoles, cameras, things like that and we're also interested in things like if they might do things like coding and stuff like that. But we're kind of like, although we're looking at digital stuff, we are taking into account that a lot of children's play is sort of non-digital as well. So it's not kind of in any way sort of like....

Interruption from outside.

Q It's kind of not sort of to imply that you should have some technology or whatever in the activities that you do. Just looking at when they do engage, how they do engage. So I'm going to start with some general questions about what Autism Spectrum Disorder Children's Club is and what Autism Spectrum Disorder Children's Club does and then move on to sort of questions about Jeremy and then finally just questions about your own views about technology, if that's OK. So if you could tell me about Autism Spectrum Disorder Children's Club, what it is and what its aims are.

A OK, so Autism Spectrum Disorder Children's Club is a partnered charity based in Sheffield that supports children and young people with Aspergers and Autism and there are a range of projects.

Interruption and noise.

Q OK, sorry. You were saying what Autism Spectrum Disorder Children's Club is.

A So we run a weekly children's club, a weekly teenage youth club, we run a weekly football club, monthly family swimming sessions and we do support for over 20s and we do parent support in meetings, drop-in, online support.

Q OK and you say that it's a charity-funded group.

A Yes.

Q OK. And how often does Jeremy visit Autism Spectrum Disorder Children's Club do you think?

A If Jeremy comes to Autism Spectrum Disorder Children's Club, he usually comes every other week, but sometimes there are gaps in between that. So...

Q OK and Autism Spectrum Disorder Children's Club is the Saturday morning

A Yes.

Q OK and that runs, is it 10 till 12 or something like that?

A It's 9:45 till 12:15, so it's a two and a half hour session.

Q OK and what kind of things does Jeremy sort of do when he normally comes to Autism Spectrum Disorder Children's Club?

A I know he likes to have his hour slot on the computer and then he, I think he would mostly be in the games and construction area. I think he likes playing Chess.

Q Yeah and you mentioned just now about the computer area, so you have a section which is how many computers do you think?

A We've got 12 computers in our ICT area.

Q Yeah and I notice that they have to book in to...

A Yeah they get an hour slot, just so that everybody gets a time.

Q What kind of games do you have on the computer?

A I think they're mostly play Minecraft. We do have some sort of...games like PC games that we use but a lot of the sort of online games are banned from club.

Q Right, OK. Why is that?

A Just because we can't manage it. There's chat rooms and it's not in line with our policy. So like with Roblox for instance, we made a decision that we couldn't manage it so we banned it.

Q Yeah.

Time: 5:00

A It didn't make us very popular. We banned YouTube as well because again there's so much content on YouTube that you can't manage and it could be something seemingly innocent, but then you've got two adults sat there swearing their heads off, so we made a decision that YouTube was no longer allowed at the clubs as well.

Q OK and you've got a kind of like, I noticed you tend to have one or two volunteers sort of around the area.

A Yeah, yeah. Well we always have one member of staff and usually a volunteer or two as well, so just to sort of keep an eye on what people are going on just to make sure that it's safe for everybody.

Q So you've got Minecraft, you mentioned some other PC games. Can you think of any other games that you have?

A Well I know there's Simpsons Hit & Run, that's very popular. It's like a child friendly, oh what's it called? It's like an adult game that's...

Q Oh, is it the one where you hold up cars and...

A Yeah.

Q Ah, that's gone completely out of my head. My husband plays it all the time. Yeah. Ah...

A Gun Theft Auto or something.

Q Grand Theft Auto.

A Grand Theft Auto, that's it, yeah. So it's like a child friendly version of that.

Q I'm not aware of Simpsons Hit & Run. Has it been around long?

A Yeah, yeah a long time.

Q It has? OK.

A We used to have it on Play Station 2, so yeah.

Q I'm going to look that one up. So you've got the computers but how do technologies and media feature in your activity group aside from the actual sort of, the computers that you've got, sort of other technology? I know you've got a sensory room, whether that's got any kind of like tech in there or...

A Not that sort of tech. I mean we've got like a drum machine, some electric guitars, but not in a sort of tech sense.

Q But you've got the lights as well, I think.

A Yeah we have some lights. Yeah.

Q And what are they kind of like the aim behind those is?

A Just to create a nice environment really. Just to make it a nice sort of place to be really, a sensory place to be.

Q So one of the things is like, are you, as a charity, you're not part of a larger organization are you?

A No.

Q So you set your own sort of policies. So what kind of policies do you have in relation to technology and media use and things like that?

A Well we've got our ??? safety policy, which obviously massively links in with safeguarding as well.

Q Yeah.

A We do have a social media policy.

Q Because you, do you have a Facebook group?

A Yeah. We've got three Facebook pages. So we've got just sort of an open page that people can just sort of like and follow. We've got an open group that anybody can request to join and then we've got a closed group that is just for Autism Spectrum Disorder Children's Club members, a place to sort of share information, offer advice, signpost.

Q But you, I'm guessing you kind of like, through seeing the computers and things like that that you have, you don't come across, to me at least, as sort of technology averse and I was just wondering about your decision to use computers in the Saturday club and whether you think there's any kind of relationship there between it being a club for ASD young people and computers? Whether you've got any thoughts on kind of like...

A I think they would probably be some children who might not come if we didn't have the computers. I mean I think these days it's just part of society and everyday life that you will always find some tech wherever you go. So it's, I think for us it's just about providing an activity that the children and young people enjoy. So in the same way that we have lots of construction toys that are very popular and we have lots of games that are also popular, so I think it's just about sort of, you know, creating an autism friendly environment with lots of activities that the children and young people that we support enjoy.

Q Yeah. Could I just ask how would you define an autism friendly environment? Have you got sort of a definition for it or is it more sort of like...

A No we don't have a definition.

Time: 10:00

Q Something that's built on by working with the young people or...

A Yeah I mean I think something that's sort of, you know, aside from the activities that are there, I think the environment that we've created is just a really friendly, nice place to be, a welcoming place and a lot of that's sort of in line with how we manage behavior at the club and so just sort of creating a nice positive environment. We don't have lots of, I mean we're busy, so there is lots of noise sometimes but we don't have music playing in the background as that would probably be seen as something that isn't very autism friendly because it's too much noise, too much sensory stimulation.

Q That's a really interesting point actually yeah, because yeah because it, it is quite commonplace these days isn't it to have music in the background, especially with like clubs

and activities and things like that and this awareness that that would actually be too much stimulation.

A Yeah.

Q OK. So...what are kind of your aims in using tech or media in the group? I suppose from things like the computers to the sensory equipment, to even the Facebook group, so...

A In the club, I mean the aim is just for everybody to come and have a nice positive experience. We know that for the children and young people and the families as a whole that when children come on a regular basis it has a really positive impact on the whole of the family.

Q Yeah.

A So that's our main aim, you know, that's sort of the aim really. I mean we do have sort of three aims of our project, which is to build social skills, to build confidence and self-esteem and to help the children and young people understand and manage their own behaviour and so they're sort of our three key aims of the project.

Q Yeah. OK.

A And in line with the sort of tech side of it, that just slots in with everything else really, with all of the other aims, just to make it a nice place to be and provide activities. The social media side of it is very much sort of...that's like the staff side of it, it's how we sort of manage that and we've developed the social media side of things in the last year and made you know that so that we've got more people following us. It gives us more exposure, it shows new people what we're doing and it shows existing members what we're doing at the club. Lots of people like to sort of see our posts and you know how we have such a nice time at Autism Spectrum Disorder Children's Club teenage club.

Q Do you have any kind of like Twitter account or anything?

A Yeah, we've got Twitter and we've got Instagram.

Q Right, OK.

A And then I should probably talk about that we do have games consoles that we use at Teenage Club.

Q Yeah, yeah.

A Which is obviously sort of a separate thing, so sometimes they have retro night and they'll have retro games out like games cube and PS2 and the old consoles and games.

Q That's amazing. Whose idea was that? To have the retro...

A [Male volunteer name].

Q Oh [male volunteer name].

A Yeah because he's a big gamer and he's got lots of old consoles and we've had the consoles that have been donated to us as well. So that's really popular and we do have just sort of a console area.

Q What do you think the appeal is for the older, the older games, for the teenagers?

A I don't know. I mean I think a lot of those sort of Mario and Pokémon and those sorts of games are really liked by the children and people with autism, not just children, adults as well. Like the Pokémon Go what is really popular and I know lots of adults that enjoy playing with Pokémon Go and collecting the Pokémon.

Q What do you think the appeal is for people with autism?

A Collecting, probably. The collecting side of it.

Q Yeah.

A And it just really feeds those interests doesn't it?

Q Yeah, yeah.

A Pokémon's really popular, I think as a whole within the autism community, not just with children and young people, adults as well.

Time: 15:00

Q Can you think of any other examples, maybe of games that are popular particularly do you feel for the autistic community?

A Well, Minecraft seems to be really very popular, Roblox...not sure about any others. Football, I think you know, for ones who are really into football as well, which we do have a few.

Q What do you think the appeal is with Minecraft?

A Maybe it's just about building something; it's that sort of construction type of game isn't it? Like construction, Lego, K'Nex are really popular at Autism Spectrum Disorder Children's Club and teenage club.

Q Oh right, what's like a K'Nex

A K'Nex...it's like poles, like you have thin sort of plastic rods and then things that connect them. So you can make cars, you can get motors to go on them. You can make...

Q Is it a bit like Meccano, but for Lego?

A K'Nex isn't Lego. It's a separate thing but it's really popular. Lots of the kids at Autism Spectrum Disorder Children's Club like making guns funnily enough, or weapons. Not meaning to stereotype but it's always the boys.

Q No this is sounding very familiar, very familiar for me as well. Definitely the Minecraft and yeah...

A I think with the Minecraft it's about building and again it's about collecting as well.

Q Yeah that sort of and, I remember from [boy's name] saying Minecraft, no his Pokémon phase, he likes the encyclopedia, so you really know all the facts about them and being able to roll out the various strengths.

A Definitely.

Q Things like that. Are there any kinds of technology or media that you'd like to use if you had the funding for it? Anything you'd particularly like to sort of acquire or...anything that you know might appeal to the young people in either of the clubs?

A Not really. I'm...I wouldn't want to have any more media, tech or media within the clubs. I think it's about having a balance and I think if you have too much, I think there's so much within society now and I think lots of children and young people probably spend far too much time on tech at home. Just from what I hear from you know my own experience, what other people say.

Q Is this parents?

A Yeah, yeah, friends that I know and I think that our parents sort of welcome that we don't have YouTube at the club, they support that. They're happy that they only get an hour on the computers, so that they're able to do other activities. I mean some of them just hang around the ICT area even if their time's up and they just hang around and watch other people playing and talk to other people. So it still makes it a social activity then.

Q Yes because they're not sort of on their own focus. Do they have headsets at all? Do any of them...

A Yeah.

Q They do?

A Yeah. Lots of them use headsets.

Q What's the function of the headset?

A Well just so you're not disturbing other people if you've got lots of volume from different computers all in the same area. That would be annoying and probably sensory overload. So yeah, lots of them use headsets.

Q But yeah there is also the social aspect like you say about observing and...

A Yeah I think with, just going back to gaming, I think lots of young people, you know they sort of chat to their friends, they play with their friends, so they're talking, so it does

become quite a social thing, you know I do think there are a lot of risks in that as well. I think a lot of bullying can take place in those sort of arenas as well. So that can be a concern.

Q Are people with ASD, are they particularly vulnerable to that kind of bullying, do you think?

A Yeah, definitely. Yeah, really vulnerable and I think sort of sometimes if they're playing games with people at school who are not really very kind, sometimes don't even know, like my friend's son, something was going on online on the PS4 and when his mum said to him 'Well, why didn't you tell me about this?' He just said 'well you didn't ask me'. So really vulnerable and then I know an older, somebody who's older who used to be a service user and his mum got in touch with me and he was playing online with an eight year old and he could have got into a lot of trouble by asking him different questions and this little boy's dad saw and thought that he was pretending to be a child and he wasn't.

Q No.

Time: 20:18

A He was just really vulnerable himself, but you can understand from this little boy's dad's point of view. So I think that there's a lot of vulnerability there as well and I think for me it's really hard for parents to manage and monitor and set the correct, you know, controls for that type of thing. I think that's really, a real challenge for parents and I think for all children, but I do think particularly for our children, they are really vulnerable to bullying and to getting themselves into trouble. Apparently there's been a big increase in things like that happening as well as what happened to this young man which is concerning.

Q Yes. So thinking about that, kind of like, that's sort of tied up with safety aspects of technology and media and I suppose as well, would that qualify as internet enabled toys as well? Do you have any safety concerns about...

A Internet enabled toys?

Q Yes.

A What are they?

Q Things like, sort of digital devices which connect to the internet. I suppose things like the games that we've been talking about but also things like I suppose Alexa and things like that is sometimes used in children's play as well or...

A Yeah. Sometimes I think that a lot of it isn't good. Sometimes I feel that it's the government spying on people. I don't have an Alexa or a Google, I think it's a bit, for me I think, I don't know. If I want to put music on I'll just turn it on myself. I don't need to ask Alexa what the weather's gonna be or, for me anyway, personally. I can sort of see the appeal but...I think too much tech is not a good thing especially if the electricity goes or the WiFi or whatever.

Q So do you...are there any kind of like, do you, I think we've probably covered this question, but thinking about tech or media, any uses of it that you use for admin or do you



use it for, is there any kind of like training that you do with tech or media, whether there's any apps that you use or any websites that you use for the volunteers?

A I don't think so. I mean obviously we're online. Most of our communication is done through email. Some text messaging and sort of to communicate places at the club, but no I don't, I don't think we really you know have any apps for that sort of thing.

Q Are there any websites that you recommend for volunteers to visit or anything like that?

A Ours. No I don't think so, no.

Q Is there anything that you use for guidance in terms of working with people with autism at all?

A Well we do our own in-house training so... really once they get to the club that's where the learning starts, so we don't really. I mean sometimes if we hear about online courses like sometimes...there might be free things online that we can access so we might let people know about that so if they want to access that then it's here. We do do some online training, so our safeguarding's mostly online, volunteers and staff and then senior staff go on more intensive sort of safeguarding and I have done some other, I did safe recruitment online and I've got a new safety ??? that I need to do online as well.

Q Oh right, OK.

A So there are some learning like that, I think that's become more prevalent just because there's less funding out there for things like that. The local authority used to run more courses but it doesn't really run very many courses at all now.

Q OK. So ??? like an e-safety courses as well.

A Yeah. I mean we don't offer it to everybody. We offer it to some, just because it's not relevant for everybody to do it. We obviously cover some e-safety at our in-house trainings sort of you know with policies and things like that.

Time: 25:00

Q OK. Thinking about how when Jeremy visits the club, I think you've said that he uses the computers and has his hour on Minecraft. Does he use the sensory room at all? Is there any other kind of technology he uses when he's at the club?

A I think he might go in the sensory room and I think he might like the musical instruments.

Q Yeah. OK. And so do you kind of, when you are doing creative activities or when the volunteers are doing creative activities with the young people, are there any other kind of creative technology or media involved in those kind of activities that Jeremy might take part in?

A No. I mean really the only time that technology takes a part in that is if we take pictures or videos and post them on our social media.

Q OK. Is that filmed on people's, on the volunteers' phones or do you have like a tablet or...

A We've just got a club phone that we use for that.

Q Yeah. So you post these things onto, is it like a closed group or...

A Well we've got a, we do have a just sort of an open group as well, so we've got a page and then we've got two groups; one open, one closed.

Q OK.

A And then we've got Instagram and we've got Twitter.

Q So when you're doing the filming of the activities. Are the young people aware that they're being filmed, are they...

A Sometimes they might be yeah.

Q Do you ever get a sense that they sort of want to watch it back or...

A Yeah, sometimes they do.

Q Yeah.

A So somebody on Saturday with one of our play workers, they made a paper Christmas tree and stuck it on the wall and then decorated it and he wanted to look at the photo and he wanted me to send it to his mum because there was a picture of him stood next to the tree.

Q Oh that's fantastic.

A Yeah.

Q That's lovely, yeah.

A So that hasn't, that hasn't gone onto social media yet and it will and I did try to send it to his mum, but it wouldn't send in a text message and I have got her email so that I can send it to her.

Q OK. That's lovely. Do you use WhatsApp and things like that as well?

A No. I mean some of our volunteers at Teenage Club have got a WhatsApp group.

Q So they've set that up themselves. They use WhatsApp group. I wouldn't want to be involved in any of that. That's too much Autism Spectrum Disorder Children's Club for me. Too much work for me. I'm not...

Q So this is a group of young people who are like teenage club members who've set up their own group to...

A Well it's the volunteers.

Q The volunteers.

A Who have set it up, yeah. The volunteers at Teenage Club. I think there are a couple of staff members in it as well, so they WhatsApp, yeah.

Q OK, so thinking about the activities that Jeremy does do that are involved with tech or media, how might they sort of, do you think, develop his skills such as social skills or cognitive skills, creative skills in terms of like the computers or maybe the building with Lego that he sometimes does there. I think he was looking at the Lego when I was last here.

A I think...well I think all of the activities have helped him socially and if you're, you know doing construction that's obviously helps your cognitive skills and so yeah I would say that all of those things have helped him to develop in all of those areas.

Q Have you noticed anything particular that he seems to sort of enjoy or derive...

A I know that he's really good at Chess. He really enjoys that and I think he often wins and so that's got to be good for his confidence and self-esteem.

Q Do you ever play with him?

A No I don't know how to play Chess. There are a few members of staff who have learnt how to play Chess or who have rekindled their love of Chess from being a child and then not playing for a long time and then have pick back up again. I know for a couple of members of staff, that's relevant for.

Q So when you do, do you engage with Jeremy when he's sort of playing or...?

A Well I'm usually on the front desk, so not in that way, I'm more like meet and greet and 'See you later' and 'Do you want a biscuit?' that sort of thing. I mean Jeremy comes in and he just gets on with it. We don't have any, you know, he doesn't present us with any sort of behavioural difficulties and so he... he's just a nice sort of boy at the club who just gets on and has a nice time and enjoys coming.

Q What about, I think you were saying that Cerys doesn't come quite so often, she's only been sort of a handful of times. Are you aware of anything that she's particularly interested in?

Time: 30:00

A Well I think she usually goes in the arts and crafts. I think that's the area that she gravitates to, the sort of more creative side.

Q OK. So do you think there's anything about Autism Spectrum Disorder Children's Club that's helped her sort of like either creative or emotional, maybe...

A Yeah. I think for lots of the siblings what they get out of it is it helps them to understand their sibling better and to be more understanding and to know that it's not just them who might have the struggles of being the sibling of somebody with autism.

Q Yeah because this is something that I didn't really, we've not really said yet but the sibling, the brothers and sisters of the young people can come along as well. I think it's quite interesting what you've just said about helping them learn about their sibling in a very, you know, see them in a different light maybe or...

A Yeah, yeah. I mean for some siblings they come and they take on a carer role with their sibling and I think that probably happens a lot in families, even for younger siblings, they might have some caring responsibilities towards their autistic sibling. So I think for them being able to come to Autism Spectrum Disorder Children's Club is hugely beneficial, just sort of seeing other children maybe becoming friends with other children who are autistic, having some attention for themselves, because often a lot of the focus within the home can be on the autistic sibling just because of their needs, the level of their needs.

Q OK. So I think, can you think of any kind of technology or media that worked particularly well for playing with Jeremy or with Cerys?

A Just the ICT suite I think.

Q Yeah. Does Cerys ever go on the computers?

A I'm not sure. I mean I don't think she's been often enough for us to really get to know her.

Q OK. Yeah.

A sometimes she'll come and drop off and be there in that capacity and sort of perhaps feel that she lacks confidence to want to come and stay on her own is the sort of feeling that I've got really.

Q Yeah. OK. When you see kind of Jeremy at the club do you think he, can you, how do you think he might draw on what he does outside the club in terms of what he does or his knowledge that he shows of tech or media at the club?

A I don't know. I mean they're all so savvy these days aren't they? So you know, I think that he would just bring those skills that he has to the club and just you know, put them into use and just get on with what he wants to do.

Q Do you ever get a sense of how knowledgeable he is about technology?

A No. I don't know him....I've not seen him that way ??? computer area.

Q Yeah. OK. Can you think, do you think any technologies are particularly positive or negative for the children at the club? I think we may have talked about this in terms of YouTube and things like that.

A YouTube I think is quite negative and from my perspective, when I see young people watching videos on YouTube, autistic or not autistic, I just think 'What is that rubbish that you are watching?' Maybe that's an age thing. So I think that's quite negative. I think phones are very negative. We don't allow mobile phones at the clubs, again, ??? club that made us very unpopular, but we just couldn't manage it and when they're going on social media which they're not allowed to do when they're at club and it...there was just too many safeguarding issues so we banned phones, so we don't allow anybody to bring phones, tablets, like little handheld consoles that we used, we just had a blanket ban on it.

Q When did you introduce the ban?

A Oh a while ago now, a couple of years ago probably. So we always discuss any issues that crop up and then we decide what to do.

Q And were any of these issues related to data, like personal privacy or were they related to...when you were talking about safeguarding, what was ???

Time: 35:00

A Well just when they're talking about messaging boys online and those sorts of things and sometimes you, you know conversations that have been overhead that we've had to act upon with the young people saying that they've met somebody online and they're going to meet them in the woods near their house and...

Q OK, so that was quite sort of...

A Yeah, quite serious.

Q Right.

A And sort of safeguarding concerns, you know so obviously having to speak with parents and liaise with parents over those so, yeah, so we decided to ban phones. Not just for that reason, that's just, you know a small part of it. You know, most parents want their children to come and socialize and have a nice time not to be glued to their phone the whole time, it's not helpful for them, it's not helpful for us. We can't manage it, we can't monitor it, sometimes a bit of showing off element going on.

Q Oh really, in what sense?

A Maybe messaging people while they're at the club and you know that sort of wanting to you know sort of..you know give the pretense that they're popular and ???

Q OK. So they're quite aware of their self image, being teenagers I suppose?

A I think so, yeah.

Q OK. So do you think that children's use of technology impacts positively or negatively on their lives? Or can you think of any examples of a way it might be positive or a way it might be negative?

A Well I think it does. I think it bring them lots of joy, I think when they've been at school all day and they've had that pressure of school and that sensory stuff going on, I think it's just a way of them being able to escape, just to have some time for themselves doing what they really enjoy.

Q OK, so for a child who is part of the autistic community, who is on the autistic spectrum, that can actually be, if I understand you, a sort of a way to come down from the pressure of every day. So would they find it sort of relaxing or...

A Yeah I think so. Yeah.

Q Right, OK.

A I mean, boys particularly. I'm not saying all boys; I think girls probably are less into consoles and that kind of gaming, but probably more into doing things on their phone or on a tablet. Oh, I've forgotten what I was going to say now. So yeah, I think it is something that they really do enjoy doing but I think it, I don't just think that's necessarily even just ASD children.

Q No.

A I think lots of adults love gaming. I think non-, sort of you know neuro typical children love gaming. The negative of that I don't always think that it's good if they have too much of it. I don't think it's good for behavior. I don't think it can be good for their brain. I think there's probably too many people who don't have enough sort of 'You've got to come off it by this time'. I think there's probably lots of children who probably have far too much of it.

Q What would you consider probably too much or in terms of when you just mentioned behavior...

A I don't know. Well I think that in the school holidays there's like ASD children particularly it's quite hard to get them to go out sometimes and then probably lots of them are just on a computer or on a console all day. I don't think that that's necessarily good for them. It's not good for me anyway.

Q No.

Time: 40:00

A It would make my eyes hurt. I just don't think it's good, I think it's about having a balance. If I've been on a computer all day at work and I don't even work full-time, but one day last week I was in front of the computer for seven hours and my eyes really hurt afterwards. The last thing I want to do is go home and have more tech. I might have a quick look on Facebook but honestly after about 10 minutes I'm just like 'Oh this is so boring'.

Q So would you say that technology is important to you or not important to you or...

A It has its place doesn't it? You know. I use WhatsApp and I've got Facebook and I have emails and...I could live without it.

Q The final set of questions is thinking about something that's come up I think quite a bit maybe in this discussion that we've been having is that sort of like the relationship between tech and media and children's sort of emotional wellbeing. I just wondered what you might have, if you have any thoughts about the relationship between technology and children's sort of emotional wellbeing.

A I don't know. I mean I guess if people are being bullied and they are sort of in vulnerable situations that they might not really realise that they're in. It obviously hugely impacts on their emotional wellbeing. I guess if it's all positive and who they're chatting to online they know and they're friends with then that's all good and that's going to be good for their emotional wellbeing because it's positive and so I guess it's like two different sides of the coin isn't it?

Q Yeah. What do you think about, what types of play do you think might sort of generate feelings of joy or happiness or enjoyment from children, sort of play with technology? Sort of when perhaps when at Autism Spectrum Disorder Children's Club and you can observe children on the consoles and the other children sort of doing different activities, what kind of a sense do you get about what kind of activities that activate a real sense of joy from them?

A I think all that they go on, I think just being online, on a computer, on some tech just brings them happiness. I think they just really enjoy it and they've obviously all grown up with it now and so it's massively part of society isn't it? Of how we do things now.

Q Yeah. What do you think they're more likely to get bored of? Is there anything that they sort of seem to, when children are playing with play sort of toys or games that they might seem to get bored of more quickly?

A I don't know. Everybody really seems engaged. They don't really have too many people coming and saying that they're bored or they don't know what to do. I mean we've got like a really big group of kids who just love going and playing football and they just do that the whole sessions. We've got people who just hang around the computers the whole time. We've got people who have their computer time but then they'll go and play with the toys or they'll go in the sensory room or they'll do arts and crafts. We've got some people who just love the arts and crafts and they'll be there the whole time. So they're pretty engaged really, I don't really see too much boredom.

Q Oh that's good. What types of technology might lead to more social play in your view?

A Well we have had animation and music things in the past.

Q Oh right, yeah.

A So I think those sort of you know sort of more collaborative things might lead to things like that.

Q I seem to remember [boy's name] attending like an animation workshop through Autism Spectrum Disorder Children's Club. It was like a stop motion thing.

A Yeah so maybe those sorts of things, sort of working collaboratively with other people. And we did some music workshops with sort of company called Rock Steady Music in the summer. I guess that would sort of be described as tech, it was you know sort of electric guitars and drum kits and keyboards.

Q That sounds amazing.

A Yeah that was great. It was really good.

Q Did they make a recording or anything like that?

A There's some on our Facebook page.

Q Oh fantastic.

A Yeah and one boy in particular who was always you know, I've always been quite concerned about him, just never really smiled, always a bit of a loner and his mum had concerns about sort of depression and he's got into drumming and music and honestly he's so talented, so talented and just seeing the joy on his face just fills my heart with joy, honestly, it's amazing.

Q That's brilliant. OK, that's fantastic.

A Yeah.

Q And if you've got anything else you would like to share or...anything that might have occurred to you during our conversation that...

A Just when we were talking about positives and negatives and we were talking about gaming and sort of being online, another negative that I thought of afterwards is if the children have got sort of access to content that's not age appropriate to them. So I think sometimes if younger children have got older siblings who might be playing 18 games that aren't appropriate, I think that's really negative, not good for them. You know, just in the same way that you wouldn't let an eight year old child watch a 15 or an 18 film because it's, it will scare them.

Q Yeah. Do you think that that happens with I suppose in families where you have older children, do you see much of that?

Time: 45:00

A Well it's more what you hear, so if they're talking about a game and they've got quite a lot of knowledge about it but then also they can just watch stuff like that on YouTube as well, that's really hard to for parents to manage and monitor. It's just all out there isn't it on YouTube.

Q Do you have like blockers then on the computers? Do you have like Firewalls?

A Yeah we've got really good blocks on our computers and it's obviously really closely supervised as well. Because they will try and go on these things if they find a loophole or so



we have to be sort of on it really and we are and we are and we're quite happy to make ruthless decisions that make us unpopular if it means that the safety of the young people is how we feel it should be.

Q Has anybody ever got round it?

A I don't think so.

Q No, just not managed but... yeah.

A Instant ban.

Q OK. All right. I think that's everything so thank you ever so much. That's really helpful, thank you.