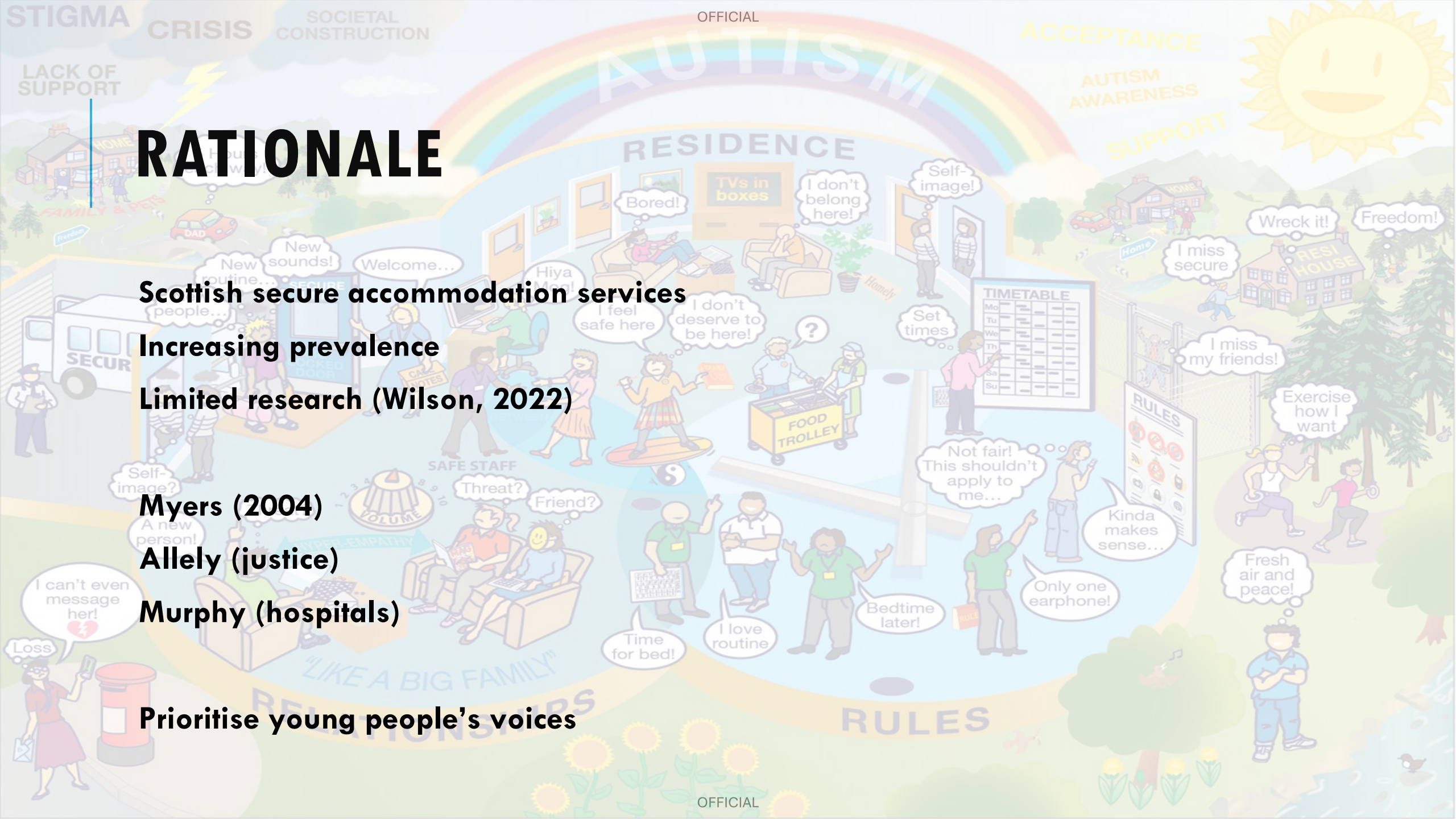




ADJUSTING THE VOLUME: REFLECTING AUTISTIC YOUNG PEOPLE'S EXPERIENCES OF SECURE CARE

Charlotte Wilson



RATIONALE

Scottish secure accommodation services

Increasing prevalence

Limited research (Wilson, 2022)

Myers (2004)

Allely (justice)

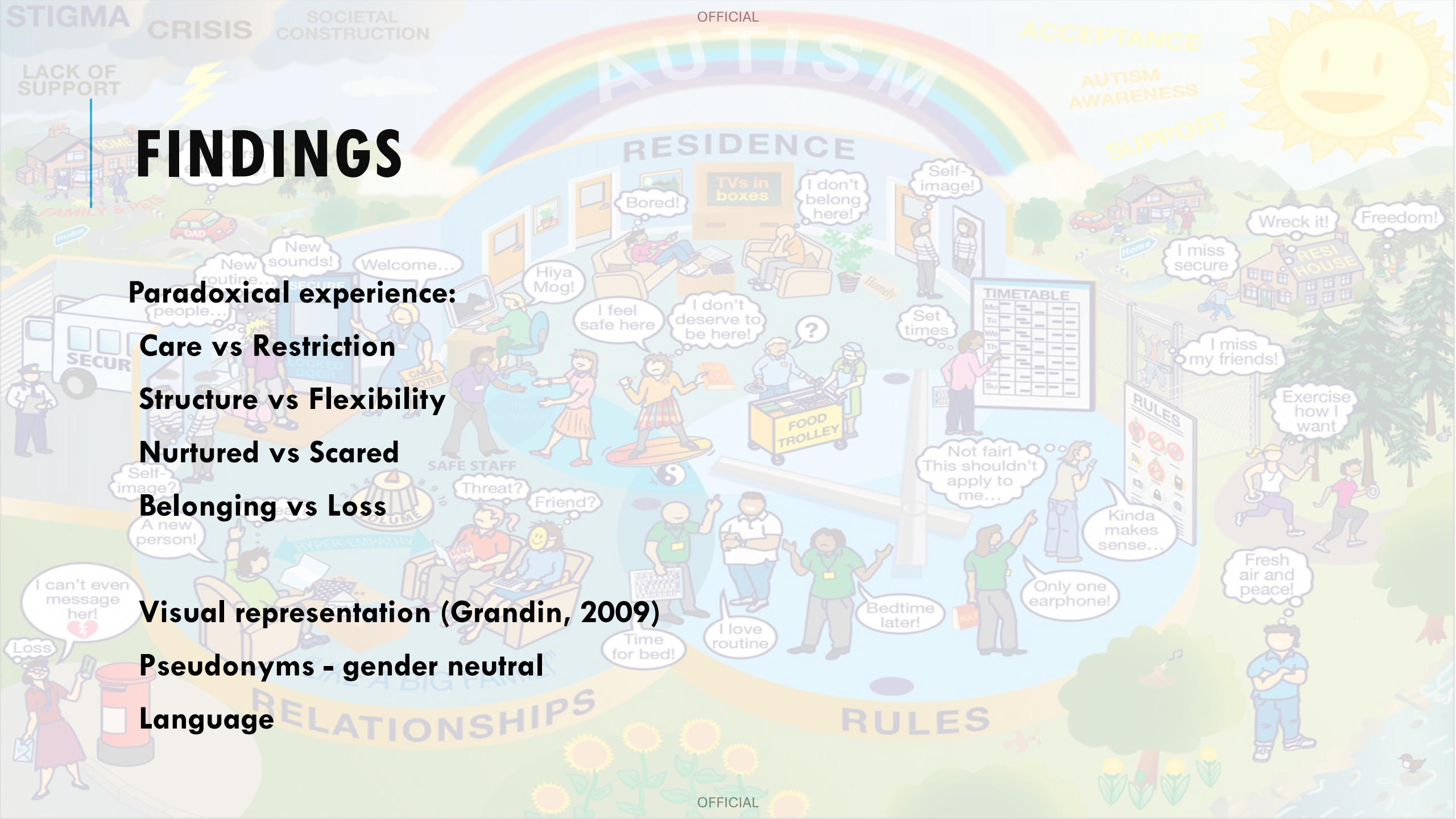
Murphy (hospitals)

Prioritise young people's voices

METHODOLOGY

- Focus on experiences
- Co-designed flexible and creative methods
- Phased approach
- June 21 – May 24
- 19 young people
- Engagement (Wilson, 2024)
- Relationships, residence and rules (Emond et al., 2016)
- Interpretative phenomenological analysis (IPA)

Interpretative phenomenological analysis (IPA)



FINDINGS

Paradoxical experience:

Care vs Restriction

Structure vs Flexibility

Nurtured vs Scared

Belonging vs Loss

Visual representation (Grandin, 2009)

Pseudonyms - gender neutral

Language



CARE VS RESTRICTION – CARE/HOME

Sammy: ‘more like a prison and less like a home’.

Andi: ‘Like even your bedroom you can’t do much with it like in [most recent secure unit] I had LED lights and all that in my room...’

Bobbie M: ‘Yeah, someone's age and someone's needs as well. I'll give you another example right, in our unit we have plastic cutlery, in case some people pose a risk to, pose a risk to you-know-what, erm, but I don't have that risk. Other people in the unit don't have that risk. But because one person has the risk, everyone had to - do you know what I mean? That kind of thing? [...] Yeah I've got flexibility with my bedroom coz I don't have that many, I don't have many risks for me personally, of - to the stuff I can get. So I'm quite lucky with my bedroom, but it's still restrictions on what you can get in and what you can have in your room.’

Andi: rules being ‘usual things that would happen if you were at home’ and activities ‘you'd usually do in the house.’

CARE VS RESTRICTION – CARE/AMBIVALENCE

Bobby D: ‘the staff were nicer than where I lived before.’

Ziggy: staff were 'mair motivated, not as pisstaking, don't just care about the money.'

Sammy: ‘these people get paid to care for me.’

Bobbie M: 'the good things, sort of overrule the bad things.'

CARE VS RESTRICTION – CARE/STAFF SKILLS

Bobby D: 'I also hate all the very stereotypical autism awareness stuff and all the puzzle pieces, like it's stupid [pause]. I don't like when neurotypical people think they know everything about autism just because they did some training or they read something online and they think that applies to everyone.'

CARE VS RESTRICTION – RESTRICTION/FREEDOM

Charley: 'Bad thing - having to be locked in rooms after 9.30pm.'

Sammy: 'Forced to live with people I don't like [...] Relationships and friendships are forced...'

Bobbie M: 'It's not being home I'd say. It's being in here. It's being in - being kept from my family I'd say, that I find difficult. That's all I can think of [pause] I do regularly see my family [pause]. Yes, I'd say probably my biggest difficulty I'd say.'

Lindsay: 'taking someone's freedom away' and 'loss of freedom.'

CARE VS RESTRICTION – RESTRICTION/SECURE CRITERIA

Sammy: 'I've always thought being in [previous secure unit] and here, I thought like the mixture of people that have like committed serious crimes and the people that just can't keep themselves safe, I think it's a bit unfair and a bit stupid to put them all in the same place - I've always felt like that... A separate place, yeah. Somewhere that was more like tailored to the needs of them people that have broke the law and people that just can't keep themselves safe, rather than putting them all under the same roof and having the same rules for everybody.'

CARE VS RESTRICTION – RESTRICTION/SECURE CRITERIA

Andi: 'Um I feel like yes and no. Coz I felt like obviously I shouldn't have been put in there, as in like for my behaviours, coz I feel like kids with mental health issues and all that, like secure shouldn't really be a thing for them. I feel like they should try something and see if it works and if it doesn't then obviously secure's like the next thing but they didn't do that with me they kinda just like put me at home with no support and then I was like - and then obviously I went off the rails – started kicking off and doing things and then obviously they put me in secure straight away and I'm like well they could have at least tried me with like mental health support and all that, just things to help me get better. But no, they didn't try that they didn't give me support at my [parent's] - I had to go home – for about - I got put in care when I was [age] so I didn't get to go home full time till I was [age] and that was three years until I got to go home, well four basically until I got to go home, and then obviously like I went home with no support and I was like 'well that's a bit rubbish' coz they didn't give me any support or nuffin.'

Lindsay: 'the big, locked doors'

Ziggy: ‘...TVs are in boxes. So they're trying to make it look safer, but it's not... Naw it's more like they're trying to cover up - making it look safe, but it's not... Aye, they TV boxes are breakable... I just dinnae like that they have stuff up that makes it look safer, but it's not.’

CARE VS RESTRICTION – RESTRICTION/CONTAINMENT

Andi: 'There's not much rules you need to go by, just like bedtime's at a certain times, just like usual things that would happen if you were at home basically... And then, they said to me that was in case you bring like things to [pause], like lighters, sharp objects and all that, or like, like vapes and all that, you can't bring any of that in... Yeah. Coz some people do silly things when they get upset and then they regret it afterwards.'

Andi: 'I actually prefer it [most recent secure unit] to being in here [community setting]. Like it's just a lot more calmer kind of like - see in here, the kids have more opportunity to like wreck - like ruin it for themselves basically. In [most recent secure unit] you don't get really get the chance to do that coz you're always, like you're not allowed going out and in the community and like doing things to like put yourself in that position that's bad for yourself just like.'

Bobbie M 'The relaxed - the relaxed - I feel like the attitude of the secure [name of unit] is fairly relaxed and it's helped me unwind from the tension of where I was before...'

Sammy: 'It's a lot more like structured and it's a lot more like rules and people around [pause] and when it's just my mum, she found it very difficult and very different, and difficult just to see eye to eye all of the time, yeah. Because it's your mum it's harder isn't it, because you don't want to upset her whereas if it's the staff sometimes you don't mind.'

Lindsay: 'Probably help to keep me safe, but you can still go through them, still knock it down.'



STRUCTURE VS FLEXIBILITY – STRUCTURE/STIGMA

Sammy: 'Just say that I don't have it all of the time, even though I know I probably do I just like to disagree with everybody [pause]. Yeah kinda [I don't like to talk about it]. When they say that's because of your autism, I say 'shut up, I don't even have that!' even though I know I probably do but I don't care.'

Bobby D: 'I don't like when, sometimes like when people find out about my autism they don't talk to me they talk to the person I'm with [pause]. Coz sometimes I wear a badge when I go out, my sunflower badge, but then if I wear it then people won't talk to me they talk to who I'm with but if I don't wear it then they talk to me and I don't reply straight away and I'm thinking about what to say they think I'm being rude. If I don't wear it.'

Bobby D: 'Mmm yeah I don't like it when people say ASD [...] Because it means disorder which makes it seem like there's something wrong but there's nothing wrong with having autism - it doesn't mean there's something wrong with me [pause].'

STRUCTURE VS FLEXIBILITY – STRUCTURE/STIGMA

Andi: ‘I felt like I belonged’ and ‘I didn’t deserve to be there’.

Andi: ‘...but on the side like I didn't deserve to be there, just like, they should have helped me a lot more than just putting me in the deep end and basically I always say this to my social worker 'you put me back to the start' coz obviously when I got taken out of [previous secure unit] that was like my fresh start after being in secure, like behaviour wise and all that, and I was doing well.’

Andi: ‘...like it's for a place for people that are struggling and all that but in their head it's like bad people, but it's not bad people, it's just people that are struggling.’

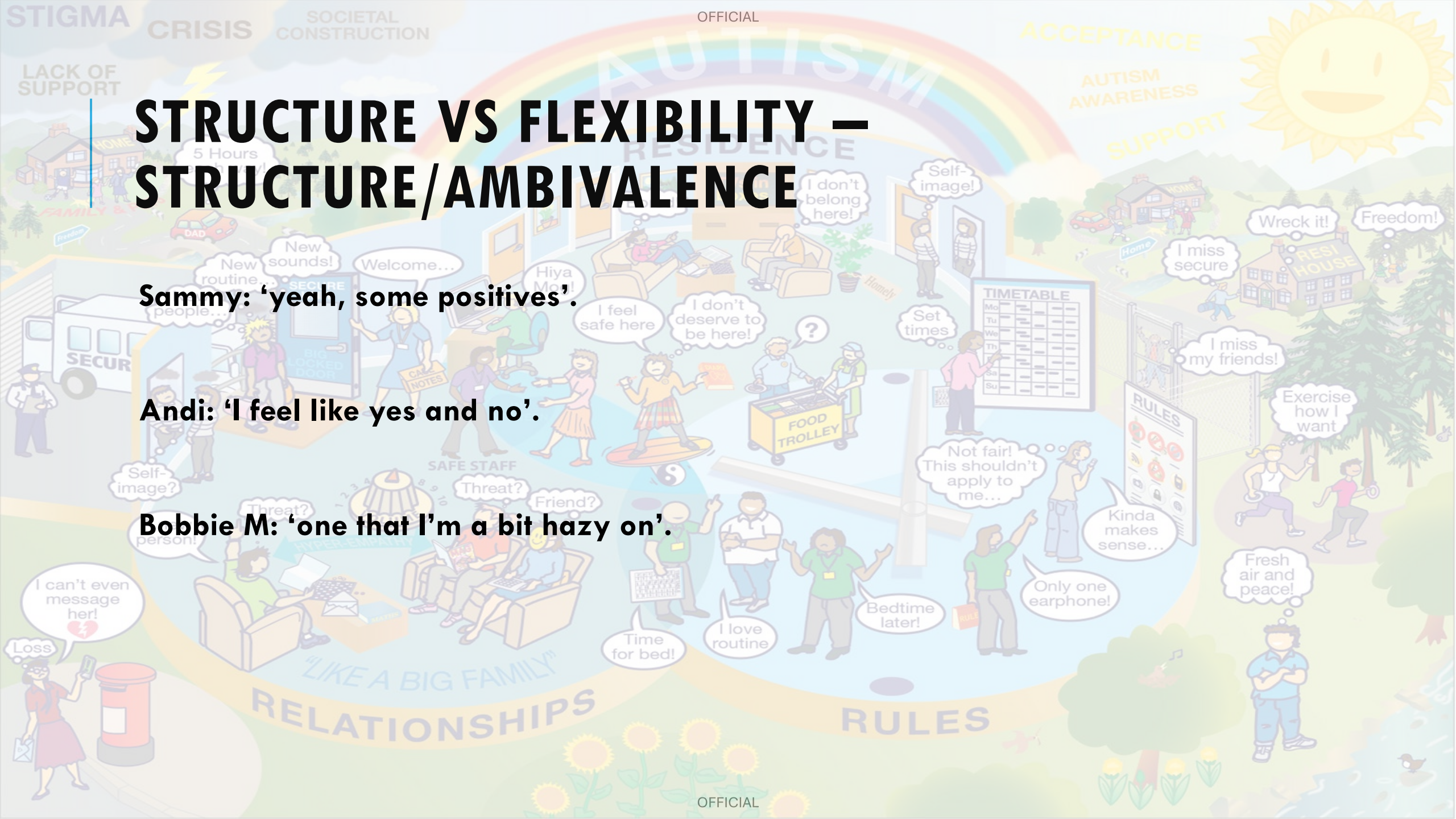
Ziggy: ‘Yes at start, no at end I didn't deserve it, I had been good [...] Yeah. Not towards the end but [...] Coz I didn’t feel like I needed it.’

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STRUCTURE VS FLEXIBILITY – STRUCTURE/AMBIVALENCE

Sammy: ‘yeah, some positives’.

Andi: ‘I feel like yes and no’.

Bobbie M: ‘one that I’m a bit hazy on’.

STRUCTURE VS FLEXIBILITY – STRUCTURE/ROUTINES

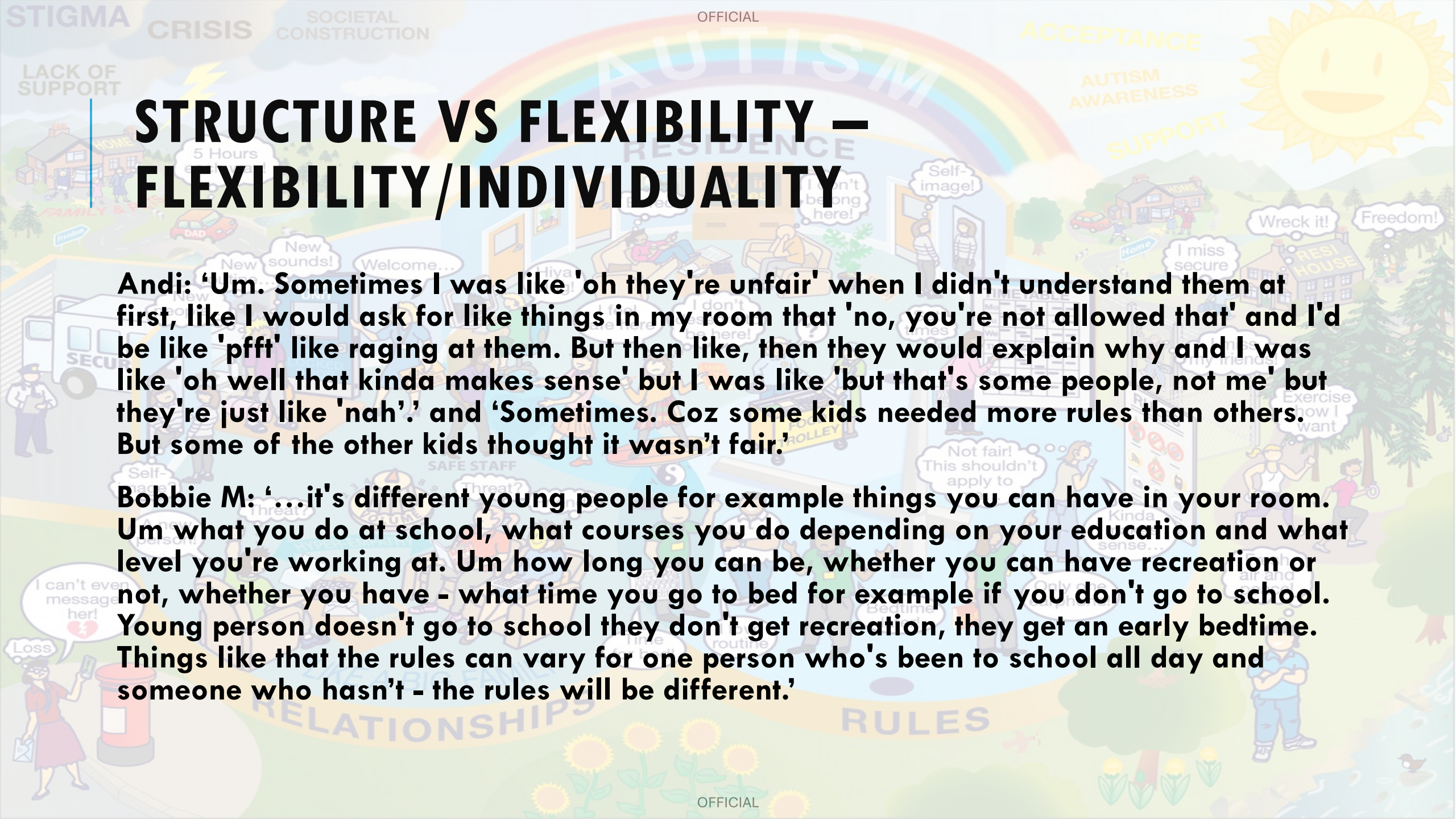
Sammy: ‘some [of the rules] are good for structure and routine’.

Andi: ‘Probably the routines getting up at half eight and then school at nine and then showering every morning, just getting yourself ready for the day. And then you could have [pause] just [pause] yeah probably just the morning routine because you would just like wake up, shower, school.’

Lindsay: ‘The routines. When I get up in the morning. Eh I go for my shower [...] Going for a shower [...] When I go to school [...] Yeah.’

Bobbie M: ‘Um, ooh, the fact that there's set times for things to happen, the fact that there's a set time for lunch, that there's a set time for dinner, that there's a set time um you go to your room, and like get up in the morning on school days. That's good. It helps keep, it helps keep a routine so that my sleep patterns can stay in sync, things like that.’

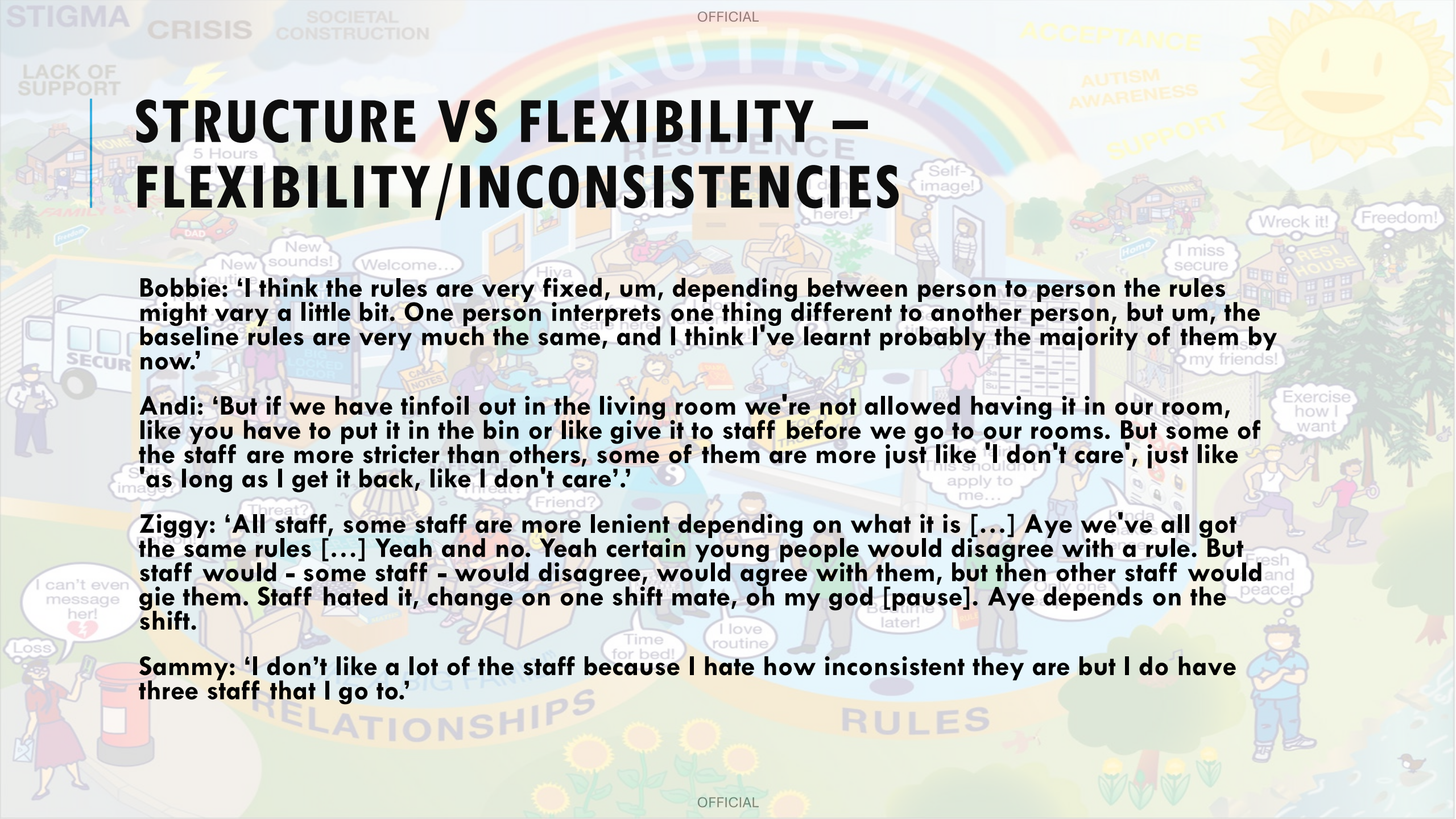
Ziggy: Coz it's the exact same every day, you know what's coming. [...] It's easy to deal wi'. It's easy to deal wi' coz you've got less...



STRUCTURE VS FLEXIBILITY – FLEXIBILITY/INDIVIDUALITY

Andi: 'Um. Sometimes I was like 'oh they're unfair' when I didn't understand them at first, like I would ask for like things in my room that 'no, you're not allowed that' and I'd be like 'pfft' like raging at them. But then like, then they would explain why and I was like 'oh well that kinda makes sense' but I was like 'but that's some people, not me' but they're just like 'nah'.' and 'Sometimes. Coz some kids needed more rules than others. But some of the other kids thought it wasn't fair.'

Bobbie M: '...it's different young people for example things you can have in your room. Um what you do at school, what courses you do depending on your education and what level you're working at. Um how long you can be, whether you can have recreation or not, whether you have - what time you go to bed for example if you don't go to school. Young person doesn't go to school they don't get recreation, they get an early bedtime. Things like that the rules can vary for one person who's been to school all day and someone who hasn't - the rules will be different.'



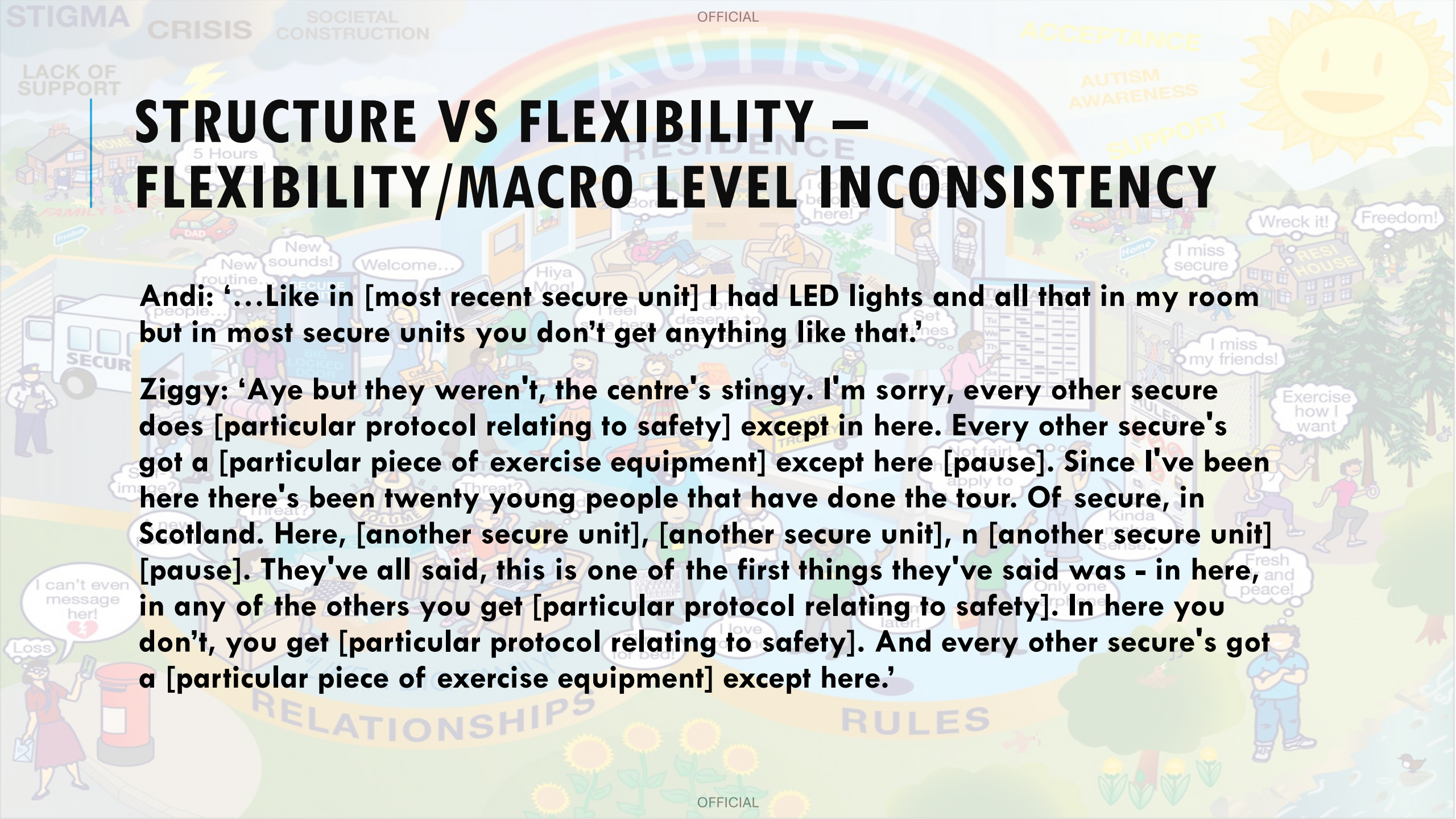
STRUCTURE VS FLEXIBILITY – FLEXIBILITY/INCONSISTENCIES

Bobbie: 'I think the rules are very fixed, um, depending between person to person the rules might vary a little bit. One person interprets one thing different to another person, but um, the baseline rules are very much the same, and I think I've learnt probably the majority of them by now.'

Andi: 'But if we have tinfoil out in the living room we're not allowed having it in our room, like you have to put it in the bin or like give it to staff before we go to our rooms. But some of the staff are more stricter than others, some of them are more just like 'I don't care', just like 'as long as I get it back, like I don't care'.'

Ziggy: 'All staff, some staff are more lenient depending on what it is [...] Aye we've all got the same rules [...] Yeah and no. Yeah certain young people would disagree with a rule. But staff would - some staff - would disagree, would agree with them, but then other staff would gie them. Staff hated it, change on one shift mate, oh my god [pause]. Aye depends on the shift.'

Sammy: 'I don't like a lot of the staff because I hate how inconsistent they are but I do have three staff that I go to.'



STRUCTURE VS FLEXIBILITY – FLEXIBILITY/MACRO LEVEL INCONSISTENCY

Andi: ‘...Like in [most recent secure unit] I had LED lights and all that in my room but in most secure units you don’t get anything like that.’

Ziggy: ‘Aye but they weren’t, the centre’s stingy. I’m sorry, every other secure does [particular protocol relating to safety] except in here. Every other secure’s got a [particular piece of exercise equipment] except here [pause]. Since I’ve been here there’s been twenty young people that have done the tour. Of secure, in Scotland. Here, [another secure unit], [another secure unit], n [another secure unit] [pause]. They’ve all said, this is one of the first things they’ve said was - in here, in any of the others you get [particular protocol relating to safety]. In here you don’t, you get [particular protocol relating to safety]. And every other secure’s got a [particular piece of exercise equipment] except here.’

STRUCTURE VS FLEXIBILITY – FLEXIBILITY/BLANKET RULES

Lindsay: ‘Like you should be allowed unsupervised in the kitchen and that. That could be changed.’

Lindsay: ‘Erm YouTube and that. Yeah internet access. Yeah. You're allowed it in ‘resi’s’, but you cannae in secure.’

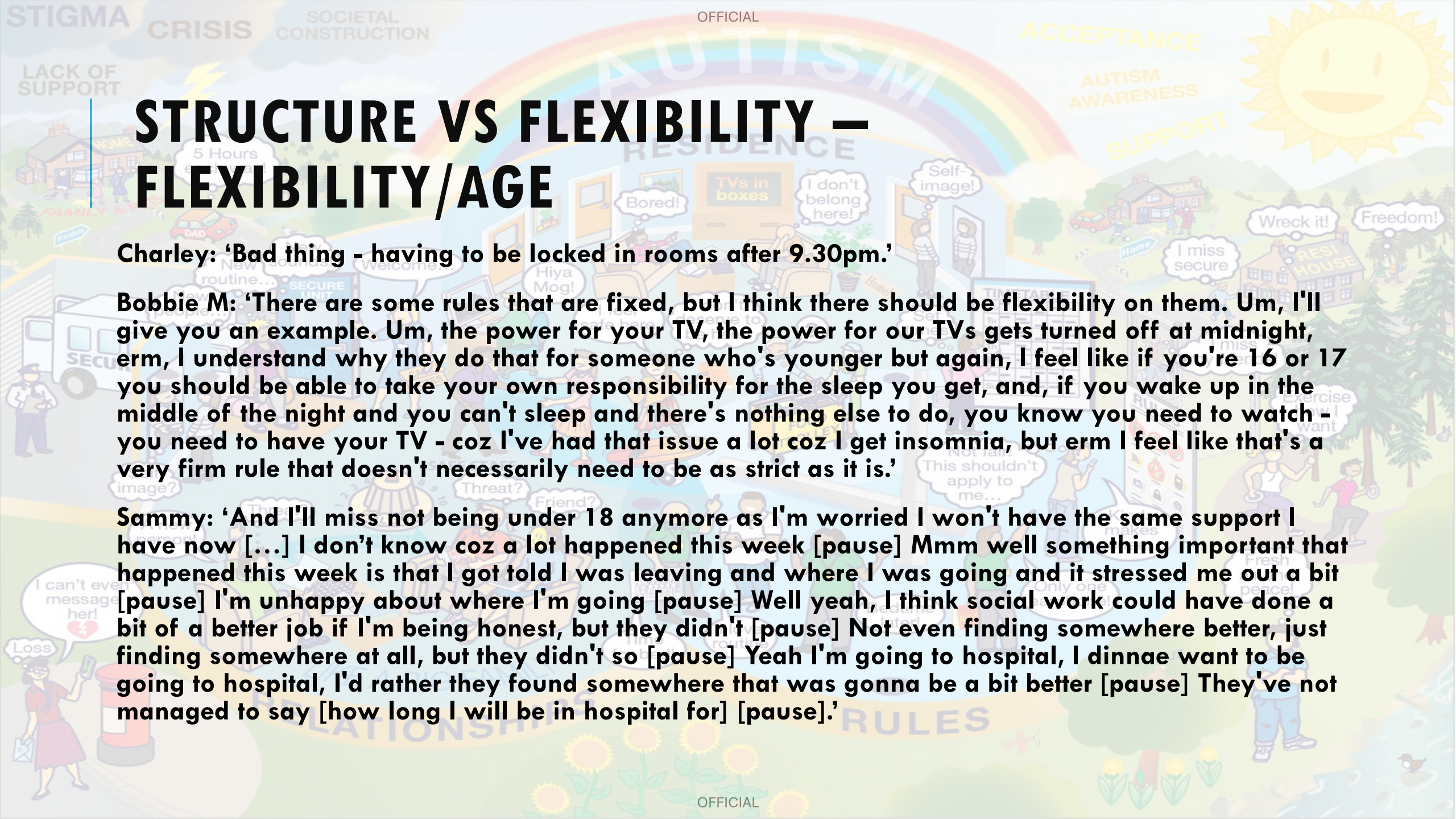
Lindsay: ‘Strict [...] Silly like you're only allowed to have one earphone on. That's quite silly [...] Because you should be allowed to listen with two [...] Because in case staff shout on you but you can still hear them with two.’

Bobbie M: ‘One thing I would say I find difficult would be the mandatory - the level of strictness on mandatory school for older young people. Um, say for example, say for example you have to go to school six periods every day, six periods every day for all young people, all young people have to go to school. If they don't then there's consequences like I mentioned earlier like the rec and early bedtimes and I feel like if a young person over 16 years old who doesn't legally have to be in school there should be less restriction, there should be less restriction on the - not necessarily whether you go to school or not but the quantity of what you do. So you should be able to have more freedom of choice on subjects that you do. It shouldn't be rigid for everyone - it shouldn't be as one size fits all if that - if you know what I mean.’

STRUCTURE VS FLEXIBILITY – FLEXIBILITY/INJUSTICE

Ziggy: ‘Annoyed. They were [...] too strict man.’

Sammy: ‘...like for example if someone was to take one thing off me because I had misused it that’s fine, but then they would just take literally everything, everything off me, ban me from every single room in the place, yeah it just doesn't really make any sense, I just think it's a bit stupid.’



STRUCTURE VS FLEXIBILITY – FLEXIBILITY/AGE

Charley: ‘Bad thing - having to be locked in rooms after 9.30pm.’

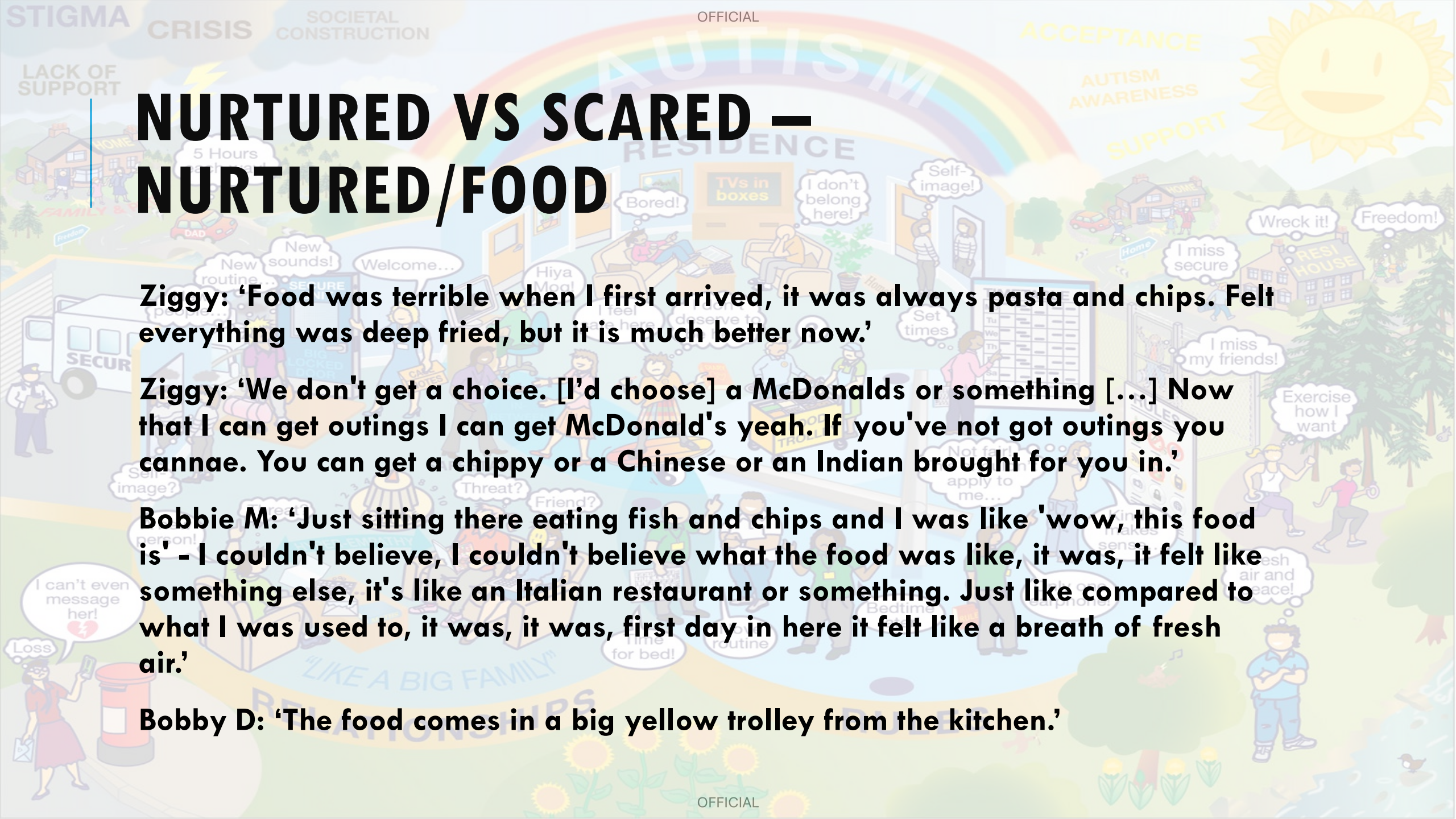
Bobbie M: ‘There are some rules that are fixed, but I think there should be flexibility on them. Um, I'll give you an example. Um, the power for your TV, the power for our TVs gets turned off at midnight, erm, I understand why they do that for someone who's younger but again, I feel like if you're 16 or 17 you should be able to take your own responsibility for the sleep you get, and, if you wake up in the middle of the night and you can't sleep and there's nothing else to do, you know you need to watch - you need to have your TV - coz I've had that issue a lot coz I get insomnia, but erm I feel like that's a very firm rule that doesn't necessarily need to be as strict as it is.’

Sammy: ‘And I'll miss not being under 18 anymore as I'm worried I won't have the same support I have now [...] I don't know coz a lot happened this week [pause] Mmm well something important that happened this week is that I got told I was leaving and where I was going and it stressed me out a bit [pause] I'm unhappy about where I'm going [pause] Well yeah, I think social work could have done a bit of a better job if I'm being honest, but they didn't [pause] Not even finding somewhere better, just finding somewhere at all, but they didn't so [pause] Yeah I'm going to hospital, I dinnae want to be going to hospital, I'd rather they found somewhere that was gonna be a bit better [pause] They've not managed to say [how long I will be in hospital for] [pause].’

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NURTURED VS SCARED – NURTURED/FOOD

Ziggy: ‘Food was terrible when I first arrived, it was always pasta and chips. Felt everything was deep fried, but it is much better now.’

Ziggy: ‘We don't get a choice. [I'd choose] a McDonalds or something [...] Now that I can get outings I can get McDonald's yeah. If you've not got outings you cannae. You can get a chippy or a Chinese or an Indian brought for you in.’

Bobbie M: ‘Just sitting there eating fish and chips and I was like 'wow, this food is' - I couldn't believe, I couldn't believe what the food was like, it was, it felt like something else, it's like an Italian restaurant or something. Just like compared to what I was used to, it was, it was, first day in here it felt like a breath of fresh air.’

Bobby D: ‘The food comes in a big yellow trolley from the kitchen.’

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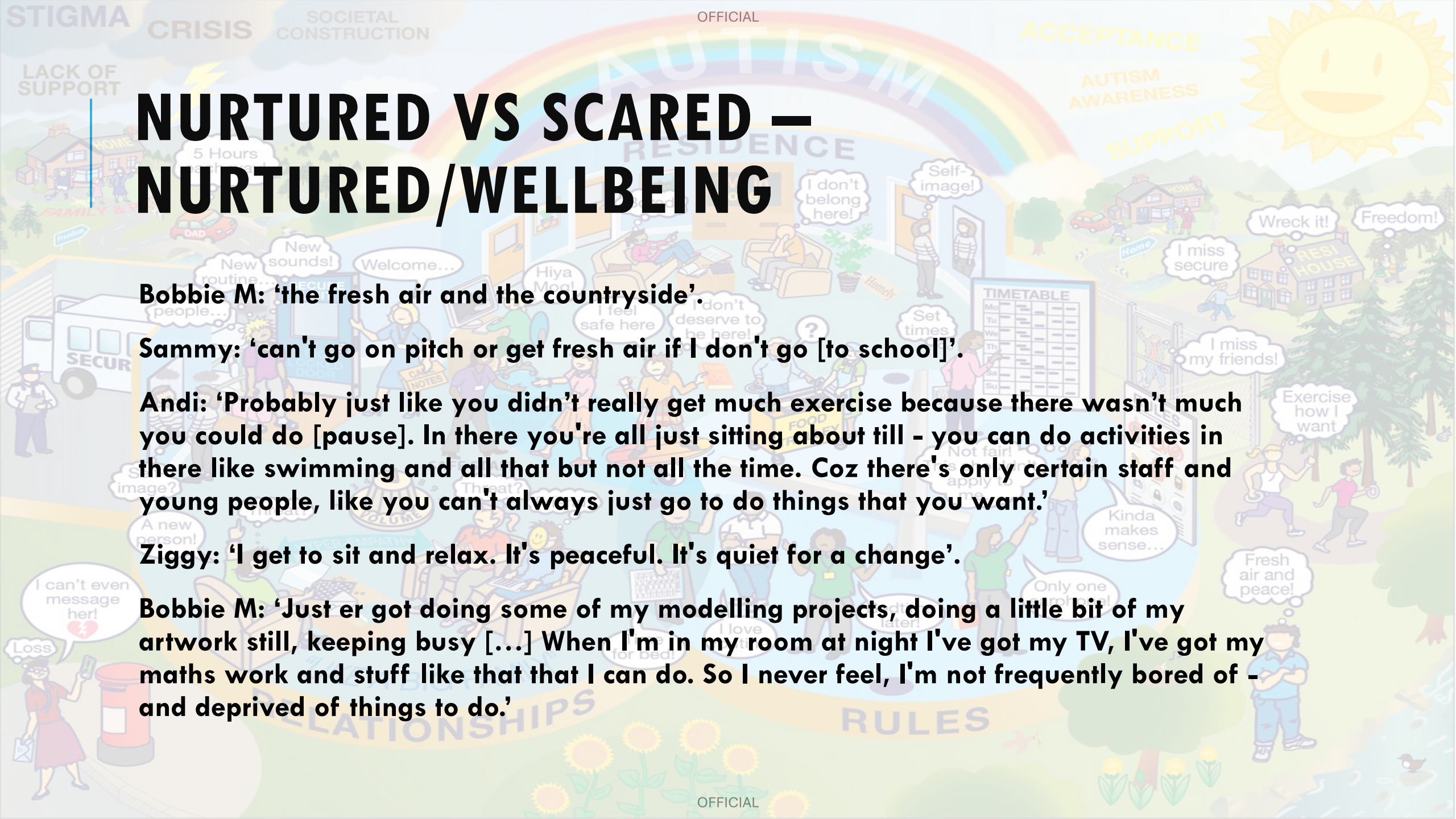
NURTURED VS SCARED – NURTURED/SENSORY

Andi: 'doors shutting behind you'.

Ziggy: 'sounds of the garage door' and 'a strong smell of bleach/disinfectant'.

Bobby D: 'It changes quite a lot so sometimes I can be okay with people touching me and sometimes I might not. It changes all the time and on different days I can handle different amounts of sensory stuff.'

Bobby D: 'I remember having a shower and it was a very, very nice shower coz I hadn't showered in like four days and I was very dirty and covered in blood so it was a very nice shower.'



NURTURED VS SCARED – NURTURED/WELLBEING

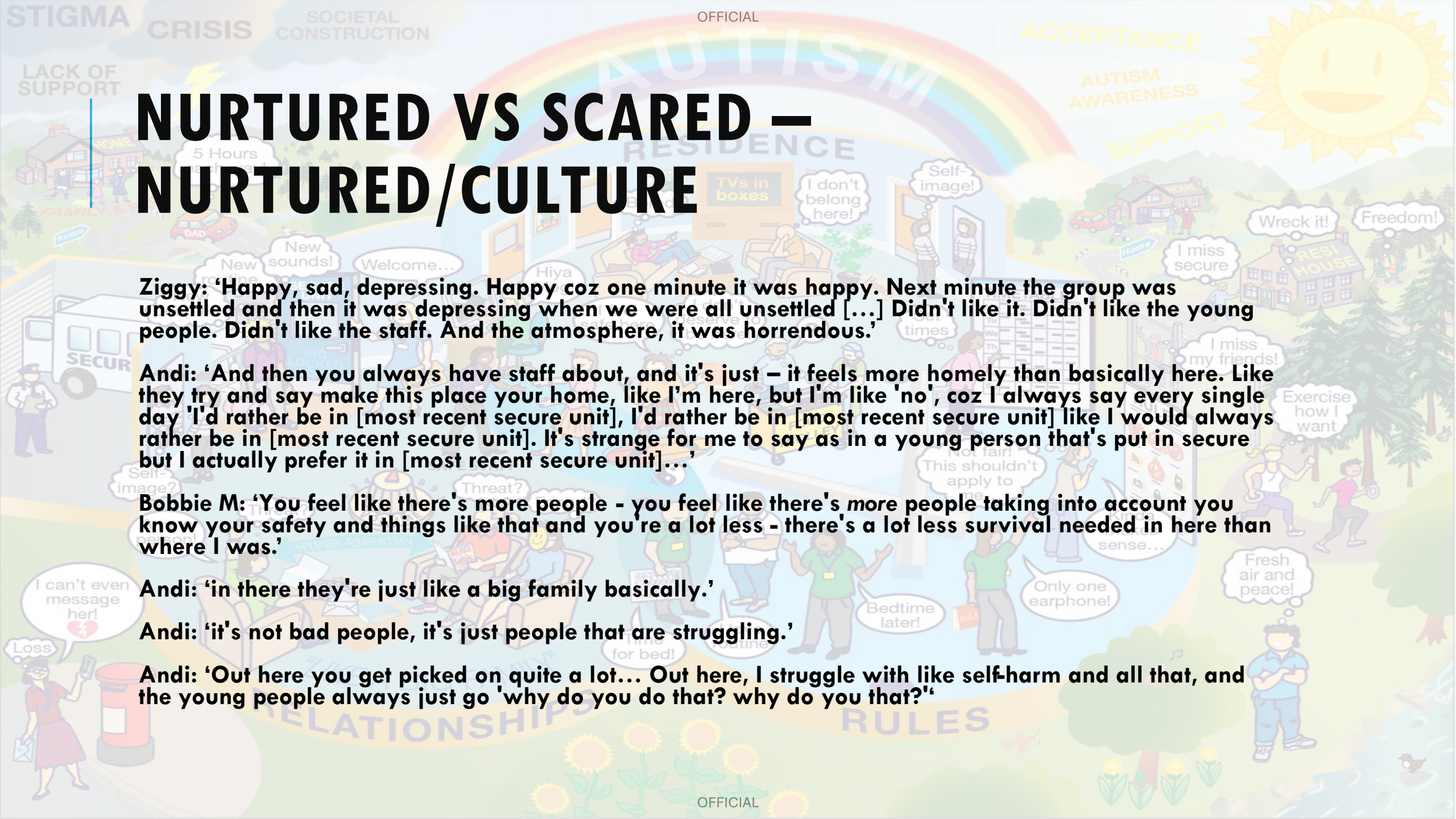
Bobbie M: ‘the fresh air and the countryside’.

Sammy: ‘can't go on pitch or get fresh air if I don't go [to school]’.

Andi: ‘Probably just like you didn't really get much exercise because there wasn't much you could do [pause]. In there you're all just sitting about till - you can do activities in there like swimming and all that but not all the time. Coz there's only certain staff and young people, like you can't always just go to do things that you want.’

Ziggy: ‘I get to sit and relax. It's peaceful. It's quiet for a change’.

Bobbie M: ‘Just er got doing some of my modelling projects, doing a little bit of my artwork still, keeping busy [...] When I'm in my room at night I've got my TV, I've got my maths work and stuff like that that I can do. So I never feel, I'm not frequently bored of - and deprived of things to do.’



NURTURED VS SCARED – NURTURED/CULTURE

Ziggy: ‘Happy, sad, depressing. Happy coz one minute it was happy. Next minute the group was unsettled and then it was depressing when we were all unsettled [...] Didn't like it. Didn't like the young people. Didn't like the staff. And the atmosphere, it was horrendous.’

Andi: ‘And then you always have staff about, and it's just – it feels more homely than basically here. Like they try and say make this place your home, like I'm here, but I'm like 'no', coz I always say every single day 'I'd rather be in [most recent secure unit], I'd rather be in [most recent secure unit] like I would always rather be in [most recent secure unit]. It's strange for me to say as in a young person that's put in secure but I actually prefer it in [most recent secure unit]...’

Bobbie M: ‘You feel like there's more people - you feel like there's more people taking into account you know your safety and things like that and you're a lot less - there's a lot less survival needed in here than where I was.’

Andi: ‘in there they're just like a big family basically.’

Andi: ‘it's not bad people, it's just people that are struggling.’

Andi: ‘Out here you get picked on quite a lot... Out here, I struggle with like self-harm and all that, and the young people always just go 'why do you do that? why do you that?’

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NURTURED VS SCARED – NURTURED/STAFF RELATIONSHIPS

Charley: 'good consistent relationships'.

Ziggy: 'meeting two staff who I get on with well now'.

Ziggy: 'staff have had the biggest impact on me in a good way'.

NURTURED VS SCARED – NURTURED/INDIVIDUAL STAFF

Sammy: ‘I also have a very strong and special relationship with my old keyworker from [previous secure unit] he visits often [...] Rowan who was my keyworker became someone I could trust, that made things easier. Rowan since then has become a major part of my life. We still keep in touch via phone and visits, I really don’t know what I would do without him.’

Bobby D: ‘safe staff’ - ‘they helped’.

Andi: ‘I had my certain staff as well coz I’m very, coz obviously with my autism I’m really thingied with some staff compared to others, like I don’t like certain staff compared to like the way I am with others... I love spending time with people coz it just makes me feel like, I like talking to people and I like hanging about with people, I’m always like one of the main people to be like ‘yeah me!’.’

NURTURED VS SCARED – SCARED/FEAR

Sammy: 'It was my first time ever in a place like that. I remember being angry and scared at my admission and after that it took months for me to fully understand the rules and routine. I struggled a lot when I was first put into [previous secure unit].'

Bobby D: 'very scary'.

Bobby D: 'scary coz there was a lot of new people.'

Lindsay: '[know]who people are'.



NURTURED VS SCARED – SCARED/STRESS

Sammy: 'Mmm, I don't really remember much about my first day here, it was ages ago.'

Charley: 'I don't remember my first day.'

Lindsay: 'I was probably scared'.

NURTURED VS SCARED – SCARED/ADMISSION

Bobbie M: ‘Yes. Well they were very good um, they put the dressing gown on me, wand you down, make sure you not got anything. Fairly standard, um you know, I’m used to that sort of thing at that point so I didn’t have an issue with it. Personally anyway.’

Lindsay: ‘how it works’.

Bobbie M: ‘Um I think they need to know the routine. They need to know who the staff are. They need to know who their personal staff are. So their keyworker and case manager. Um they also need to know sort of the code of behaviour, so how to conduct yourself in front of other young people. Obviously don’t be treating people like rubbish basically. Um just people they need to know um just the structure of the place, the behavioural patterns, the routine, um and just who they’re working with and their peers.’

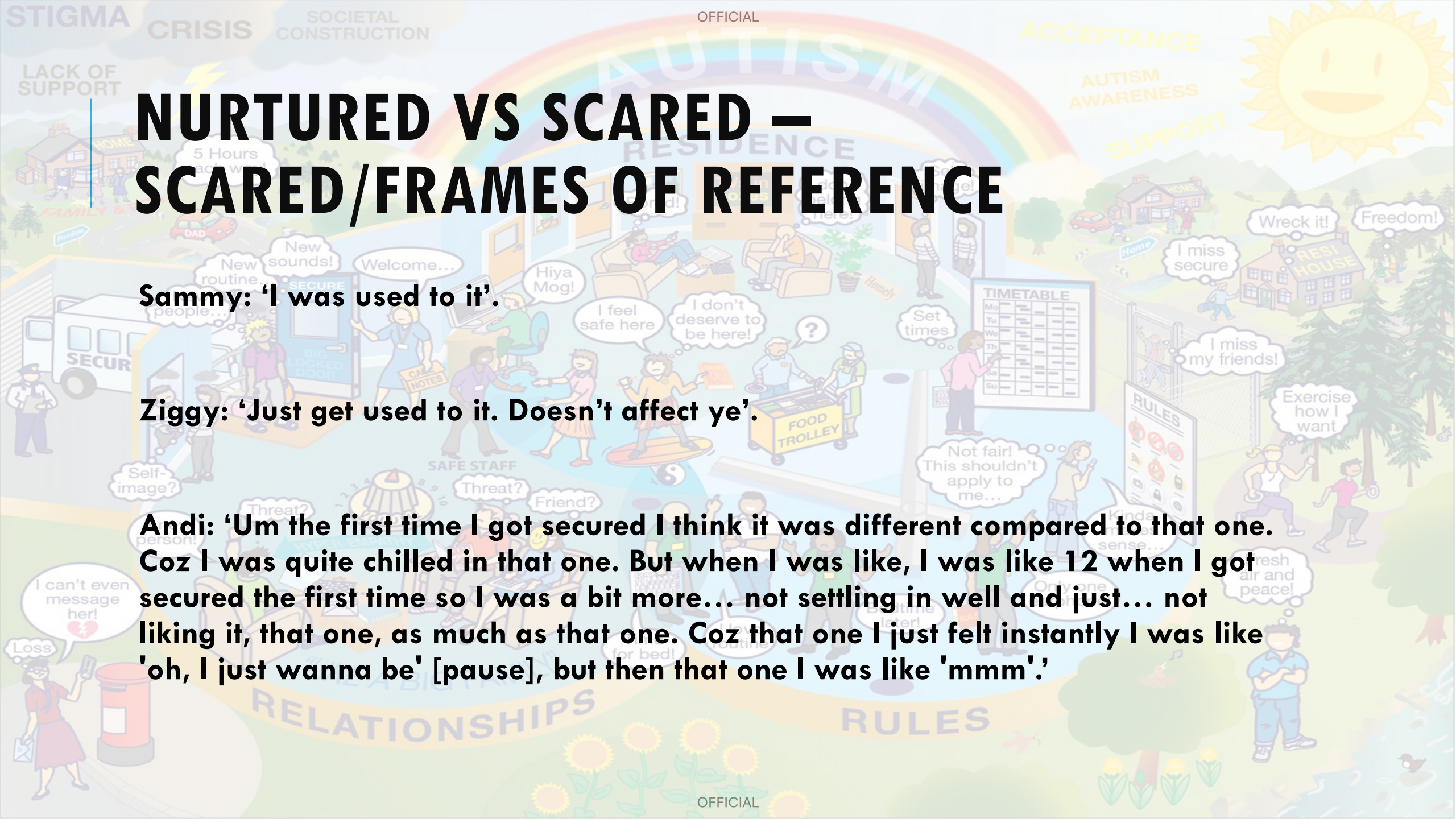
Ziggy: ‘I would tell them the routines of the house, although they might sound strange it’s something that works in the house.’

Bobbie M: 'Yes. Well they were very good um, they put the dressing gown on me, wand you down, make sure you not got anything. Fairly standard, um you know, I'm used to that sort of thing at that point so I didn't have an issue with it. Personally anyway.'

Lindsay: 'how it works'.

Bobbie M: 'Um I think they need to know the routine. They need to know who the staff are. They need to know who their personal staff are. So their keyworker and case manager. Um they also need to know sort of the code of behaviour, so how to conduct yourself in front of other young people. Obviously don't be treating people like rubbish basically. Um just people they need to know um just the structure of the place, the behavioural patterns, the routine, um and just who they're working with and their peers.'

Ziggy: 'I would tell them the routines of the house, although they might sound strange it's something that works in the house.'



NURTURED VS SCARED – SCARED/FRAMES OF REFERENCE

Sammy: 'I was used to it'.

Ziggy: 'Just get used to it. Doesn't affect ye'.

Andi: 'Um the first time I got secured I think it was different compared to that one. Coz I was quite chilled in that one. But when I was like, I was like 12 when I got secured the first time so I was a bit more... not settling in well and just... not liking it, that one, as much as that one. Coz that one I just felt instantly I was like 'oh, I just wanna be' [pause], but then that one I was like 'mmm'.'

BELONGING VS LOSS – BELONGING/GROUP

Ziggy: ‘...how unsettled the group was when I arrived [...] my outings changed and then got cancelled because of other young people being unsettled.’

Bobbie M: ‘Some people, some people how they can act or behave it makes me feel a bit down, but for the most part people make me feel happy and included.’

Andi: ‘struggling’, kept ‘themselves to themselves’ and didn’t want to ‘get involved’ and ‘the ones who were just like jumping about and trying to get involved with anybody’.

Bobbie M: ‘One young person in our unit, I won’t name them, is often rude to staff. Erm doesn’t have, don’t have any respect for certain staff members, it’s a case of if they don’t provide a use to that person, then the person then, they won’t show any respect for staff. And I think that’s wrong, I think it goes two ways. It’s a - I think it should be a ‘you respect me, I respect you’ basis, and I just - I hate to see staff trying to show respect to that person and them not returning - you know - not returning the gesture back.’

Ziggy: ‘Yeah you got the strict staff, you got the different staff. Young people you got the two different types of young people...’

Sammy: ‘new and strange’.

Andi: ‘that’s the way that like I cope coz I was in secure’.

Ziggy: ‘...how unsettled the group was when I arrived [...] my outings changed and then got cancelled because of other young people being unsettled.’

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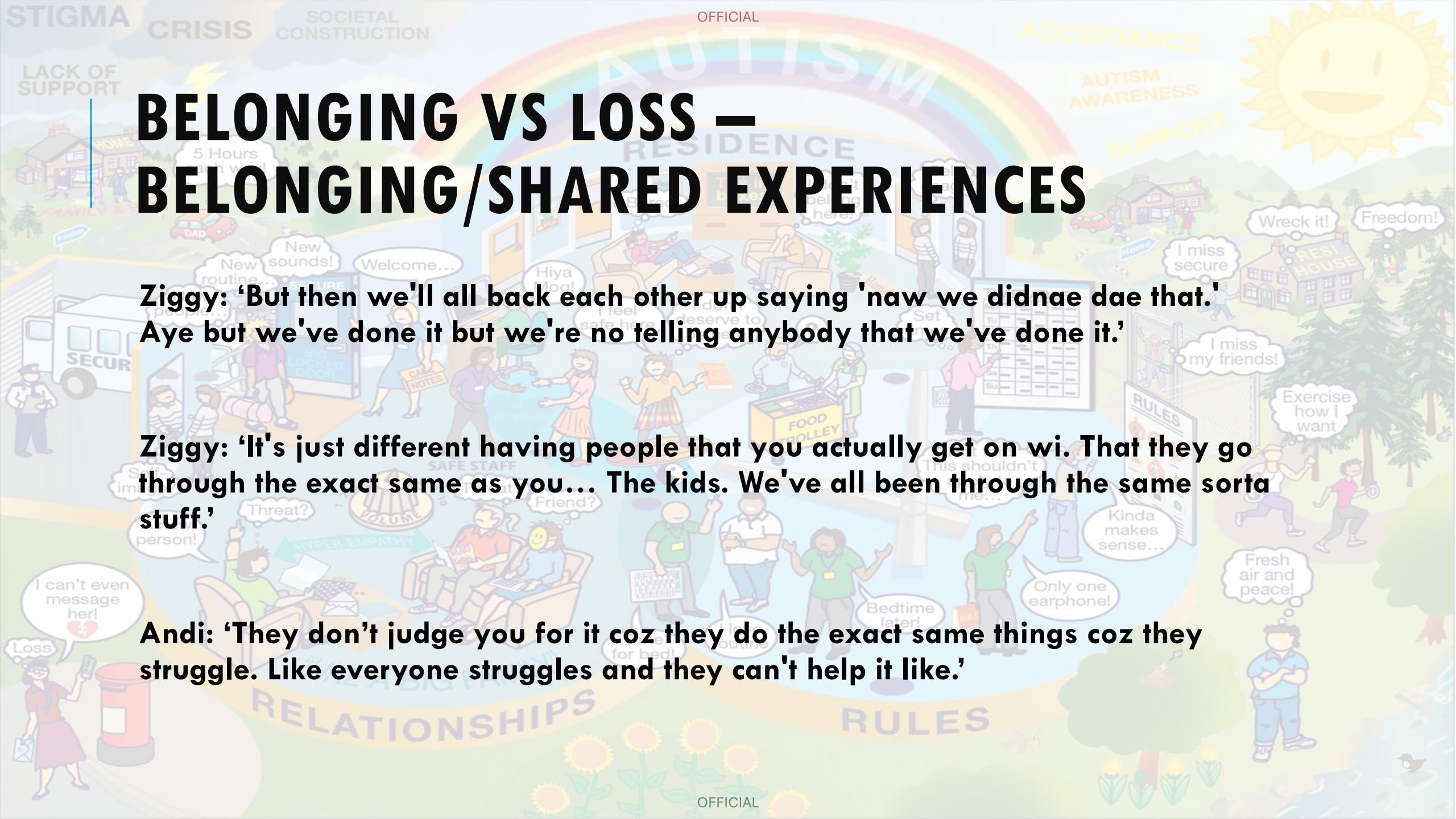
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BELONGING VS LOSS – BELONGING/SHARED EXPERIENCES

**Ziggy: 'But then we'll all back each other up saying 'naw we didnae dae that.'
Aye but we've done it but we're no telling anybody that we've done it.'**

**Ziggy: 'It's just different having people that you actually get on wi. That they go
through the exact same as you... The kids. We've all been through the same sorta
stuff.'**

**Andi: 'They don't judge you for it coz they do the exact same things coz they
struggle. Like everyone struggles and they can't help it like.'**

BELONGING VS LOSS – BELONGING/MASKING

Sammy: ‘Although I find it hard to make and keep relationships I do try build relationships with the staff here because it makes things easier.’

Ziggy: ‘We got on wi’ each other because we knew we might as well just get on wi’ each other, it made our days easier.’

Andi: ‘And then like, but I always get told like that I’m quite pretty and stuff like that, and, I think I am, when I put my make up on. I love my make up, I love doing beauty and all that...’

Bobbie M: ‘if you get your head down, play the game how should I put it, of the way it works in here, then you will be alright.’

Andi: ‘coz everyone says I’m funny’, ‘they say that I’m sassy’, and ‘they said that I’m up for trying things’.

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BELONGING VS LOSS – LOSS/FAMILY

Sammy: 'Live and cared by a family that love and genuinely care for me [...] I get to choose my friends. Lots of time to spend with my family and I'm closer to my [siblings].'

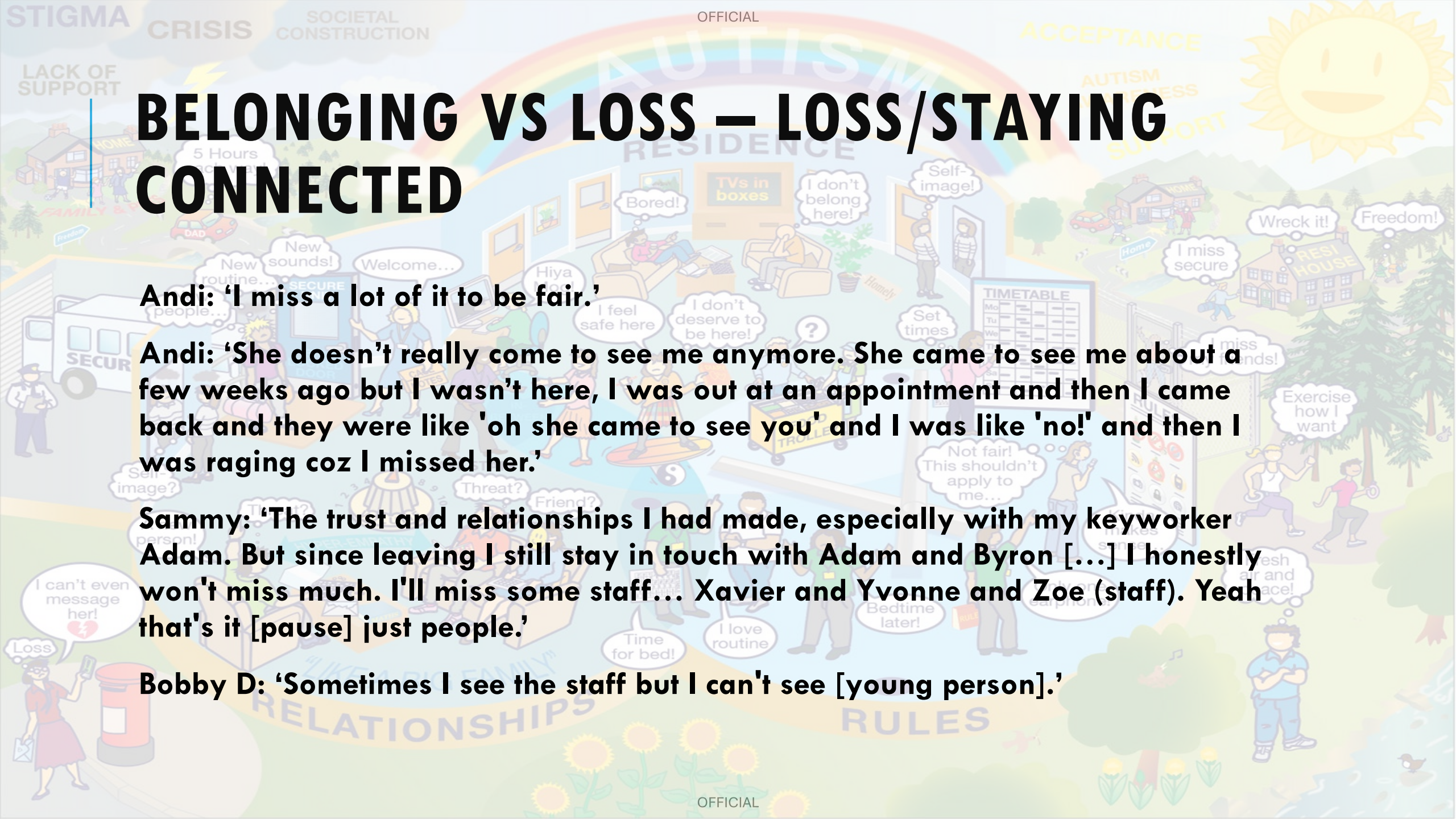
Sammy: 'I only see my mum once a week for one hour and hardly see my dad, granny or [siblings] [...] I'm also very close with my family and look forward to the one visit a week I get with my mum.'

Sammy: 'I can't see the most important thing to me - my [pet].'

Andi: 'Coz my family - I live in [Northern Scottish City], so my family's like five hours away from me, so I only get to see them every two weeks, which is a bit rubbish as well coz I don't get to see my [pet] either - I have a [pet] and she was like only a few months when I left to go in secure. But I don't get to see her either [pause]. Every single day I'm like phoning my [parent] like 'How's the [pet]? How's the [pet]?'

Bobbie M: 'being kept from' and 'of course'.

Ziggy: 'an outing with my mum in the community'.



BELONGING VS LOSS – LOSS/STAYING CONNECTED

Andi: ‘I miss a lot of it to be fair.’

Andi: ‘She doesn’t really come to see me anymore. She came to see me about a few weeks ago but I wasn’t here, I was out at an appointment and then I came back and they were like ‘oh she came to see you’ and I was like ‘no!’ and then I was raging coz I missed her.’

Sammy: ‘The trust and relationships I had made, especially with my keyworker Adam. But since leaving I still stay in touch with Adam and Byron [...] I honestly won’t miss much. I’ll miss some staff... Xavier and Yvonne and Zoe (staff). Yeah that’s it [pause] just people.’

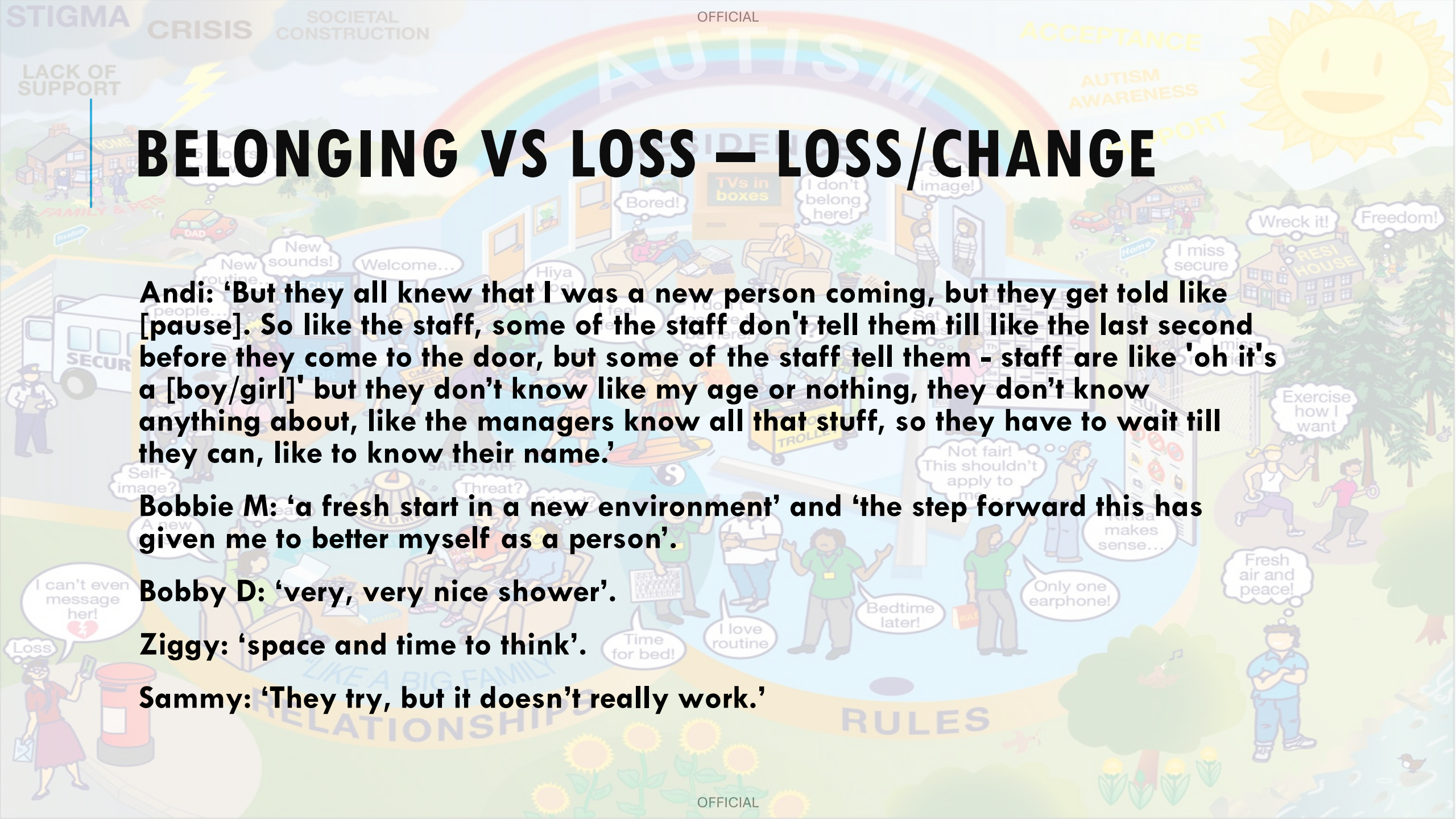
Bobby D: ‘Sometimes I see the staff but I can’t see [young person].’

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Bobby D: ‘Sometimes I see the staff but I can't see [young person].’



BELONGING VS LOSS – LOSS/CHANGE

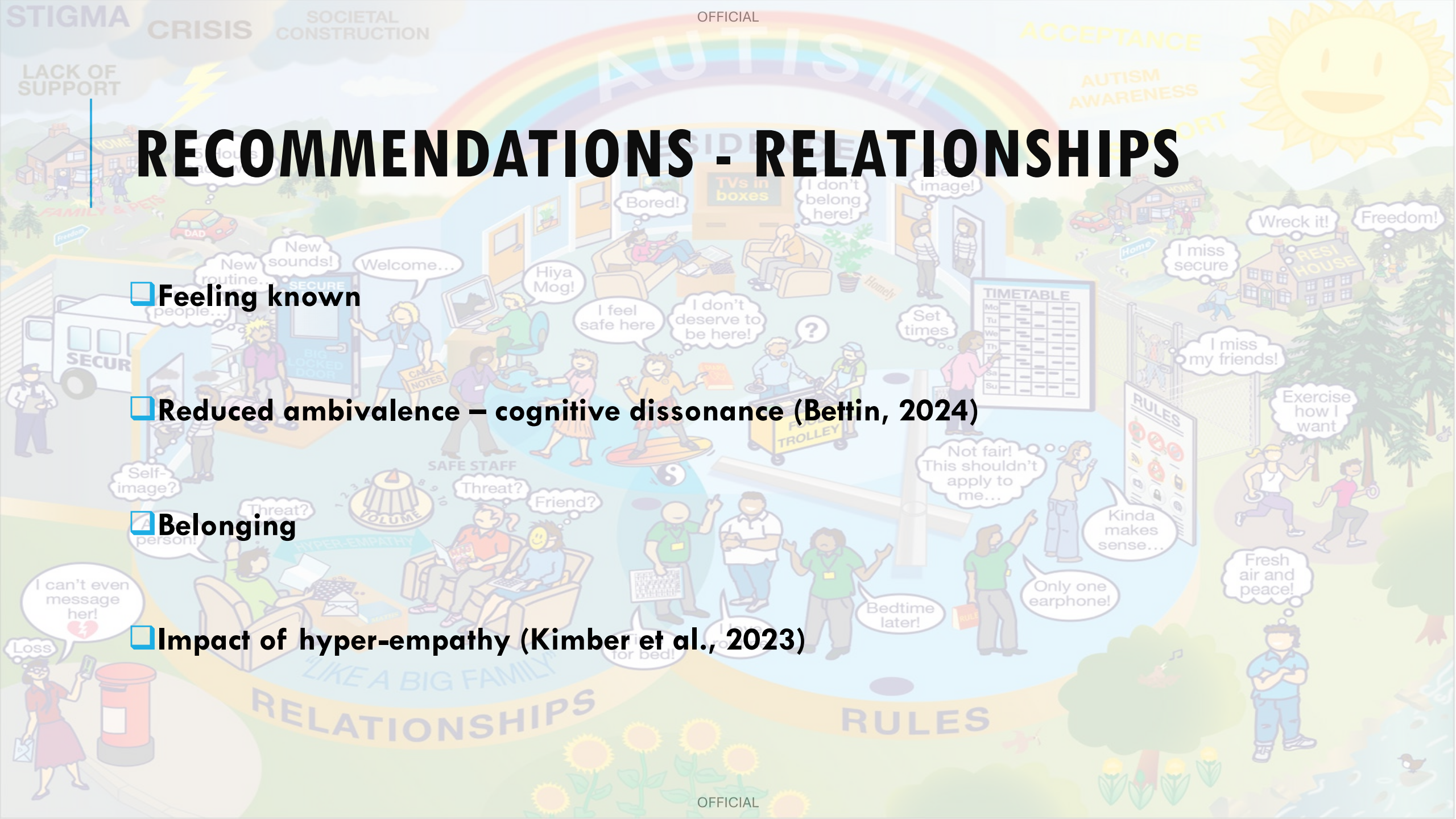
Andi: 'But they all knew that I was a new person coming, but they get told like [pause]. So like the staff, some of the staff don't tell them till like the last second before they come to the door, but some of the staff tell them - staff are like 'oh it's a [boy/girl]' but they don't know like my age or nothing, they don't know anything about, like the managers know all that stuff, so they have to wait till they can, like to know their name.'

Bobbie M: 'a fresh start in a new environment' and 'the step forward this has given me to better myself as a person'.

Bobby D: 'very, very nice shower'.

Ziggy: 'space and time to think'.

Sammy: 'They try, but it doesn't really work.'

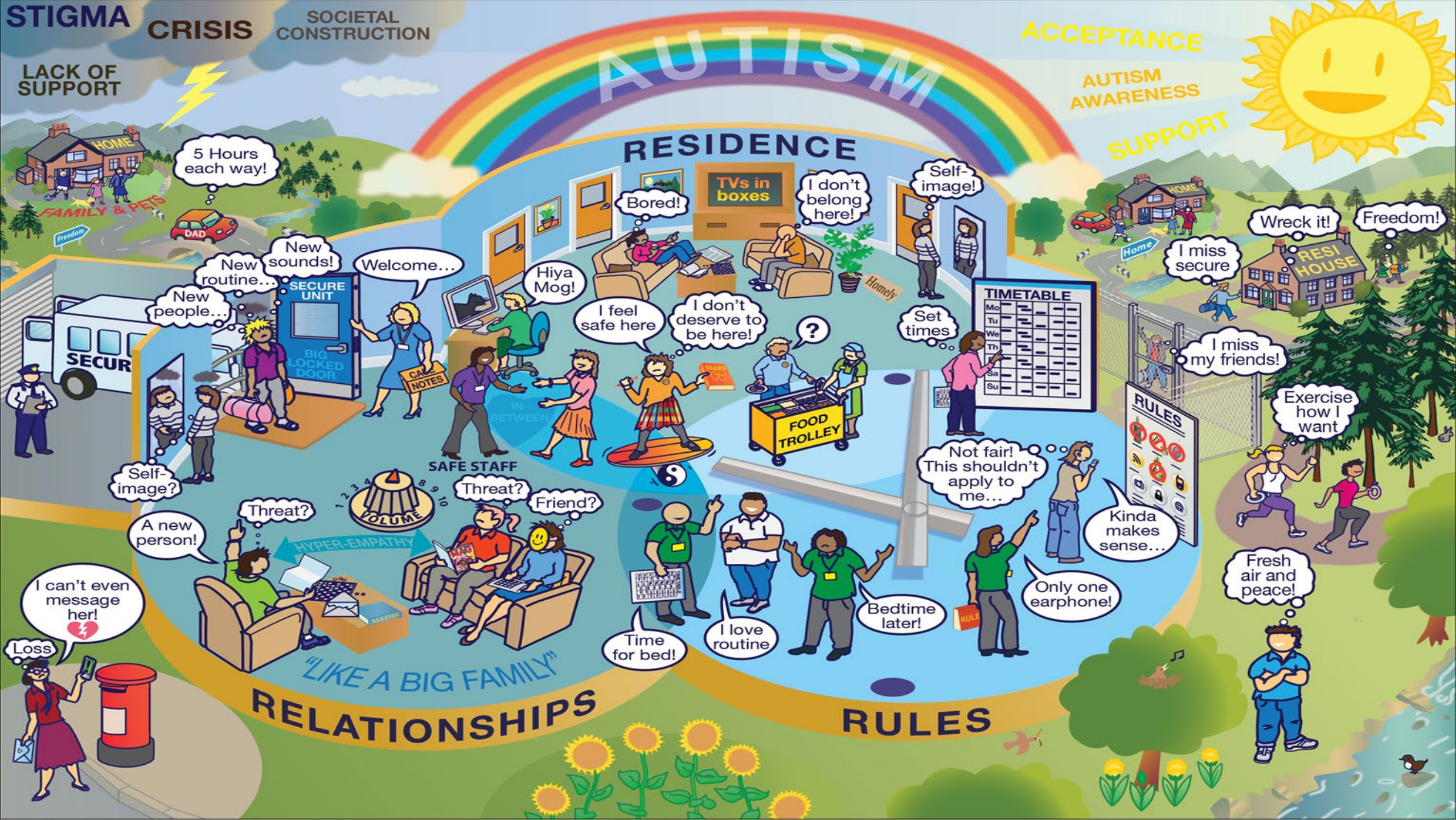


RECOMMENDATIONS - RELATIONSHIPS

- ☐ Feeling known
- ☐ Reduced ambivalence – cognitive dissonance (Bettin, 2024)
- ☒ Belonging
- ☐ Impact of hyper-empathy (Kimber et al., 2023)

RECOMMENDATIONS - RESIDENCE

-
- ☐ Environmental symbolism
 - ☐ Challenge internalised stigma
 - ☒ Sensory experiences
 - ☐ Sensory connectivity



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