



Kids' DOOR 2 Practitioner Aide Memoire

For in-person follow up after completion of Kids' DOOR 1

Kids' DOOR 2 suggests follow-up responses to support a comprehensive, child focused elaboration on any risks the child identified in DOOR 1. At the practitioner's discretion, a safe caregiver might be invited to be present, depending on the child's safety needs, age and wishes. The follow-up prompts are offered to aid conversations with the child or young person, and a practitioner would not use all of the prompts unless useful. Where possible, Kids' DOOR 2 uses language accessible for an average six or seven-year-old. Practitioners should tailor their language to suit the age and developmental stage of the child or young person. Where risk is identified, Kids' DOOR 3 provides ideas for response and referral options.

Guidelines for all domains:

It is important to understand a child's perspectives about each domain, including their hopes and wishes for the future.

1. Always validate a child's response and feelings before seeking more information. For example, *"Looks like it's been a tough time for you lately. I'd like to understand a bit more about how it's been for you"*.
2. It's helpful to normalise a range of feelings, while being alert to feelings reported that are incongruent or unexpected given the child's current context.
3. Consider how openly, comfortably and coherently the child talks about their feelings or how restricted or withdrawn they seem. If extreme or irrational responses are evident, examine carefully links to safety and wellbeing domains.
4. Explore negatives or risks to understand what the child notices, the impact on them, and what they have tried or need that helps.
5. Key to assessing the level risk is finding out about the recency, frequency and severity of any reported harm, and any changes to these (increase or decrease).
6. Enquire further when common feelings (e.g., sadness, anger) are *absent*.
7. Explore positive answers further if this seems important, e.g., balancing out a focus on negatives.
8. It's important to let children know that privacy and confidentiality will be maintained except where there are safety concerns for the child or anyone else, in which case you will endeavour to talk with them before any information sharing. For example, *"I will keep your answers private, except for two things: First, you might want to share things with Mum, Dad, [other person] or someone else because that would be helpful to everyone; and second, there might be things I need to share with other people in order to keep people safe. Normally I would talk to kids about that, and then do whatever is needed to help."*
9. Where risk is indicated, consider a child's responses individually and in conjunction with DOOR 1 reports from siblings and care givers.
10. Use Kids' DOOR 3 for further assessment, resources, response planning documents and referral options.

1. About your culture or religion

Specific notes

- Specific cultural and religious factors may be protective, or may elevate risk. See Kids' DOOR 3 for more information.

Kids' DOOR 1: Questions

DOOR 2: Follow-up prompts

1.1 Is there anything about your family's background that's important for me to know about (like what country you come from or what you believe in)?

- You can explain this question by adding, "*This could be special times or celebrations in your family, favourite foods, or the people who are part of your family.*"
- *What do you think it would be good for me to know?*

2. About your family

Specific notes

- Risk of serious injury, death and harm to psycho-social development is higher for children when parents are recently separated, or are living with a step-parent.
- A child's use of "adult" language or expressions may indicate repetition of adult comments, or adult instructions of what to say.

Kids' DOOR 1: Questions

DOOR 2: Follow-up prompts

2.1 Some kids live in more than one home or place. At the moment, do you?
2.2 Do your parents live together?
2.2a If no, do they still see each other?
2.3 Do you live with either or both of your parents?
2.4 Who mainly looks after you these days where you live?
2.5 Who else lives in your home(s)?

- Consider increased risk when a child is living with any other people in their home/s
- *What's their name?* (It's helpful to use names rather than relationships when talking with a child/young person, and is also useful for genograms)

2.6 How do you feel about your family, the way it is now?

- Consider how congruent their feelings are in light of their current context (such as separation, re-partnering, ongoing conflict, family violence, other challenges, age and developmental stage).
- Reflect: Are these feelings that you would expect a child to be feeling in this context?
- Where a negative feeling is indicated, explore:
 - *How long has it felt like that for you?*
 - *Did something happen that made you feel this way?*
 - *Does anyone else know it feels like this?*
 - *Is there anyone you wish you could talk to about this?*

3. How you, your parents/carers and others get along

Specific notes

- Consider how the child's perceptions of family conflict might fit of their current living situation and context (such as parents having separated and/or re-partnered)
- Even when parents or caregivers are not seeing each other or are no longer in contact, the child may still perceive them as being in conflict and the child may still feel deeply affected by their conflict or by someone's abuse of someone else.
- Be mindful that when a child describes "arguing" or "fighting", this may indicate non-mutual abuse by one parent or caregiver of someone else.
- Given this situation and context, are these feelings and perceptions what you might expect a child or young person to experience.

Kids' DOOR 1: Questions	DOOR 2: Follow-up prompts
3.1, 3.2, 3.3, 3.4 [If live with parents/carers/partners live together or see each other] How do [insert Name/s] get along?	
3.1 Do your parents live together or see each other?	<ul style="list-style-type: none"> • If "No": Where parents are not living together and not seeing each other, it may indicate recent or ongoing high conflict or family violence (or a FV Order). Where this is the case children are at increased risk of harm, trauma and being 'caught in the middle' of parental acrimony. • Explore how the child experiences this, including historic and current issues. • Consider risk and protective factors.
a. They are friendly with each other	<ul style="list-style-type: none"> • <i>Can you tell me about a time they were friendly with each other?</i>
b. They argue a lot	<ul style="list-style-type: none"> • <i>When's the last time the arguing happened?</i> • <i>How often do they argue?</i> • <i>Is the arguing getting worse or better?</i> • <i>What's the worst arguing that's happened?</i> • <i>What do you do when the arguing is happening?</i>
c. When they argue I feel scared	<ul style="list-style-type: none"> • <i>What's the scariest thing that's happened?</i> • <i>When you feel scared, what do you do?</i> • <i>Have you asked an adult for help about this?</i> • <i>Is there someone you'd like to talk to about this?</i>
d. I get along well with....	<ul style="list-style-type: none"> • <i>In what ways do you get on well?</i> • <i>Could you tell me about a time you got on well with...?</i>
4. How you are doing lately	
<p>Specific notes</p> <ul style="list-style-type: none"> • Consider how congruent their reported feelings are, in light of their current context (such as separation, re-partnering, parental conflict, family violence and any other challenges, as well as their age and developmental stage). • Are these feelings that you would expect a child or young person to be feeling at this point in time? 	
Kids' DOOR 1: Questions	DOOR 2: Follow-up prompts
Thinking about you, over the past month have you felt:	
4.1 Happy enough	<ul style="list-style-type: none"> • <i>Can you remember a time when you felt like this?</i>
4.2 Very worried 4.3 Very sad 4.4 Very angry	<ul style="list-style-type: none"> • <i>Can you tell me about a time when you felt like this?</i> • <i>Do you often feel this way?</i> • <i>Did something happen that made you feel this way?</i> • <i>What helps you when you feel like this?</i> • <i>Does anyone else know it feels like this?</i> • <i>Is there anyone you wish you could talk to about this?</i>
5. How your parents/carers and others are doing lately	
<p>Specific notes</p> <p>It's important to understand the child or young person's experience of their care givers mood and behaviours. This includes exploring:</p> <ul style="list-style-type: none"> • What behaviours they are noticing or are aware of • How these impact on them, their siblings or others in their family • What their hopes and fears might be • How they have responded, and whether that was helpful for them • Their ideas about what might be helpful, including talking to someone and/or what they would like their parent or care giver to understand 	

Kids' DOOR 1: Questions	DOOR 2: Follow-up prompts
5.1a, 5.1b, 5.2a,5.2b, 5.3 [If live with person at least some of the time] Over the past month, have they seemed:	
a. Happy enough	<ul style="list-style-type: none"> • Can you tell me about a time that [name] was not happy/happy? • What's it like for you when [name] is not happy/happy?
b. Very worried c. Very sad	<ul style="list-style-type: none"> • Can you tell me about a time that [name] was like this? • Is that happening more or less these days? • What helps you when [name] seems like? • Is there someone you've told about this? Did that help things? • Is there someone you'd like to talk to about this?
d. Very angry	<p>Explore to understand what the child notices, the impact on them, and what they have tried or need that helps:</p> <ul style="list-style-type: none"> • Can you tell me about a time that [name] was like this? • Is that happening more or less these days? • On a scale of 1 to 10, how [angry/scary/out of control] did they seem? (1 is not at all - 10 is really angry/scary/out of control) • What helps you when [name] seems like this you? • Is there someone you've told about this? Did that help things? • Is there someone you'd like to talk to about this?
6. How things are with you and your parents/carers	
<p>Specific notes</p> <ul style="list-style-type: none"> • Pay attention to how comfortable the child/young person is when responding to these questions – do they answer easily and readily, avoid questions, seem uncomfortable or distressed, or taking a lot of time before responding? • Is there anything to suggest they are worried about repercussions of sharing their thoughts, and more generally that they are not feeling safe or comfortable to share. • Think about how you reassure the child and create a secure space to talk about this – by validating that these can be tricky things to talk about, providing clear information about confidentiality and its limits, and listening to their tone, noticing body language, tone, their use of language and manner of communicating. 	
Kids' DOOR 1: Questions	DOOR 2: Follow-up prompts
6.1 The amount of time I spend with parent 1 is right for me 6.2 The amount of time I spend with parent 2 is right for me	<ul style="list-style-type: none"> • What makes it feel that way? • What would feel better? • Is there anything [Mum, Dad, name] could do to make it easier for you to spend time with them?
6.3 If I had a problem, I know parent 1 would help 6.4 If I had a problem, I know parent 2 would help	<p>If "Yes": What's the best way your [Mum/Dad/name] helps when you've got a problem?</p> <p>If "No":</p> <ul style="list-style-type: none"> • Can you tell me some more about what makes you think [Mum/Dad/name] wouldn't help? • What was the hardest time for you, when that happened? • Is there anything that makes it extra hard to ask [Mum/Dad/name] for help? <p>Where there is an "N/A" response, take some time to understand the context for a parent not being in a child's life.</p>

7. How safe you feel these days

Specific notes

- Remind the child that confidentiality will be maintained except where there are safety concerns for the child or anyone else, in which case you will endeavour to talk with them before any information sharing. For example, *“I will keep your answers private, except for two things: First, you might want to share things with Mum, Dad, [other person] or someone else because that would be helpful to everyone; and second, there might be things I need to share with other people in order to keep people safe. Normally I would talk to kids about that, and then do whatever is needed to help.”*
- A child or young person may feel uncomfortable or fearful to disclose. If in doubt about their comfort, a useful comment is *“Many children who were unsafe with or hurt by a carer in their life feel worried about telling someone. It’s ok to take our time together now”*.
- Where a child indicates that they are not feeling safe, it’s critical to explore what ‘feeling unsafe’ means to them to correctly identify and assess risk. When asking a child about incidents of harm or times when they felt unsafe or scared, questions should be invitational, use age/stage appropriate language and identify specific behaviours and impacts/injuries and dates. The questions below will aide this discussion.
- Note that *‘feeling safe’* and *‘being safe’* are not always correlated. A child may report *feeling* unsafe due to events such as separation or sibling conflict, while *being physically safe*. In addition, age, developmental stage, temperament and other co-existing dimensions such as mental health or neurodiversity can influence feeling safe and secure.
- Current threats to safety and/or incidents of harm require immediate follow-up, including safety planning and may require coordinated referral to specialist services and/or mandatory reporting to the relevant child protection authority may apply.
- Note that children and young people using violent or harmful behaviour with each other or to an adult is assessed and responded to differently than family violence perpetrated by an adult.
- Where risk is indicated, consider a child’s responses individually and in conjunction with any DOOR 1 reports from siblings and/or care givers.
- See DOOR 3 and the Victorian [MARAM](#) for Foundation and Practice Guides for more information

Kids’ DOOR 1: Questions	DOOR 2: Follow-up prompts
<p>In the past few months,</p> <p>7.1 Have you always felt as safe as you wanted to be?</p> <p>7.2 Did you always feel safe with parent 1?</p> <p>7.3 Did you always feel safe with parent 2?</p> <p>7.4 Did you always feel safe with everyone else you live with?</p> <p>7.5 Were your parents (and their partners) always safe with each other?</p>	<p>Note: A child may feel fearful to disclose. If unsure about their comfort, you could ask: <i>‘If you had ever felt unsafe, might you feel worried about telling someone about this?’</i></p> <p>If “Yes”</p> <ul style="list-style-type: none"> • <i>What does ‘safe’ feel like for you?</i> • <i>What do you see your parents/partners doing that shows you they are feeling safe?</i> <p>If “No”, explore how recent, frequent and severe the events that cause the unsafe feeling/s.</p> <ul style="list-style-type: none"> • <i>Can you tell me about the last time you felt unsafe with [name]?</i> • <i>Is that the most unsafe you’ve felt with [name]?</i> • <i>Does it feel like things are getting worse or better?</i> • <i>On a scale of 1 to 10, how unsafe did you feel (1 is really safe, 10 is really not safe)?</i> • <i>When you don’t feel safe, what do you do?</i> • <i>Is there someone you’ve told about this? Did that help things?</i> • <i>Is there someone you’d like to talk to about this?</i>
<p>7.6 Were you ever afraid of being with someone?</p>	<p>If “Yes”, explore who, how recent, frequent and severe the events that cause the unsafe feeling/s.</p> <ul style="list-style-type: none"> • <i>Can you tell me who you have felt afraid of being with?</i> • <i>Can you tell me about the last time you felt unsafe with [name]?</i> • <i>Is that the most unsafe you’ve felt with [name]?</i> • <i>Does it feel like things are getting worse or better?</i> • <i>On a scale of 1 to 10, how unsafe did you feel (1 is really safe, 10 is really not safe)?</i> • <i>When you don’t feel safe, what do you do?</i> • <i>Is there someone you’ve told about this? Did that help things?</i> • <i>Is there someone you’d like to talk to about this?</i>

<p>7.7 Were you ever hurt by anyone in a way that wasn't an accident (like being hit, pushed or touched in a bad way)?</p>	<p>If "No", remember a child may feel scared to disclose. If unsure about their comfort, you could ask:</p> <p><i>If "Yes", explore further to identify who, what kind of hurt, and escalation of abuse (recency, frequency and severity)</i></p> <ul style="list-style-type: none"> • <i>Can you tell me about the last time [name] hurt you?</i> • <i>What's the worst time [name] hurt you?</i> • <i>Does it feel like things are getting worse or better?</i> • <i>On a scale of 1 to 10, how worried or scared are you that [name] will hurt you again?</i> • <i>What do you do to try to stay safe?</i> • <i>Is there someone you've told about this? Did that help things?</i> • <i>Is there someone you'd like to talk to about this?</i>
<p>7.8 Have you ever hurt someone in your home in a way that wasn't an accident (like hitting, pushing or touching in a bad way)?</p>	<p>If "No", remember a child may feel ashamed and reluctant to disclose. If unsure about their comfort, you could ask: <i>"It can be hard for kids to tell someone about these times. How was it for you?"</i></p> <p>If "Yes", reassure the child/young person that it is normal to feel worried or bad about hurting someone they love, and it can feel scary to see that you've hurt someone.</p> <p>Follow-up responses and prompts should focus on the behaviour as a concern, while being non-judgemental and compassionate to the child or young person.</p> <p>Explore further to identify any escalation in harm (recency, frequency and severity):</p> <ul style="list-style-type: none"> • <i>Can you tell me about the last time you hurt [name]?</i> • <i>What's the worst time you've hurt [name]?</i> • <i>Does it feel like things are getting worse or better?</i> • <i>Is there someone you've told about this? Did that help things?</i> • <i>Is there someone you'd like to talk to about this?</i>
<p>7.9 Have you ever thought about, or actually hurt yourself in a way that wasn't an accident? 7.9a If yes, do you feel that way lately</p>	<p>If "No", remember a child may feel ashamed and reluctant to disclose. If unsure about their comfort, you could ask: <i>'If you <u>had</u> ever hurt yourself, would you feel worried about telling someone?'</i></p> <p>If "Yes", reassure the child/young person that it can feel scary to have thoughts of self-harm, or to act on these.</p> <p>Validate the child/young person for sharing this information. If the risk is current Focus on safety planning and risk management. Ensure you follow service protocol in risk response.</p> <p>Explore further to identify any escalation in harm (recency, frequency and severity):</p> <ul style="list-style-type: none"> • <i>Can you tell me about the last time you thought about/actually hurt yourself?</i> • <i>What's the worst time you've hurt yourself?</i> • <i>Does it feel like things are getting worse or better?</i> • <i>Is there someone you've told about this? Did that help things?</i> • <i>Is there someone you'd like to talk to about this?</i>

8. Other stuff that feels tough

Specific notes

- Cumulative stress is a trigger for safety incidents by adults, and can amplify adverse outcomes for children and young people's development and well-being.
- Explore the effectiveness of supports the child or young person has access to. Consider what else you can assist them with, directly or by referral.
- When multiple or severe stressors co-occur with risks on other domains, coordinated response by a network of services is recommended.

Kids' DOOR 1: Questions

Sometimes tough things happen to children and young people. This year, did any of these things happen to you?

- 8.1. I have been bullied
- 8.2. I moved house
- 8.3. I changed schools
- 8.4. I was sick in hospital
- 8.5. Someone I love died
- 8.6. My family had big money worries
- 8.7. Anything else?

DOOR 2: Follow-up prompts

Understand the timing, impacts of and where relevant, whether they are ongoing or escalating (e.g., bullying).

- *What was it like for you when that tough thing happened?*
- *Do you think things are getting better or worse?*
- *On a scale of 1 to 10 how worried/ upset are you?*
- *Was there someone like a friend or grown up that you could talk to? Did that help things?*
- *Is there someone you'd like to talk to about this?*

9. When things are hard

Specific notes

- Identify and explore the things a child or young person does when things are/feel tough to better understand their resourcefulness, strengths and coping strategies.
- Consider responses in conjunction with those to Domain 10 to understand the supports and resources available or lacking for a child or young person.
- Any protective factors will assist in effectively responding to risk and managing transitions, disruption/changes, and the range of emotions accompanying separation.

Kids' DOOR 1: Questions

- 9.1 When things are tough in your family life, do you ask someone for help?
- 9.2 Is there anything else that helps you when things are tough?
- 9.3 Do you have a teacher who really understands you?
- 9.4 Do you have a friend you can talk to?

DOOR 2: Follow-up prompts

Where a child indicates affirmatively, be curious about these supportive resources:

- *Who do you usually talk to?*
- *When are the times you might do that?*
- *How does it help you feel better?*
- *Is there anything else that might help you feel better when things are tough?*

Where a child does not identify supports, invitationally explore options to build protective resources.

- *I'd like to help with that. Who else could help with finding a person you can talk to?*

10. The most helpful people

Specific notes

- Identify and explore effective supports available, and any gaps in support for the child or young person to follow-up with.
- Consider responses in conjunction with those to Domain 9 to understand the supports and resources available or lacking for a child.
- Any protective factors will assist in responding to risk effectively and managing transitions, disruptions or challenges, and the range of emotions associated.

Kids' DOOR 1: Questions	DOOR 2: Follow-up prompts
<p>10.1 What's the most helpful thing you do when things are tough?</p> <p>10.2 Who was the most helpful person to you this year?</p> <p>10.3 What was the best thing that happened to you this year?</p>	<p>Explore and understand the ways in which these supports are helpful.</p> <p>Where a child does not identify supports, validate their feeling of being alone or unsupported. Invitationally explore options to build protective resources.</p> <ul style="list-style-type: none"> • <i>Who do you wish would be helpful?</i> • <i>I'd like to help you to find some support. Let's talk about how you could let that person know you need support.</i>
Closing	
<p>Specific notes</p> <ul style="list-style-type: none"> • When closing, thank the child or young person and acknowledge and validate their efforts in sharing their thoughts and feelings with you. For example: <i>"Thank you for our talk today, and for sharing your thoughts and feelings with me. I know that it can be tough to talk about these things."</i> • It's important to give the child an opportunity to talk about how they feel about their conversation with you, and to vary or add their responses. • Explore whether there is any information they wish to share, with whom, how and when this will happen. Check to see if they have any safety concerns for themselves or anyone else if this is to happen. • Remind the child that confidentiality will be maintained except where there are safety concerns for the child or anyone else, in which case you will endeavour to talk with them before any information sharing. For example, <i>"I will keep your answers private, except for two things. You might want to share things with Mum/Dad/Name because that would be helpful to everyone. There might be things I need to share with other people in order to keep people safe. Normally I would talk to kids about that, and then do whatever is needed to help"</i>. • Ensure the child or young person understands what is likely to happen next, including any reporting, safety planning or referrals. • See Specific Notes for Domain 7, concerning safety and confidentiality in Kids' DOOR 2. • See Kids' DOOR 3 and the Victorian MARAM for Foundation and Practice Guides for more information 	
Kids' DOOR 1: Questions	DOOR 2: Follow-up prompts
<p>Thank you for letting me know about your safety and your feelings. It's very important you feel safe and secure as possible.</p> <p>Did these questions help you to talk and feel understood?</p>	<p>Acknowledge and validate their sharing of thoughts and feelings with you. For example, <i>"Thanks for our talk today, and for sharing your thoughts and feelings with me. I know that it can be tough to talk about these things."</i></p> <p>Explore their experience of your conversation together. For example, <i>"I'd like to check on how it was for you talking with me, is that okay?"</i></p> <ul style="list-style-type: none"> • <i>Is there anything we've missed that you think would be good for me to understand, in order to be able to help you?</i> • <i>Of all the things we talked about just now, what feels most important?</i> • <i>Is there anything we've talked about that you'd like [Mum, Dad, name] to know? If "Yes" prompts re. confidentiality (see Specific notes above)</i> • <i>Is there anything we've talked about that feels like it needs to stay just between you me? If "Yes" prompts re. confidentiality (see Specific notes above)</i> <p>Next steps: outline what happens next, including any reporting, safety planning or referrals.</p>

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Citations and references

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