VOLUME ONE

"CRIME IS A SYMPTOM OF SOMETHING ELSE":

AN EXPLORATION OF EDUCATIONAL AND CHILD

PSYCHOLOGISTS' CONTRIBUTIONS TO YOUTH JUSTICE

SERVICES IN ENGLAND

by

LOUISE ELIZABETH RAYFIELD

Volume 1 of a thesis submitted to the University of Birmingham in part

fulfilment of the requirements for the degree of

APPLIED EDUCATIONAL AND CHILD PSYCHOLOGY DOCTORATE

School of Education

University of Birmingham

July 2021

ABSTRACT

Children and young people (CYP) known to youth justice services (YJS), also known as youth offending teams or youth offending services (YOTs/YOSs), represent a vulnerable group of CYP. There is a growing interest in youth justice work, with increasing numbers of educational and child psychologists (ECPs) working in this area. However, there is an underdeveloped body of research investigating ECPs' practice with YJSs; therefore, this research utilised individual semi-structured interviews to explore six ECPs' contributions to YJSs across five local authorities (LAs) in England. The findings provide a unique contribution to the limited knowledge base in this area.

Data were analysed inductively using Thematic Analysis (TA; Braun and Clarke, 2006) that illuminated six main themes from ECPs' accounts. Key findings related to ECPs' roles in identifying CYP's special educational needs and/or disabilities (SEN/D), problem-solving, and training and empowering youth justice professionals. Findings also illustrated ECPs' roles in providing links between YJSs and education services, which included their involvement in supporting resettlement from custody into the community. These are reportedly important contributions in the literature given the high rates of recidivism amongst CYP not in education, training or employment (NEET), and the role of education as a protective factor from offending.

It is anticipated that the findings will contribute to the emerging understanding of ECPs' work with YJSs. Implications for ECP practice are discussed, including ethical considerations, opportunities for ECP practice in youth justice contexts, recommendations for professional development on doctoral training courses, and

considerations for establishing YJS partnerships and service delivery models. The findings and implications are also considered within Bronfenbrenner's (2005) Process-Person-Context-Time (PPCT) model, highlighting ECPs' contributions to YJSs at various levels that can impact proximal and distal factors involved in CYP's offending.

DEDICATION

Mum & dad

For your love, immeasurable support, and endless belief in me,

that made it possible to achieve this goal.

Thank you.

ACKNOWLEDGMENTS

CONTENTS

INDEX OF APPENDICES

LIST OF TABLES

LIST OF FIGURES

GLOSSARY

AEP	Association of Educational Psychologists
BPS	British Psychological Society
CBT	Cognitive Behavioural Therapy
CoP	Code of Practice
CYP	Children and Young People
DECP	Division of Educational and Child Psychologists
DfE	Department for Education
DfEE	Department for Education and Employment
DfES	Department for Employment and Skills
DoH	Department of Health
EHCNA	Education, Health and Care Needs Assessment
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
ECP	Educational and Child Psychologist
EPS	Educational Psychology Service
HCPC	Health and Care Professions Council
HMG	Her Majesty's Government
HMIP	Her Majesty's Inspectorate of Probation
ISS	Intensive Supervision and Surveillance
LA	Local Authority
MoJ	Ministry of Justice
NACRO	National Association for the Care and Resettlement of Offenders
NAPEP	National Association for Principal Educational Psychologists
NEET	Not in Education, Employment or Training
PHE	Public Health England
PPCT	Process-Person-Context-Time
PRU	Pupil Referral Unit
RQs	Research Questions
RQ1	Research Question One
RQ2	Research Question Two
RQ3	Research Question Three
SEN/D	Special Educational Needs and/or Disabilities

SLCN	Speech, Language and Communication Needs
STC	Secure Training Centre
TA	Thematic Analysis
TECP	Trainee Educational and Child Psychologist
TME	Target Monitoring and Evaluation
UNCRC	United Nations Convention on the Rights of the Child
UoB	University of Birmingham
YJB	Youth Justice Board
YOI	Youth Offending Institution
YOS	Youth Offending Service
YOT	Youth Offending Team
YJS	Youth Justice Service
YJW	Youth Justice Worker
YSE	Youth Secure Estate

1. INTRODUCTION

1.1.   Chapter Overview

This opening chapter presents the rationale for this research exploring the role of educational and child psychologists (ECPs) working in youth justice services (YJSs). Applied psychologists' roles in YJSs are considered, and specifically the role for ECPs, who have had opportunities to become increasingly engaged in youth justice work with changes in the socio-political context. This chapter concludes with a synopsis of the remaining thesis structure.

1.2.   Terminology

The terms YJSs and YOTs or YOSs are often used interchangeably. For the purpose of this research, I will use YJS, focusing on the positive 'justice' element as opposed to the potentially stigmatising term 'offending'. I will also refrain from using 'offender' for this reason, opting for children and young people (CYP) to reflect they are children first, which is consistent with my professional position to uphold CYP's rights. Additionally, whilst the term educational psychologist is more commonly used in the literature and profession, I will use educational *and child* psychologist to reference ECPs' knowledge and expertise in child development, and breadth of their role working across a range of settings, not simply within education.

1.3.   Youth Justice Landscape

The 1997 New Labour government's political agenda promoted social inclusion, whose policies acknowledged the complexities associated with youth offending, requiring sophisticated, multifaceted responses (Hill, 2017a). YJSs were established as a result of the Crime and Disorder Act (Her Majesty's Government,

1998; HMG), and acknowledged the complex backgrounds and vulnerabilities experienced by CYP known to the youth justice system, requiring a multi-agency approach to reduce offending in England and Wales. Previously managed by social services, the new justice system comprised education, health, and social care alongside police and probation services. It was designed to target the root causes of CYP's difficulties, minimising the effects of risk factors associated with offending (Public Health England, 2019; PHE), and encouraging more effective problem-solving through joined-up, collaborative working (Ryrie, 2006). Preventing youth offending, violence and reoffending in CYP requires a joined-up approach across a number of services to understand and address wider, local community factors involved in youth offending, too (PHE, 2019).

1.4.   YJSs: Psychological Contributions

'Young people involved in crime tend to bear many of the characteristics − and have many of the needs − that are typical of young people with special needs or who are vulnerable to disadvantage and social exclusion'

(Ryrie, 2006, p.9)

The multi-agency organisation of YJSs to address social issues (Gersch, 2004) increased the likelihood of attracting different psychology sectors and disciplines to work with them. Prompted by this changing landscape, Warnock (2005) investigated the roles and contributions of applied psychologists working in YJSs (n = 19), which included: ECPs (14%), and clinical (57%), forensic (11%), counselling (7%) and dual-registered psychologists (11%). See Table 1.1 for an overview of their activities.

Table 1.1: Contributions made by clinical, forensic, educational, counselling and dual-trained psychologists to YJSs, according to Warnock's (2005) study, including service delivery arrangements.

Element	Statistics relating to each aspect of psychologists' work
Assessment	96% of psychologists provided assessments, 75% of whom were also involved in providing parent/carer assessments, using multiple approaches including psychometric assessments.
Interventions	86% were involved in interventions with CYP such as Cognitive Behavioural Therapy (CBT), with 75% also providing interventions to parents/carers and families, including family therapy and utilising systemic approaches.
Consultation	All psychologists conducted consultations with YJWs focusing on CYP, and 71% also provided consultation around families.
Training	86% of psychologists delivered training for YJS
Advice for courts	61% provided services to crown or youth courts, including psychological court reports, including pre-sentence reports, for CYP, parents/carers and family units. 45% of psychologists had not received prior training in this area.
Multi-agency work	Within YJSs, 50% worked with additional agencies as part of their youth justice work.
Service delivery model	29% were commissioned by a YJS, whilst 61% were seconded by their 'parent' agency, and 10% were directly employed by a YJS.

Warnock's (2005) findings indicated that forensic psychologists were more prepared than other psychologists for their role in YJSs. This is consistent with the focus of their professional training, and subsequent work within the criminal justice system, in which forensic psychologists are described as having a role in the 'collection, examination and presentation of evidence for judicial purposes'

(Gudjonsson and Haward, 2016, p.1). In YJSs, forensic psychologists appear to have a role in preparing court reports, assessing and identifying CYP's risks and providing appropriate, specific interventions for 'treating' certain offending behaviours (typically for higher risk individuals) (Hollin and Hatcher, 2017), such as sexual offences (Lösel and Schmucker, 2005) or violence (McGuire, 2008). Hollin and Hatcher (2017) also reported that specific, targeted interventions are most beneficial when embedded in, or run alongside, family or school-based approaches and interventions, which suggests a role for other psychologists in different divisions.

Warnock's (2005) findings also indicated ECPs and clinical psychologists offered a larger range of services, at a number of levels, compared with other psychologists. For example, an aspect of clinical psychologists' current work in YJSs is to provide supervision for youth justice workers (YJWs), and their involvement in Enhanced Case Management (ECM) meetings (Youth Justice Board, 2020; YJB). ECM is a trauma-informed response that provides a child-first approach to develop a better understanding of a child's lifestyle and their family background, accounting for the effects of social deprivation, poverty and other risk factors affecting CYP's outcomes and contributing to offending (ibid.). Clinical psychologists support a multi-agency case formulation with key stakeholders involved with a child and their family, highlighting CYP's patterns of behaviour indicative of their level of functioning, and provide recommendations about the interventions needed by YJWs to support the CYP (ibid.).

1.4.1. ECPs' Involvement in YJSs

Educational psychology practice has evolved over time, shaped by the philosophical orientations within psychology and continually developing social and political factors (Hill, 2017b). ECP practice widened following the legislative focus on social inclusion in the Green Paper: Excellence for All Children (Department for Education and Employment, 1997; DfEE) that outlined plans to tackle social challenges and inequalities, including crime rates (Social Exclusion Unit, 2003; SEU), creating new opportunities for ECPs' work to transcend education settings. This was reflected in the Department for Education and Employment's (2000; DfEE) review of ECPs' roles, which described their work beyond school settings, in community-oriented work where CYP face social exclusion, such as YJSs (Hill, 2017a).

ECPs are specialists of childhood, not simply education (MacKay, 2007), and the complex psychological profiles of CYP known to YJSs (Taylor, 2016a) provides a clear rationale for ECPs to work in the youth justice system, to support CYP who are at-risk or have committed offences, as well as schools, families and YJSs through systemic approaches (Hill, 2017a). There are very few published papers available relating to ECPs' involvement with YJSs, and those that exist are from fifteen years ago (see Chapter 2, Section 2.2 for information relating to the literature search strategy). Within these papers, Farrell et al. (2006) and Ryrie (2006) suggested there are powerful and valuable reasons for ECPs' involvement in youth justice work, although the exact number of YJSs receiving some level of support from ECPs in England is unknown. Statistics relating to educational psychology services' (EPSs') involvement with YJSs were provided by Farrell et al. (2006). Their review of ECPs' contributions across a range of areas in light of the Every Child

Matters legislation (Department for Education and Skills, 2004; DfES), identified a minority of EPSs (31%) were working with YJSs according to Principal ECPs, indicating this work was not prevalent across the profession. However, 80% of respondents felt ECPs should be involved (Farrell et al., 2006), highlighting that the majority of ECP respondents felt they possess the necessary skills to support in youth justice. These were reflected across a range of activities, which they felt endorsed their involvement with this cohort, including: assessment, psychological advice, supervision of YJWs, intervention support, consultation, direct therapeutic work, training for practitioners and parents, and monitoring the appropriateness and effectiveness of provision. Further research identified one third of YJSs had a formal arrangement with an EPS (Talbot et al., 2010), and 34% of YJS practitioners had direct access to an ECP through the YJS, consistent with the percentage of EPSs who reported having youth justice involvement. An additional 23% reported indirect access (i.e. through schools), however, this access to ECPs was limited as it depended on CYP attending and accessing education, and was not available for CYP over seventeen years old (Talbot et al., 2010). This indicates a need for a greater number of links between EPSs and YJSs to increase access to ECP support for CYP in this group.

Initial research in this area suggests ECPs' work with YJSs varies across services, appearing to span across all of ECPs' core roles and functions (Currie, 2002), as Farrell et al. (2006) indicated in their research. There may be some scepticism about ECPs' roles in YJSs, including questions about whether ECPs are adequately skilled or trained to work in YJSs (Ryrie, 2006), although early research suggests ECPs' contributions to YJSs are potentially advantageous. For example, ECPs' knowledge of schools and education processes (Department for Education

and Skills, 2001a; DfES), special educational needs and/or disabilities (SEN/D) and other risk factors associated with offending, are valued, including family dynamics, and links to other agencies that can support youth justice work (Farrell et al., 2006). Further, Ryrie (2006) highlighted links between offending behaviour and non-attendance (Audit Commission, 1996), social exclusion (Harrington and Bailey, 2005), and low academic achievement (Farrington, 1986; Liddle, 1998; Rutter et al., 1998), indicating similarities with ECPs' typical work to encourage ECP practice with YJSs.

1.5.   <u>Rationale for the Current Study</u>

Through informal conversations with practitioners, ECPs appear to have had involvement with YJSs (or their equivalents) for at least four decades. However, the lack of documentation or research relating to this involvement means this area of work remains underdeveloped, as the extent and scope of ECP practice with YJSs during this time is not easily known. The paucity of published research, alongside varied practice across local authorities (LAs) that I am aware of from my practice, suggests ECPs' involvement in youth justice work is not yet widespread, and could be considered an area of the profession that is relatively underrepresented. However, there is growing interest from ECPs and professionals, demonstrated by the rising numbers joining the educational psychology and youth justice working group at the University of Birmingham (UoB), run by Dr Huw Williams and Dr Dipak Choudhury (ECPs), which has evolved from 25 to 144 people between 2018-2021 on the group mailing list. Despite increasing interest, recommendations for ECPs' involvement in YJSs from Taylor's (2016b) review, and recognition that psychologists are needed to provide additional services to promote CYP's education

and rehabilitation from the government (Ministry of Justice, 2017, MoJ), ECP practice and research remains underdeveloped in this area. From scoping existing literature, I found a large body of research acknowledging the vulnerability of CYP, disproportionate numbers of SEN/D amongst CYP known to YJSs and their challenges in education, which are discussed in the literature review in Chapter 2, Section 2.3 (e.g. Taylor, 2016a; YJB, 2020). However, I only found one published article focused on discussing the breadth of the ECP role in a YJS (Ryrie, 2006). My literature search (described in detail in Chapter 2, Section 2.2) did not yield any additional published articles that focused on the scope of ECPs' involvement in YJSs since Ryrie's discussion paper, to my knowledge. A range of unpublished theses were included that offer insights into specific aspects of ECP practice, providing valuable research and implications for ECP practice in youth justice work. These include factors facilitating relationships with CYP in YJSs (Hall, 2013), and their role in providing consultations to YJWs (Wyton, 2013), as examples. Research relating to ECP practice in relation to YJSs is explored in more detail in Chapter 2.

1.6.   <u>Positionality</u>

Growing up around CYP living in deprivation and poverty, I witnessed the impact children's early adverse life experiences and impoverished circumstances had on friends and their family members, who were close to me and my siblings. I heard adults in positions of power around me express negative narratives about these children's life courses, stigmatised based on where they had come from and who their families were. Many of these children went on to experience trajectories from poverty to prison, which I felt demonstrated a potential self-fulfilling prophecy, and I often thought about how these children were misunderstood, treated unjustly

and with prejudice. This personal insight into some of the struggles people experience who did not have the same privileges I was fortunate enough to have, motivated me to want to make a difference and an impact in people's lives; to help people, be an advocate, challenge negative narratives, and give people a voice where they might not typically have one.

Further, through my professional practice as an assistant ECP and trainee ECP (TECP), I have engaged in youth justice work in EPSs across three LAs, where I have gained experience through supervised professional practice working at different levels: applying psychology to elicit CYP's and parents'/carers' views, working with professionals and key community stakeholders to promote CYP's educational inclusion, and supporting organisational development to establish new partnerships with a YJS. Without minimising the harm CYP may have caused others as a result of their offence(s), many CYP come into contact with YJSs as a result of their challenging circumstances, experience of significant, and often multiple traumas, and their unidentified needs, which can result in an increased risk of offending, and CYP having to manage the negative, stigmatising label and perceptions that are associated with the term 'young offender' (Cicchetti and Rogosch, 2002; McAra and McVie, 2007). The negative narrative surrounding CYP displaying antisocial behaviours initiated my interest in working with CYP in the YJS, and I have developed an interest in utilising psychological knowledge and expertise to contribute to, and promote, change and positive outcomes for these CYP.

Where CYP I have worked with have often expressed the desire for change, but lacked the skills or capability to do this alone, this has stressed the importance of listening to CYP, promoting their views, and providing holistic, systemic support to promote real, sustainable change. Working within an eco-systemic framework

(Bronfenbrenner, 1979) to acknowledge the multitude of factors that contribute to CYP's development, learning, life outcomes, and myriad of risk factors to offending behaviours, indicates there is a place for educational psychology in collaboration with other services to support CYP at-risk of offending, and those already known to YJSs.

Through my practice, I became aware of the inconsistent partnerships between EPSs and YJSs across LAs, which led to the development of this research to explore practices in different LAs. Although I was not working within a LA EPS or YJS at the time of this research, my previous professional experiences provided me with background knowledge and an awareness of current contexts and practices that an 'outsider' to this field of research might not possess (Robson, 2011). To ensure this position was advantageous rather than prejudiced, I took steps to reduce potential threats to the quality of the study (Mercer, 2007), detailed in Chapter 3.

1.7.   <u>**Purpose, Expected Outcomes and Relevance to ECP Practice**</u>

It is essential for ECPs to share their contributions and potential functions in youth justice work through disseminating research and information relating to their practice. By increasing the evidence-base, this will demonstrate possible models for service delivery and factors to facilitate effective partnerships, and help bridge educational psychology and youth justice work, to ultimately improve outcomes for CYP. Specifically, the current research will contribute to this underdeveloped area, providing a critical appraisal of six ECPs' work with five YJSs, using Bronfenbrenner's (2005) bioecological Person-Process-Context-Time (PPCT) model as an analytical frame to consider the various levels, and influences, of their practice. This will illuminate their practice, helping to gain a clearer idea of their

contributions, perceived impact, and factors influencing their role at individual and systemic levels. A social constructionist approach will frame the research, which is 'principally concerned with explicating the process by which people come to describe, explain, or otherwise account for the world (including themselves) in which they live' (Gergen and Gergen, 1984, p.266). I anticipate this study will provide a current view of ECP practice with YJSs where ECPs' involvement is already established through different service models, and will clarify the roles and contributions ECPs are able to make. This can help promote ECP services, and support ECPs to develop their roles within YJSs, where the ECP role is often not understood. Findings also highlight how links can be established with YJSs, and provide insights illustrating the need for additional preparation on training courses, and clear guidance and clarity from professional governing bodies to ensure ECPs' skills are utilised effectively and ethically in YJSs, and ECPs are sufficiently supported.

1.8. __My Research Journey and Mitigation__

The COVID-19 pandemic did not affect data collection from the ECPs included in this research; however, it did limit my sample, as I had challenges recruiting managers from YJSs who I had envisaged interviewing alongside ECPs. Circumstances relating to COVID-19 and a period of leave from my studies affected other aspects of my research journey, slowing the progression of my research and timely dissemination of findings. Despite the intervening period since commencing my research, the focus of my study remains current and the research area remains underdeveloped. Moving forward, I anticipate disseminating my research in a variety of ways, discussed in Chapter 5.

1.9.   <u>**Volume Structure**</u>

The following four chapters in this thesis will: review literature relating to the ECP role within YJSs (Chapter 2); outline the methodology, rationale, procedures, analysis and ethical considerations (Chapter 3); discuss key findings from my empirical research alongside existing literature (Chapter 4); and consider future research directions, limitations and implications for ECPs' practice with their youth justice practice (Chapter 5).

2. LITERATURE REVIEW

2.1.   Chapter Overview

      This chapter provides a review of relevant and available research relating to ECPs' involvement with YJSs. The chapter starts with an overview of the characteristics, vulnerabilities and challenges experienced by CYP known to YJSs in England, and the aims and approaches of YJSs, providing contextual information to frame the research. The concluding section of this chapter subsequently considers how ECPs' contribute to YJSs, through reviewing the available research in this area. This includes ECPs' roles and functions, and a theoretical framework for ECPs' work.

2.2.   Search Strategy

      Relevant literature was identified using the strategy outlined in Figure 2.1. I included a number of unpublished doctoral theses in this review due to the limited range of published literature available relating to ECPs' involvement with YJSs, as they have been described as useful and valuable sources due to their methodological quality and rigour (McLeod and Weisz, 2004). See Appendix 1 for an overview of key papers that are included in Section 2 of the literature review, specifically relating to ECPs' involvement with YJSs.

Databases searched:

PsychINFO, PsychArticles, PROQUEST, Findit@bham

Additional searches:

Google, Google Scholar

Key search terms (including Boolean logic):

Educational psycholog*; child psycholog*; educational and child psycholog*; child*; young people; young person; adolescen*; you* offender; juvenile offender; you* offend* team; you* offend* service; youth justice; youth justice service.

Relevant papers identified.

Identification of government websites and associated papers relevant to the topic under study.

Snowball technique for a thorough search of relevant literature by looking for references and citations within identified papers.

Figure 2.1: Approach used to conduct the literature search.

2.3.   <u>**Section 1: YJS Context and Approaches**</u>

This first section will explore YJSs in further detail, capturing the socioeconomic factors associated with youth offending, and characteristics of CYP known to YJSs, to draw attention to their complex psychological profiles and contexts that increase their risk of offending. This is followed by an overview of the aims and approaches taken within YJSs.

2.3.1.   <u>CYP's Demographics and Characteristics in YJSs</u>

CYP known to YJSs are considered one of the most vulnerable groups, experiencing a greater range of risk factors linked to disaffection and poorer life outcomes (Taylor, 2016a; YJB, 2020). CYP's offending behaviours are considered a 'manifestation of a number of things that are going wrong in their lives' (Taylor, 2016a, p.7), as CYP known to YJSs often share similar backgrounds, characterised by socioeconomic difficulties and disadvantage (Sullivan, 2004; Wright and Liddle, 2016), family breakdown, chaos and dysfunction at home (Taylor, 2016b), traumas and a range of adverse childhood experiences (ACEs) that make them increasingly vulnerable to offending (Beyond Youth Custody, 2016). Specifically, over half of CYP known to YJSs have suffered neglect or abuse in childhood (YJB, 2014) which can affect CYP's cognitive, emotional and social development (YJB, 2020). Looked after children (LAC) are already extremely vulnerable and disadvantaged, and are overrepresented in YJSs (Laming, 2016), placing them at further risk of experiencing deprivation, violence and additional trauma (BYC, 2016).

Other characteristics such as gender and ethnicity are also represented in youth justice data, as there are a greater number of males involved with YJSs compared with females (Bateman, 2016). Further, the number of Black CYP are

also overrepresented, accounting for 9 in every 10,000 CYP in custody, compared with 2 in every 10,000 CYP from Asian backgrounds, and 1 in every 10,000 for white CYP (MoJ, 2017). Additionally, CYP from poorer, more disadvantaged areas with a lower socioeconomic status have an increased risk of offending, and of committing more serious offences (Bateman, 2016).

2.3.2.   Education: Attainment and SEN/D in Youth Justice

Disproportionate numbers of CYP are known to YJSs with SEN/D compared to the general population, which often go unidentified due to high rates of non-attendance and exclusion in education. Literacy difficulties have been consistently identified amongst CYP in YJSs (Liddle, 1998), with 1 in 5 CYP suspected to experience learning difficulties (Chitsabesan et al., 2006), rising to over 40% amongst the prison population (Games, 2014). Further, it is suggested that around 60% of CYP in youth justice have speech, language and communication needs (SLCNs) (Gregory and Bryan, 2009), providing a correlation between offending and SLCNs (Bercow, 2008). CYP with SEN/D are also more likely to re-offend (Minor, Wells and Angel, 2008), illustrating the importance of identifying needs and appropriate provision and support to help reduce offending.

A majority of CYP known to YJSs have low achievements in education, and three quarters receive no formal qualifications (YJB, 2014). Research has consistently highlighted lower numeracy and literacy attainment (Farrington, 1996; Rutter, Giller and Hagell, 1998), and NACRO (Liddle, 1998) reported that amongst a group of young prisoners (between 17-29 years), one third could not adequately complete a job application, and 21% made errors writing their address and name. Although correlation does not determine causation, CYP known to YJSs who do not

have secure basic literacy and numeracy skills can experience greater challenges securing training and employment opportunities (Hurry et al., 2010), and are at risk of social exclusion (Bynner, 2004), which is linked to continued offending (Sampson and Laub, 1993). The levels of exclusion and challenges experienced in education by CYP known to YJSs, are made explicit in Table 2.1, and offer comparison with CYP in the general population, providing the contrast in their educational experiences, engagement and attainment. The research illustrating the poor educational outcomes for CYP known to YJSs (who are often not in education, employment or training; NEET), provides relevant information for ECPs, who have a role in supporting CYP to access and engage with education (BPS, 2017). Table 2.1 also references the experiences of those CYP in the Youth Secure Estate (YSE), which might not be familiar contexts to ECPs, but are relevant to discussions later in this paper, as participants in the study who work with YJSs provide details about their involvement in custodial settings and YSE. Descriptions of settings that constitute the YSE are, therefore, offered in Appendix 2 to provide context and familiarity with the remits of youth justice work.

Table 2.1: Overview of statistics and information relating to education and CYP known to YJSs.

Description of challenges	Statistics
Exclusions	86% of CYP in Youth Offending Institutions (YOIs) have been excluded from school, and 23% of 16-17 year olds sentenced to <12 months in custody had previously received a permanent exclusion (NAYJ, 2021).
NEET	61% of CYP entering custody between 2014-2016 were NEET (Powell, 2018).
Educational attainment	There have been criticisms about the quality of educational provision in the YSE, which is deemed inadequate (Taylor, 2016a). CYP in the YSE have lower overall education attainments at Key Stage 2 and 4 compared to the general population (MoJ/DfE, 2016).
In mainstream education	Only 26% of CYP known to a YJS were in a mainstream setting (Chitsabesan et al., 2006) compared with 98.7% of the general population (DfE, 2010).
Special educational needs and disabilities (SEN/D)	46% of CYP receiving court ordered Youth Rehabilitation Orders (YROs) had SEN/D *without* a statement of special educational needs, compared with 42% of CYP with referral orders, and 38% receiving cautions. 28% of CYP with a custodial sentence of <12 months in 2014 had identified SEN/D *with* a statement of special educational needs (MoJ/DfE, 2016). In YOIs, over 50% of 15-16 year olds have the numeracy and literacy skills associated with CYP at an age equivalent to a 7-11 year old. Further, 18% of CYP in custody had a statement of special educational needs according to data from the MoJ (2014).

2.3.2.1. *Non-attendance, Exclusions and NEET*

CYP known to YJSs experience higher levels of fixed and permanent exclusions compared with their peers (NAYJ, 2021), which can reportedly act as a catalyst that can fast-track CYP on existing routes to offending, or propel CYP to begin offending (Berridge et al., 2001). The YJB (2005) found only 35-45% of CYP serving community-based sentences were in full-time education, training or employment. For CYP serving sentences in the YSE, they experience challenges re-engaging in education following their release, with 35% returning to education and 33% gaining employment (Taflan, 2017), perhaps demonstrating CYP in the YSE are not yet 'education ready' (Bateman, 2016; 2017). This falls short of government expectations that all CYP will be in education, training or employment by the end of their sentence (MoJ, 2016). CYP involved with YJSs are also 2.6 times more likely to be NEET (Audit Commission, 2010; PHE, 2014), and studies have also demonstrated that CYP who become NEET are more likely to leave school with few, or no, qualifications, have received permanent exclusions, have SEN/D, and/or poor mental and physical health (Powell, 2018).

The associations between education and offending are complex, and causation cannot be inferred (O'Carroll, 2016); however, research identifies education as a protective factor from offending, and as such, is a key element within youth justice assessments of CYP's risks of offending (MoJ, 2011). As engaging in offending behaviours is linked to poorer educational and life outcomes, as shown by NACRO and the Audit Commission's *Misspent Youth* (Audit Commission, 1996), there is an important role for collaboration between services linked to education and YJSs, including EPSs (Ryrie, 2006).

2.3.3. YJSs: Aims and Approaches to Address Offending

YJSs work with CYP between 10-17 years old (10 is the age of criminal responsibility in England) who have received a court order or out-of-court disposal as the result of committing an offence (MoJ, 2015). Table 2.2 provides an overview of statistics and trends relating to CYP's offending, offering an insight into the numbers of CYP coming into contact with YJSs, to provide further context about youth justice work. The levels of knife and weapons offences are indicative of the levels of serious and violent crime within YJSs, which are not representative of the majority of crimes committed by CYP. It is anticipated that this will provide further context about what being involved with YJSs might mean to CYP, and for those involved in this work. Further, the number of CYP who reoffend highlights the potential need for greater support in this area, that transcends the youth justice system to more successfully involve other important systems around CYP, which can influence their offending behaviours (Ackland, 2018). The potential role for ECPs in supporting this is explored later in this chapter, within Section 2.4. Additionally, the number of incidents relating to self-harm and use of restrictive physical intervention (RPI) also provide context about the challenges experienced by CYP, and professionals, in the youth justice system. They also indicate the need for support relating to CYP's emotional and mental wellbeing (YJB/MoJ, 2021), which represent potential contributions for psychologists, such as ECPs.

Table 2.2: Statistics relating to the number of CYP (aged 10-17 years) known to YJSs in England and Wales between April 2019 to March 2020 (YJB/MoJ, 2021).

Statistics	Description and trends
11,100 first-time entrants in the YJS	This number had fallen by 12% compared with the previous year, and 84% since 2009.
19,000 sentences or cautions • 22% were aged 10-14 • 85% were boys	This was down 12% compared with the 2018-2019. This number has fallen by 82% over the last decade.
4,400 knife and weapon offences committed by CYP	This figure represents 5% fewer offences than in 2010, and is 1% lower than the previous year.
780 CYP in custody at any one time	Average CYP in custody was 9% lower than the previous year, and had decreased by 68% since 2009-2010.
The average custodial sentence increased	There was a >7 months increase in custodial sentences over the last decade, from 11.3 months to 18.6 months.
38.5% of CYP reoffended	The number of reoffences by CYP was down 0.2% from the previous year; however, this is still higher than a decade ago when it was 37.7%.
Incidents of self-harm and Restrictive Physical Interventions (RPI) in youth custody increased	2,500 incidents of self-harm (an increase of 35% since last year, when it was 1,800), and 7,500 incidents of RPI (an increase of 19% since last year at 6,300). These represent the highest number of incidents in the last five years.

Within youth justice, CYP can receive community sentences that require CYP to comply with mandated rules and/or engage in youth justice interventions to reduce offending behaviours and prevent future re-offending. In serious cases, CYP receive custodial sentences and can be placed in the YSE. YJSs overarching aims are to prevent, and reduce offending, which requires YJWs to understand and address CYP's needs, and support their overall wellbeing to promote positive outcomes (YJB, 2017). In turn, this necessitates holistic, in-depth assessments, a

multi-agency approach and interventions to both address current, and prevent further offending behaviours (YJB, 2013).

2.3.3.1. *YJS Assessment*

YJWs are responsible for assessing CYP when they come into the YJS (YJB, 2019) using AssetPlus, a framework that helps identify CYP's needs, risk factors and appropriate interventions (YJB, 2014). The original ASSET framework was based on research investigating risk and protective factors relating to offending, and was designed to help YJWs understand CYP's family, lifestyle, individual and community factors, and identify risk of harm. However, ASSET reportedly under-identified mental ill health (Harrington et al., 2005), was not designed to screen for SEN/D (Talbot, 2010), and did not account for CYP's complex, individual circumstances and SEN/D, as it only required information about identified SEN/D and whether CYP had an EHCP (Almond, 2012).

With revisions to ASSET, AssetPlus emphasises protective factors to support desistance focusing on CYP's strengths (Hampson, 2018; Picken et al., 2019); however, a process evaluation of AssetPlus identified that practitioners did not feel adequately trained to complete a high-quality assessment using AssetPlus (Picken et al., 2019). Further, practitioners felt the information did not provide an integrated, holistic picture of CYP's needs, and although it incorporated CYP's views, is not child-friendly, as it does not consider individual language needs, literacy or learning difficulties, making it inaccessible for many. These challenges extended to intervention planning, where plans were described as unclear and difficult for CYP to access or understand (ibid.).

Ensuring CYP's needs are identified is essential to ensure they can understand and engage with youth justice processes and interventions. For example, verbally mediated interventions may be inaccessible to CYP with unidentified SLCNs (Bryan, Freer and Furlong, 2007), and unrecognised literacy difficulties or SLCNs could impact their understanding of youth justice processes, and their engagement and ability to manage in education and custodial settings (Newton, 2014). ECPs are skilled in employing a range of assessments to identify needs and identify appropriate, individualised support (Farrell et al., 2006), so can potentially support to reduce these limitations.

2.3.3.2.   *YJS Interventions*

Smith and Gray (2018) captured continued tensions between the approaches taken in YJSs in England, that reflect the two historically opposing approaches used to address offending, concentrating on welfare (Hill, 2017a) or punishment (Gelsthorpe and Morris, 2002; Scraton and Haydon, 2002). Some YJSs utilised person-centred approaches, prioritising wellbeing and family-oriented work to reduce social exclusion, to reduce offending (HMIP, 2016). Other YJSs employed interventions targeting specific factors relating to offending based on CYP's criminogenic vulnerabilities, such as substance misuse, homelessness or educational underachievement (Smith and Gray, 2018). In contrast, some YJSs used 'offender management' approaches, focusing on CYP's offences, punishment and accountability, managing risk rather than addressing CYP's welfare needs (ibid.).

CYP's offences have typically taken priority in YJWs' interventions to date, in an attempt to change CYP's behaviours and reduce the likelihood of future

reoffending, rather than addressing their developmental challenges (YJB, 2020). Little consideration has been given to tailoring youth justice interventions and methods of delivery for individual CYP's needs and level of ability, and there is little evidence to support the effectiveness of these interventions (Taylor, 2016a), which is reflected in rates of reoffending that are higher than a decade ago. This suggests a new approach is needed (ibid.), where YJWs flexibly adapt their approaches to meet CYP's complex individual needs. ECPs have a range of skills that make them well-placed to provide support and guidance to ensure YJWs understand, and can meet, CYP's needs more appropriately in YJSs. For example, ECPs have skills in identifying needs, and using this information to ensure interventions are purposefully and appropriately adapted and differentiated (Farrell et al., 2006). This is essential to ensure CYP can understand and access the interventions created to help reduce CYP's risks of re-offending (Ryrie, 2006).

2.3.3.3. *Criminalising CYP and Cumulative Disadvantage*

The approaches taken in YJSs are critical when considering the impact on CYP's identities and their futures in society. There are continued tensions between supporting CYP, viewing them as 'children first, offender second' (Taylor, 2016b, p.19) versus the continued use of custodial sentences as punishments for offending. Managing risks is essential to minimise and protect CYP and others from harm, and the need to reduce persistent, serious offending is a critical role for YJSs; however, a significant number of CYP do not reoffend (Taylor, 2016a), with around 38% re-offending within 12 months (MoJ, 2016), indicating YJSs are not a necessary intervention for the majority of CYP. Reparation to victims and support that targets the causes of offending can be addressed in other ways outside the youth justice

system (Taylor, 2016a), which is an important consideration given the evidence of cumulative disadvantage experienced by CYP labelled as 'offenders' in the literature (Cicchetti and Rogosch, 2002), who experience challenges accessing legitimate opportunities and experience further social exclusion (Bateman and Hazel, 2015). This label can perpetuate offending (McAra and McVie, 2007), and has the potential for a self-fulfilling prophecy, 'that after identification, children may try to live up to the reputation that they have acquired' (Community Care, 2002, p.21). With this in mind, it is important to be mindful of the language used to describe these young people, particularly in perpetuating stigmatisation and beliefs of this group of young people and their ability to be rehabilitated.

2.3.3.4. *Youth Justice and Education*

Engaging CYP, providing them with purpose, and supporting them to secure literacy and numeracy skills, reduces CYP's chances of offending and social exclusion, making education, training and employment the foundation for creating a life free from crime (Taylor, 2016a). With its protective properties, Taylor (2016b) advocated for education at the heart of youth justice support (Hurry and Moriarty, 2004; YJB, 2006). Education is a key element within youth justice assessments of CYP's risks of offending (MoJ, 2011) and the YJB expect YJWs to use information from ASSET/AssetPlus to provide an effective learning environment and respond appropriately to individual needs, differentiating interventions accordingly (EdComs, 2008).

YJSs are expected to have at least one education worker within their multi-agency structure, who provide additional support focused on increasing CYP's access to, and interfacing with education (YJB, 2011). However, professional

qualifications relating to education are not essential (ibid.); for example, Talbot (2010) reported that 77% of YJSs who responded to a questionnaire did not report having a specific, qualified member of staff with training and knowledge of SEN/D. Research findings suggest education workers in YJSs provide brokerage services and do not deliver education or implement interventions directly, which might suggest education qualifications are not essential (Parnes, 2017); however, the fact there is no requirement for education or SEN/D qualifications potentially creates gaps in knowledge and training within YJSs, where professionals do not have essential, specific knowledge of SEN/D. Therefore, access to specialist knowledge around SEN/D may require more specialist input, which is emphasised where CYP are struggling to engage or may have unidentified needs. With a core responsibility to increase CYP's access to education (YJB, 2011), effective liaison and collaborative working between education and the YJS is essential to increase CYP's access and interfacing with education (Harrington and Bailey, 2005). However, the lack of contact between youth justice and education services was noted by the YJB (2006), despite the vulnerabilities and needs of CYP known to youth justice. Further, youth justice professionals reported a lack of confidence in liaising with, and challenging educational provisions (Taylor, 2016a). ECPs' links with education, roles in identifying provision, and supporting CYP's engagement in education, implies a potential role for ECPs in YJSs to support CYP's access to education. There is also a suggested role for ECPs in supporting youth justice professionals' knowledge of education, so that they can develop links with education settings, and further promote CYP's engagement with education, too (Ryrie, 2006).

2.3.4.   <u>Section Summary</u>

CYP known to YJSs have multifaceted profiles, characterised by a range of factors increasing their risk of (re)offending, and often experience individual challenges, such as SEN/D, SLCNs and an increased risk for poor emotional and mental wellbeing. YJWs have tools such as the AssetPlus to support the identification of CYP's needs, but there are potential gaps in YJWs' practice, created by inadequate training, which can affect some practitioners' abilities to identify need, and consequently personalise interventions to ensure their accessibility. CYP in this cohort are also more likely to have had multiple ACEs, experience lower educational attainment given the challenges CYP in this cohort can experience in accessing and achieving in education, and have complex family lives. YJSs provide support at a number of levels, for CYP in the community and in custodial settings, with the primary aim of supporting desistance. This involves increasing CYP's engagement in education, as an identified protective factor; however, YJWs often lack the necessary links to education settings, which can affect their ability to facilitate CYP's access to education. From the challenges evidenced in research, there are possible emergent roles for ECPs to work at a number of levels with YJSs, including: identifying CYP's needs; supporting YJWs' skill development; and facilitating CYP's access to education. The following section will outline the ECPs' roles, and review existing literature to explore ECPs' involvement with, and potential contributions to, YJSs.

2.4.   **<u>Section 2: ECPs' Contributions in YJSs</u>**

The 2008 global economic crisis led to cuts to public spending (Pearce and Ayres, 2012), which led to changes in funding streams within local governments due to reduced capacities in LAs to provide services (Buser, 2013). In turn, many EPSs have reconfigured their models of service delivery (Woods, 2014a), with a majority now operating mixed models of funding (Birch et al., 2015; NAPEP, 2015). This has opened up new opportunities for ECPs to extend their range of work through commissioning with diverse external agencies (Winward, 2015), and to develop their interests in 'specialist' areas of work (Kelly and Gray, 2000), such as working with YJSs. This section will consider ECPs' core roles and expertise alongside how they have contributed (or could contribute) to YJSs in England. Potential challenges and additional considerations relating to ECPs' involvement with YJSs are also discussed

2.4.1.   <u>ECPs' Core Roles and Expertise</u>

ECPs work with CYP, groups, organisations, and wider systems (Curran, Gersch and Wolfendale, 2003), delivering a range of services through the five core functions outlined by Currie (2002), including: assessment, consultation, intervention, training and research, which are described in more detail in Table 2.3.

Table 2.3: Overview of ECPs five key functions (Currie, 2002)

Five core functions	
Function	**Description**
Assessment	ECPs have expertise in utilising a range of assessments to identify CYP's needs and strengths, and inform hypotheses and subsequent advice and recommendations to support CYP (Solity, 2017).
Intervention	ECPs are proficient in a number of therapeutic interventions (MacKay, 2007), and can work with CYP, families and groups (Cohen, Manion and Morrison, 2011; National institute for Clinical Excellence, 2008).
Consultation	ECPs can apply psychology through consultation to explore, and help develop other's understanding of 'problems'/situations (Cameron, 2006). This can help promote wider change through working with professionals and families (Birch, Frederickson and Miller, 2015).
Training	ECPs can work at a higher level with professionals, families, communities delivering training to support professional development (Nastasi, Overstreet and Summerville, 2011).
Research or organisational development	ECPs can help facilitate change through strategic development in organisations, and help contribute to policy development (DfES, 2001).

Although considered qualitatively distinct, the core functions described by Currie (2002) are not exclusive to the ECP role (Fallon et al., 2010). Cameron (2006) outlined five 'dimensions' within ECP practice that reflect their distinct contributions, which include: taking a psychological perspective; identifying mediating variables; using psychological knowledge and theory to understand factors contributing to 'problems' or situations; utilising evidence-based approaches; and promoting ideas such as empowerment, resilience and positive psychology, reflected in Table 2.4.

Table 2.4: Overview of ECPs' distinct contributions, described by Cameron (2006)

Five dimensions of ECPs typical practice	
Dimensions	**Description**
Providing a psychological perspective	Taking a perspective embedded in psychological theory, for example, an eco-systemic approach (Bronfenbrenner, 1979) that appreciates the contextual variables that can affect an individual's situation, and interacting factors (Cameron, 2006).
Uncovering mediating variables	Understanding factors associated with a given 'problem'/situation, involved in maintaining, contributing it. Stakeholders may have contrasting views and hypotheses at times, which ECPs can help reconcile.
Utilising psychological theory	Applying specific psychological frameworks and theory to unpick complex 'problems'/situations, and drawing links between factors implicated in these difficulties.
Drawing on evidence-based practice	Working as scientist-practitioners, ECPs use evidence from research in their practice to promote positive change.
Promoting 'big' ideas such as empowerment	Using psychological skills to empower individuals and other professionals to take control of a situation, and be part of the solution.

Specifically, Cameron emphasises ECPs' distinct roles in taking psychological perspectives that take account of the interactions within individual contexts, and their role in development. This outlook reflects an eco-systemic approach, which is also usefully represented in the different levels of ECPs' core roles offered by Currie (2002), and reflects a widely adopted approach in ECP practice (Cameron, 2006; Fallon et al., 2010). Specifically, eco-systemic approaches that consider the complex relationships between individuals and their environment, are represented in Bronfenbrenner's (2005) bioecological model of human development. This model is considered in Section 2.4.2, as a potentially

useful framework within which to consider ECPs' work with YJSs. The functions and contributions offered by Cameron (2006) and Currie (2002) will also be reflected in subsequent sections exploring ECP contributions to YJSs, capturing the different roles they can have in youth justice work, and the features of their work that appear consistent with their typical role.

2.4.2.   <u>Guiding Theoretical Frameworks for ECP Practice</u>

The need for sophisticated approaches, such as Bronfenbrenner's (2005) model, are necessary in youth justice work when considering the complexity of CYP's needs (previously captured throughout Section 2.3). The potential risk and protective factors that can affect CYP's likelihood of (re)offending were highlighted at a number of levels, including: an individual level, with increased SEN/D; engagement with education, employment or training; engagement with professional groups, such as YJWs or those in custodial settings; familial factors; community factors; and peer relationships. These features reflect the need for a theoretical framework that acknowledges the range of social factors and ecological systems that impact CYP in this area of work (Taylor, 2016a). Bronfenbrenner's model of human development provides an appropriate framework, appreciating the multifaceted nature of CYP's environments, and the complex interactions that occur within these. Specifically, the following sections will outline the evolution of Bronfenbrenner's ecological to bioecological model, and specifically discuss the PPCT model (Bronfenbrenner, 2005).

2.4.2.1. _Bronfenbrenner's Evolving Model of Human Development_

Bronfenbrenner's theory and model of human development, developed over several decades, and emphasises the complex interaction that occurs between an individual and their environment that affects and shapes their development (see Tudge et al., 2009). The evolution of this theory transformed from an ecological to bioecological model over Bronfenbrenner's career, shifting attention to the processes that occur over time between an individual and their context that bring about change (Rosa and Tudge, 2013).

The aim of Bronfenbrenner's developing ecological model was to offer an approach to better understand the processes and conditions involved in human development (Bronfenbrenner and Evans, 2000). Bronfenbrenner's (1979) ecological model reflected his early approach in describing human development, and described key ecological systems around an individual, within which complex interactions occurred between the individual and four 'nested' environmental systems: the microsystem, mesosystem, exosystem and macrosystem. Within a later development of this ecological model, Bronfenbrenner also incorporated a fifth aspect, the chronosystem. Each of these ecosystems are subsequently described below, and contextualised in relation to the youth justice research in Section 2.3.

2.4.2.1.1. _Microsystem_

The microsystem reflects an individual's immediate environment, and includes the bidirectional interaction between the individual, and people and activities in this system (Rosa and Tudge, 2013), such as family, peers, teachers, and school (Bronfenbrenner, 1979, 1994). Within youth justice research, an

example might relate to CYP not engaging in education, who are more likely to experience poorer life outcomes (Powell, 2018).

2.4.2.1.2 Mesosystem

The mesosystem refers to the interaction between multiple different microsystems, known as 'a system of microsystems' (Bronfenbrenner, 1979, p.25). This could reflect the relationship between school and home contexts (Bronfenbrenner, 1994), and the collaboration between YJSs and CYP's families in youth justice work, which are vital in supporting CYP's resettlement into the community (MoJ, 2017), as an example.

2.4.2.1.3. Exosystem

The exosystem relates to other contexts around an individual, where the individual is not directly situated or actively involved, but which can indirectly affect them and impact their development (Bronfenbrenner, 1979). For example, a parent/carer's workplace can impact on the home environment, and therefore the developing child at home (Bronfenbrenner, 1994). In the context of YJSs, this might relate to input from professionals who support YJWs in identifying appropriate provision for a CYP, and in turn, help a CYP to access education, which is identified as an essential role for YJWs (Harrington and Bailey, 2005).

2.4.2.1.4. Macrosystem

The macrosystem relates to the attitudes, beliefs and ideologies that underlie the cultures in the previously described micro-, meso-, and exo- ecosystems (Bronfenbrenner, 1979). This demonstrates the impact that the wider socio-political

landscape can have on all layers of the ecological systems, and consequently individual development. For example, Cicchetti and Rogosch (2002) detailed the stigma associated with the term 'offender' in society, which can have cumulative effects in limiting CYP's access to prosocial opportunities in communities (Bateman and Hazel, 2015), indicating cultural perspectives that can negatively impact on CYP in this cohort, and their rates of recidivism (Community Care, 2002).

2.4.2.1.5. *Chronosystem*

The chronosystem was referred to later in Bronfenbrenner's theory, after acknowledging the need to account for human development as a process of continual change that occurred over time (Bronfenbrenner, 1988). The chronosystem, therefore, 'extends the environment into a third dimension' (Bronfenbrenner, 1994, p.40), and relates to changes individuals go through that are affected by a range of experiences they have throughout their lifetime (Bronfenbrenner, 1989). These include internal and individual developmental changes, such as illness or puberty, and changes in the environment, which could include changing schools, a shift in socioeconomic status, parental separation or divorce (Bronfenbrenner, 1994; Rosa and Tudge, 2013). For example, CYP known to YJSs frequently have unmet and unrecognised SEN/D that could have affected their access to education over time, as well as their engagement in education and attainment (MoJ/DfE, 2016; O'Carroll, 2016),

2.4.2.2. *Bronfenbrenner's Process-Person-Context-Time (PPCT) Model*

The most mature version of the theory was a bioecological model, in which Bronfenbrenner referred to the following key features: process, person, context and

time. This became known as the PPCT model (Bronfenbrenner, 2005; Tudge et al., 2009), which emphasised the importance of proximal processes as the key component that drives individual development (Bronfenbrenner and Evans, 2000). Proximal processes also referred to the interaction between genetics and environment (which relates to the biological addition to the model), suggesting that dependent on the quality of the environment, heritable traits can vary greatly (Bronfenbrenner, 1994). The four elements of the PPCT model are described below, with examples from relevant youth justice research to provide context. An illustration to help conceptualise the model, is also provided in Figure 2.2.
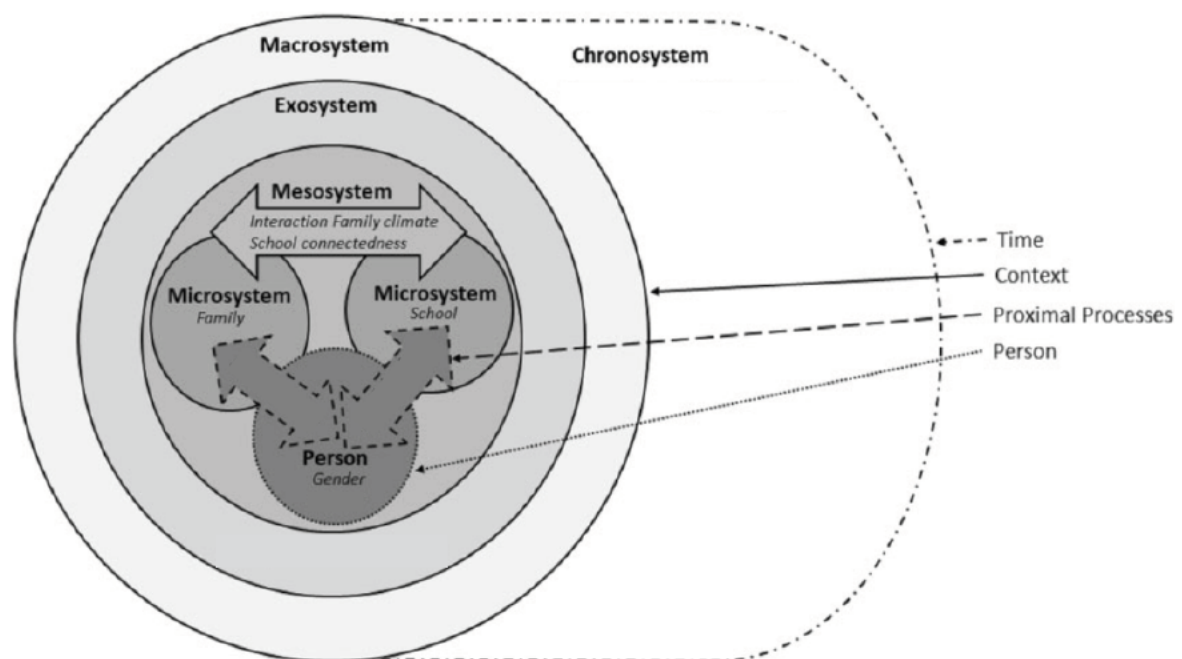
Figure 2.2: An example illustration of the nested ecological systems, and the interactions between the individual and different systems, within the Process-Person-Context-Time elements of Bronfenbrenner's (2005) PPCT model. (Adapted from Gunnarsdottir, Hensing and Hammarstrom, 2021, p.798).

2.4.2.2.1. Process

The shift from an ecological to bioecological model, highlighted the individual's role in their development through proximal processes, which include sustained and frequent interactions between the individual and their immediate environment over time (Bronfenbrenner and Ceci, 1993). An example within the literature reflects the importance of peer and family interactions in reducing offending and supporting desistance (Ackland, 2018). These include positive interactions, communicating their aspirations to their child, and providing emotional and physical support (ibid.).

2.4.2.2.2. Person

Three types of individual characteristics were also suggested that could have an effect on the sustainability of proximal processes, and therefore, individual development (Bronfenbrenner and Morris, 1998; Rosa and Tudge, 2013). These included: force, resource and demand characteristics (Bronfenbrenner and Morris, 2006). Firstly, force characteristics describe differences in individual's temperament, motivation and perseverance. Resource characteristics relate to aspects an individual's knowledge base, skill set, ability and prior experiences. Lastly, demand characteristics detail observable features, such as their age and gender. An illustrative example of CYP's potential resource characteristics in YJSs, might relate to additional needs, as there are a disproportionate number of CYP with SEN/D (MoJ/DfE, 2016) and SLCNs (Bercow, 2008; Gregory and Bryan, 2009) in this cohort.

2.4.2.2.3. Context

This element of the PPCT model refers to the original nested layers of the ecological systems (micro-, meso-, exo-, macro-), described and defined in Section 2.4.2.1.

2.4.2.2.4. Time

Time within the PPCT model captures the importance of both spatial and temporal elements as influencing proximal processes (Bronfenbrenner and Evans, 2000). The concept of time is considered in relation to microtime, mesotime and macrotime. Microtime refers to things that occur within specific interactions in the microsystem, whilst mesotime reflects changes or stability of interactions over time, and macrotime refers to historical life events (also known as the chronosystem) (Bronfenbrenner and Morris, 1998). For example, CYP's previous experiences of socioeconomic disadvantage and multiple ACES (Taylor, 2016a) might have affected the offending trajectory over time.

2.4.3. Roles for ECPs in YJSs

Ryrie's (2006) account of their work in a YJSs fifteen years ago, offered the only published paper in this area of work with a holistic scope of ECP practice within youth justice. Ryrie highlighted their role across all of the core areas identified in ECP practice, including the five core functions and distinctive contributions detailed by Currie (2002) and Cameron (2006), in Tables 2.3 and 2.4. These included working with CYP, their families, youth justice professionals, and supporting problem-solving when YJWs felt 'stuck', or required additional support and input around with developmental, psychological or educational challenges. The scope of

the ECP role illustrated a range of factors consistent with Bronfenbrenner's (2005) bioecological model, suggesting the utility of the PPCT model to help explore ECPs' roles with YJSs within the current study, as it has been used in previous research to better understand ECPs' work in complex contexts, such as Heath (2015), who explored ECPs' ($n = 4$) work with CYP and families who have experienced domestic violence. The following section explores the available research relating to ECPs' involvement in youth justice contexts in relation to the distinctive contributions (Cameron, 2006) and core functions (Currie, 2002) associated with ECP practice, previously presented in Tables 2.3 and 2.4. The relevance of the findings are then considered in relation ECP practice, framed within the PPCT model, in Chapter 4, Section 4.5.

2.4.3.1. *ECP Assessment*

ECPs' roles in completing assessments featured across research as a key function of ECP practice with YJSs, reflecting one of the typical functions of ECP work (Currie, 2002). Due to the significant numbers of CYP with unidentified SEN/D in YJSs (MoJ/DfE, 2016), assessment practices were identified as an essential activity to support CYP's learning and development, as SEN/D is identified as a barrier to educational inclusion (O'Carroll, 2016). Specifically, ECPs reported undertaking specific assessments of CYP's communication in their youth justice work (Curran and Porter, 2012; Games, 2014) due to the prevalence of SLCNs amongst CYP known to YJSs (Bercow, 2008). ECPs across a number of studies identified their primary function in YJSs as assessing CYP's needs, and gaining a profile of strengths, leading to the development of hypotheses to inform appropriate interventions and recommendations to support CYP (BPS, 2015; Solity, 2017).

These included contributing towards YJWs' plans to support and address offending behaviours (Hall, 2013; Parnes, 2017) and supporting decisions about appropriate interventions and provision (Furlong, 2018). ECP assessments also reportedly informed psychological advice for pre-sentence reports (Farrell et al., 2006; Ryrie, 2006) and contributed to CYP's resettlement plans after their release from the YSE (Parnes, 2017). From these examples, ECPs' assessment practices do not appear to reflect the 'restructuring' in general ECP practice (Gillham, 1978), where ECPs have reportedly reduced their use of 'within-child' practices such as individual assessment (Buck, 2015). Instead, their practice appears to support the traditional focus of ECPs' work in some of the available research, concerned with CYP who have SEN/D (Farrell et al., 2010), which does not consider environmental influences (Maliphant, 1997).

In addition to focusing on identifying individual need, there are some limited examples of ECPs taking a wider, holistic approach to assessment, that appreciates the complexities of CYP's environments. Ryrie (2006) reflected on their own role as an ECP working in a YJS, in identifying significant risk factors contributing to offending in casework. This involved considering systemic influences, such as peer and family relationships, and home and school environments, in their assessment to inform targeted interventions. Ryrie's approach emphasises the importance of relationships in development, which is consistent with Bronfenbrenner's (2005) PPCT model, where these relational interactions are known as proximal processes. This approach is more consistent with the shift described in ECP practice (Gillham, 1978), where ECPs have increasingly adopted approaches that acknowledge the contextual factors that can impact CYP's development (Gillham, 1978), which is essential in youth justice work to acknowledge the complex array of factors in the

profiles of CYP. However, there were limited accounts of this approach within youth justice work, suggesting it is not well utilised in ECP practice with YJSs, or not well documented in the literature, and consequently requires further investigation.

ECPs also have a key statutory responsibility to provide psychological advice towards Education, Health and Care Needs Assessments (EHCNA) (Department of Education and Department of Health, 2015; DfE/DoH), in which they utilise person-centred approaches to promote CYP's aspirations (BPS, 2015). The use of person-centred approaches demonstrates the importance of CYP's, and their families, views within the SEN/D Code of Practice (CoP; DfE/DoH, 2015), where individual's perspectives are described as being central in the development of their Education, Health and Care Plan (EHCP). The SEN/D CoP (DfE/DoH, 2015) provides 'special circumstances' guidance for CYP in custody with *identified* SEN/D. The high prevalence of CYP known to YJSs with *unidentified* SEN/D highlights the necessity of identifying their needs early, in line with YJSs statutory responsibilities (HMG, 1998). A high proportion of CYP known to YJSs are recognised as having SEN/D without EHCPs, recorded as 46% in Key Stage 4 in 2013/14 (MoJ, 2016). EHCPs outline CYP's needs and the necessary educational, health and care provision they require to secure their individual aspirational outcomes (DfE/DoH, 2015). This emphasis on CYP's views is vital in youth justice work, where CYP are often marginalised and stigmatised, and where there is a need for those around them to hear and promote their views, and support change. The SEN/D CoP (DfE/DoH, 2015) also states that CYP's EHCPs must be maintained, reviewed annually, and only ceased where CYP no longer require additional, special educational provision. This applies to CYP with custodial and non-custodial sentences.

Where CYP have unidentified SEN/D, this can create a vicious cycle. For example, where key difficulties linked to CYP's offending behaviours are missed (Newton, 2014), this can affect CYP's ability to engage in interventions or access education (Bryan et al., 2007), and can lead to continued offending. Therefore, by increasing CYP's access to education, training and employment opportunities, it is thought to increase social inclusion (Lipsey, 1995), which is desirable for CYP known to YJSs who are more likely to experience social exclusion and disadvantage that can perpetuate offending (Levitas et al., 2007). Whilst an EHCP can outline CYP's needs and support CYP's access to education, some ECPs have questioned the inclusionary intentions of EHCPs for CYP in YJSs. This was reflected by Farrell et al. (2006), who reported statements of special educational needs (now EHCPs) were not always 'following' CYP. With ECPs' statutory role in providing psychological advice for ECHPs, this suggests a particular focus for ECP involvement with YJSs, although this is a particularly underdeveloped area in the literature.

2.4.3.2. *Promoting CYP's and Families Views*

ECPs appreciate the complexity of human 'problems', in which they recognise there are often multiple different perspectives about a situation (Cameron, 2006), and also captures the importance of gaining CYP's and families views to understand their lived experiences. ECPs are advocates for their key stakeholder, the child, as well as families (Moy et al., 2014), which is particularly important where CYP and families are disenfranchised, experiencing social exclusion and social disadvantage (Shriberg et al., 2008), as those known to YJSs often are (Taylor, 2016a). ECPs have skills in engaging and eliciting CYP's views, which is applicable

in youth justice contexts (Swift, 2013) to ensure CYP's needs are understood, addressed and that they have access to appropriate provision (Farrell et al., 2006). CYP's SEN/D can pose challenges for YJWs to engage them, and in turn, advocate for them, which is an important consideration and role for ECPs (Howarth-Lees, 2020). Howarth-Lees interviewed YJWs (n = 9) to explore how ECPs can support them in their work with CYP in the YJS. YJWs identified a specific role for ECPs in supporting the to promote and integrate the views of CYP and their families into their youth justice practice. Howarth-Lees also identified the need for YJWs to adapt their communication to meet CYP's individual needs, as YJWs reported using generic tools to gain and integrate CYP's views in their work, suggesting a role for ECPs in supporting YJWs to elicit and integrate CYP's views in their work. Further, Howarth-Lees suggested ECPs can support YJWs to build relationships and incorporate whole family views, increasing their overall engagement with the family system, which is consistent with the focus of ECPs' practice, according to the SEN/D CoP (DfE/DoH, 2015), and YJWs' practice (YJB, 2019). The limited sample size and scope of Howarth-Lees' study, undertaken in one YJS, could limit the applicability of the findings to other LAs; however, Parnes (2017) had similar findings in their action research. Conducting interviews with YJWs (n = 9), and reviewing case records, Parnes aimed to use their action research to support the development of YJWs' practices. Using Thematic Analysis (TA) to identify key areas requiring development, an outcome of this evaluative research resulted in the YJS committing to practice that ensured CYP's views were elicited more consistently, and reflected in decision-making and plans (in line with the SEN/D CoP; DfE/DoH, 2015). Whilst Parnes' study appears to demonstrate the potential value in ECP input, facilitating a positive, powerful shift in YJWs practice, it also included a restricted sample in a

single YJS, and their research design also did not account for the experiences of the CYP that would benefit from this approach, or whether changes in YJWs' practice were sustained.

2.4.3.3. *ECP Consultation and Empowerment*

ECP consultation involves using psychology creatively to provide coherent, integrated perspectives of complex needs, problems and environments, and sharing evidence-based recommendations to help consultees develop their understanding of, and response to, a given situation (Cameron, 2006; Sheridan, Kratochwill and Bergan, 1996). Working with families, professionals and other stakeholders through consultation can also influence children's development at a broader level (Birch et al., 2015; Shriberg and Clinton, 2016). Utilising consultation to help conceptualise 'problems' and support problem-solving was highlighted by Ryrie (2006) and Wyton (2013) through their ECP work with YJSs. Wyton's (2013) action research involved a number of methods that helped inform the development of ECP support in the YJS, and evaluate its usefulness. This included running focus groups with YJWs from three different teams (*n* = 14) to help design a new model of service delivery, incorporating ECP support into the YJS. Based on YJWs' feedback, Wyton implemented consultations with YJWs (*n* = 5) to discuss individual casework, and explored professionals' feedback about the outcomes of the consultation process. YJWs reportedly benefited from exploring new ways of working with CYP and conceptualising the 'problem' behaviour(s), and discussing how to differentiate interventions and scaffold support. Supporting professionals to co-construct formulations and solutions has also been described as empowering in ECP practice, described as a catalyst for change (Kelly and Gray, 2000), and reportedly gave

professionals' ownership over hypotheses in their youth justice work in Wyton's (2013) study.

Additionally, Wyton reported YJWs often lacked confidence and needed 'reassurance', and described a general sense of feeling 'stuck' amongst consultees. There was a need for ECPs to explore alternative hypotheses and ideas, and provide guidance, which is reflected in two main themes in Wyton's research: 'developing understanding' and 'new ideas'. This is consistent with Jane's (2010) findings, as YJWs and other professionals working in the YJS ($n = 7$) viewed ECPs' guidance about strategies and 'expert' knowledge as valuable aspects of consultations. These research examples suggest ECPs can make important contributions to case consultation in YJSs, particularly as these consultations reportedly discussed a similar range of needs to those held in schools, highlighting the continuity of support ECPs can offer, applicable to a range of settings and environments. The positive engagement from professionals in YJSs suggests there is a place for consultation, and a range of psychological problem-solving approaches ECPs can utilise within this process. However, neither Wyton (2013) or Jane's (2010) research designs sought to explore CYP's views where they were the subject of a consultation, or the outcomes for them, which could be considered a potential limitation of these studies, and consultation approaches more generally in this work.

2.4.3.4. *ECP Intervention*

The government expressed the need for a wider range of multi-agency professionals, including psychologists, to improve education and interventions that support successful rehabilitation following the Taylor review (MoJ, 2017). ECPs

engagement in therapeutic interventions has historically been restricted by special educational needs policy and processes (Division of Educational and Child Psychology, 1998; DECP), and in turn led to criticism relating to ECPs' competence in therapeutic work (MacKay, 2007). However, many ECPs are proficient in a number of therapeutic approaches (Atkinson et al., 2014; MacKay, 2007), including those identified by the MoJ (2016) as effective in youth justice work, such as: CBT, motivational interviewing, mentoring, counselling, and restorative justice approaches (Davidson, 2014).

CYP's skills and mental health, wellbeing and positive relationships are described as being more important than punishment and custodial sentencing by Masten and Curtis (2000), highlighting an important focus for ECPs on CYP's wellbeing in their youth justice work (Ryrie, 2006). Through Newton's (2014) exploration of CYP's views from pupil referral units (PRUs) and YJSs ($n = 6$), Newton suggested ECPs can support the emotional wellbeing of CYP known to YJSs through early intervention, specifically through a narrative approach to develop CYP's identity in relation to learning, to acknowledge and develop an understanding of their challenges and experiences. This is important, as Newton identified that professionals' negative attitudes and practices can negatively impact CYP's self-identity, and in turn their educational engagement and attainment. The theoretical basis for narrative work provides a compelling approach, and is a potentially important and powerful experience for those CYP who participate in the process. Importantly, Newton's (2014) study captured CYP's views, although it did not measure the impact on desistance over time. Ackland (2018) also utilised a narrative approach, and explored the views of CYP ($n = 3$) who had desisted from offending in their multiple case study, eliciting their views about the factors that had

supported desistance. Although Ackland's study included a small sample of three participants, it provides ideas for practice. As CYP's self-identity is implicated in desistance (Maruna, 2001), Ackland stresses the importance of narrative approaches in helping CYP re-shape their stories, given the potential for narrative work to help reduce negative feelings of stigmatisation, and in turn, help create positive futures, free from crime.

ECPs also have a role in delivering therapeutic interventions for CYP experiencing anxiety relating to education in their youth justice work (Parnes, 2017), and managing feelings of anger (Farrell et al., 2006), and can do this individually or through group interventions that reach a wider range of CYP (Boyle and Lauchlan, 2009; Games, 2014). Due to the complex and interactive nature of factors that contribute to CYP's offending, interventions and support is needed at multiple levels (MoJ, 2013). ECPs are well-placed to support YJWs to implement appropriately tailored interventions, as YJWs are consistent adults who have positive relationships with CYP in YJSs, which are reportedly critical elements for bringing about change (Adler et al., 2016). Other studies also acknowledged a role for ECPs in evaluating YJWs' interventions, and differentiating interventions to make them accessible and meaningful for CYP, with ECPs' knowledge of CYP's learning and language development (Games, 2014) and abilities to draw on problem-solving approaches (Ryrie, 2006). Additionally, ECPs may deliver therapeutic work due to their placement in familiar contexts, such as schools and communities (Greig, 2007). Involving schools in youth justice work is an important consideration, as schools have the potential to promote CYP's social, emotional and mental health through preventative, early intervention and support (Department for Education and Skills, 2001b; DfES), and can provide ongoing support that can reportedly assist CYP's

desistance from offending (Swift, 2013). Where CYP are NEET, other studies have suggested the need for collaborative working between educational provisions and YJSs to facilitate CYP's engagement in education, training and employment opportunities (Ozarow, 2012).

In their direct work, it is important for ECPs to focus on establishing and promoting positive relationships as their primary aim when engaging with CYP in YJSs, as many CYP in this cohort may have had negative experiences with professionals previously (Glasser, 2000). Hall (2013) elicited ECPs' views (*n* = 20) through a mixed-method approach using questionnaires and follow-up interviews, to identify a range of positive characteristics that can support ECPs to form a therapeutic alliance and build rapport with CYP in YJSs. These traits included: humour, patience, genuine positive regard, and honesty. These findings might be more applicable to YJWs, whose relationships with, and engagement from, CYP might be affected by a number of factors, such as CYP's perception of YJWs as authority figures and motivation (Collins, 2019). Of note, Hall's (2013) interviews were brief (between 6-20 minutes long), to reduce the potential for researcher interference; however, this is a potential limitation, as this could have limited participants' responses and the potential to elicit further important characteristics, through carefully crafted prompts to support elaboration of their responses (McIntosh and Morse, 2015).

Following on from Hall's supportive characteristics in ECP-CYP interactions in YJSs, there is also a need for ECPs to consider how CYP's consent and individual motivation to participate might affect their individual work with CYP in YJSs, given that CYP may be mandated to complete interventions as part of their court order (Warnock, 2005). This is an important ethical consideration for ECPs engaging in

this work, and also poses questions about the effectiveness of interventions typically dependant on CYP's readiness to change (Prochaska and DiClemente, 1982). Specifically, interventions that are action-oriented are less effective given that change and progression are not typically linear, and therefore must be sensitive and responsive to individual relapses (Prochaska, Norcross and DiClemente, 2013), which is an important consideration for interventions in YJSs, particularly where interventions are focused on CYP's offences (Smith and Gray, 2018), and might not always account for their individual needs (Taylor, 2016a). This reiterates the requirements for support in adapting and tailoring youth justice interventions, for example, which could be helped by ECPs who have a holistic approach, and consider a wide range of factors on an individual's engagement and outcomes, at different levels.

2.4.3.5. *Training*

Training was a frequent feature of ECPs' youth justice work in the available research, and is a key feature of ECPs' typical work (Currie, 2002). Training often involves developing professionals' skills and knowledge (DfE, 2001a), which can have a wide-reaching impact, across a range of settings. This is particularly relevant in the current context, in which there is a shortfall of ECPs that are not able to meet the growing demand in LAs (DfE, 2019). In the youth justice context, research suggests YJWs receive inadequate training, so lack the necessary skills to perform functions of their role effectively, such as identifying SEN/D and personalising approaches accordingly (Taylor, 2016b; HMIP, 2016). Therefore, the provision of additional skills is necessary to ensure the best outcomes for CYP. Although providing a potentially limited perspective from reflecting on their own experience,

Ryrie (2006) highlighted the opportunities for ECP involvement in training in YJSs, utilising expertise in SEN/D to provide professionals such as magistrates in youth court with additional knowledge to support their understanding of offending behaviour, including atypical versus typical developmental trajectories, such as the presence of ADHD and dyslexia. Furlong (2018) interviewed professionals involved in the criminal justice system (*n = 12)*, and identified the need for improved training amongst criminal justice personnel, including professionals at different levels such as police, solicitors, barristers and magistrates, and found inadequate, generic and shallow training was provided regarding CYP's needs, specifically learning difficulties, which lacked real-world application. Furlong (2018) concluded that ECPs have a role in promoting professionals' awareness and understanding of CYP's development, human behaviour, and learning in youth justice contexts, to ensure there is more focus on CYP's needs, securing their 'equal and fair access to justice' (p.168). Of note, Furlong's assumptions related to the potentially negative attitudes and unhelpful assumptions held about CYP with learning difficulties, which they hypothesised could affect professionals' interactions with these vulnerable CYP. Therefore, Furlong's ideas to support professionals to develop their understanding, could ostensibly alter and improve these interactions, indicative of the proximal processes between the CYP and professionals that can have a significant bearing on CYP's development, according to Bronfenbrenner (Bronfenbrenner and Ceci, 1993). Further, whilst Furlong highlights practical and important areas of concern that are applicable to ECPs' work in YJSs, it is worth considering that the professionals included within the research were from legal settings and the wider criminal justice system. Therefore, whilst there is potential for ECPs to work at different tiers, with YJSs and the wider justice system, this remit might not be widely

applicable to many ECPs where partnerships with YJSs are newly developing, especially given that the formation or practicability of EPS-YJS partnerships (and ECP work in the courts) are not yet well understood or represented in research.

Research involving YJWs has identified their continued need for training opportunities to develop their knowledge of SEN/D (Parnes, 2017; Wyton, 2013). This is also consistent with professionals' views in the wider criminal justice system, too (HMI Probation and HMI Prisons, 2015), as demonstrated in Collins' (2019) single case study research. Collins explored how professionals support CYP with SEN/D in one LA, including the views of YJWs ($n = 9$), professionals from the probation service ($n = 6$) and staff in a further education college ($n = 3$). Collins concluded that ECPs have psychological knowledge and skills that can support practitioners' working with CYP with SEN/D. However, there was concern about the continuity of services for CYP after their eighteenth birthday when they transition from YJSs to adult services. This prompted a recommendation for ECPs to extend their roles to work with CYP up to 25 years old, in line with the SEN/D CoP (DfE/DoH, 2015). However, Collins reflected that this represents professionals' views, and not the experiences of CYP transitioning to adult services, which requires further consideration and exploration.

Further, Ackland (2018) proposed YJWs need training in maladaptive development in adolescence, and how to make adaptations to support developmental challenges, by developing their understanding of theories underpinning evidence-based interventions sensitive to developmental, rather than chronological, age. Recommendations for supporting formulation may also help move YJWs towards a needs-led approach, rather than solely focusing on risk (ibid.). This has implications for ECP practice in supporting the continuing

professional development of professionals in YJSs (Newton, 2014; Ozarow, 2012).

Ryrie (2006) also emphasised the importance of reviewing 'off-the-shelf' materials

and packages, tailoring and adjusting them as necessary to youth justice work, to

ensure they are 'fit for purpose', providing a further role for ECPs in YJSs. However,

this also relies on the identification of CYP's underlying (often unidentified) needs,

and professionals' prerequisite knowledge and awareness of these needs, as an

initial step in adapting interventions.

2.4.3.6. *Research and Organisational Development*

Undertaking research, and engaging in strategic and organisational

developments, can facilitate change for a wide range of individuals, building

capacity (Farrell et al., 2006) and developing new policies or initiatives to promote

inclusion and CYP's achievement (DfE, 2001a). ECPs can also have a wide-

reaching impact working preventatively through research, school development

plans and community-outreach, as examples (e.g. Nastasi, Overstreet and

Summerville, 2011). Research relating to ECP practice in YJSs has often focused

on developing specific aspects of the ECP role through YJS organisational

development; for example, ECPs have utilised their skills in action research to

devise and implement a consultation-based service delivery model in a YJS (Wyton,

2013), and introduce peer supervision for YJWs, facilitated by an ECP (Jane, 2010).

Research has also been undertaken to explore criminal justice personnels' skills,

such as exploring their knowledge of CYP's learning difficulties (Furlong, 2018), and

implementing a self-review framework to appraise YJWs' skills to identify areas

requiring support and development (Parnes, 2017). Beyond conducting research

relating to practice in YJSs, there is limited information about how, and whether,

ECPs are working at organisational and strategic levels with YJSs (Parnes, 2017). YJSs have essential roles in ensuring the safety and wellbeing of the public by reducing the risk of harm (YJB, 2019), therefore, through prioritising assessments of risk, there is the potential YJSs often overlook CYP's SEN/D. As such, ECPs' expertise may be warranted in supporting systemic change, rather than simply identifying CYP's SEN/D (Collins, 2019).

2.4.3.7. *Supporting Educational Engagement*

ECPs have conducted research exploring the experiences of CYP known to YJSs in education (Ozarow, 2012), and identifying factors that affect their educational engagement and inclusion (O'Carroll, 2016). This focus is important given that secure education, training or employment are considered key protective factors for this cohort (Hurry and Moriarty, 2004; YJB, 2006), and can promote and support desistance (Maruna, 2001). Paradoxically, CYP's involvement with YJSs can reinforce an 'offender' identity (Ackland, 2018) and feed stigmatising beliefs attached to the label, which can have long-lasting and undesirable effects, such as limiting their access to education, training, employment or prosocial activities (Bateman and Hazel, 2015). CYP can experience this as disempowering, and without access to education, training and employment, offending behaviours can be perpetuated, leading to increased contact with YJSs, which continues this cycle (McAra and McVie, 2007). Therefore, CYP may require psychological support to help them learn the skills and strategies they need to successfully navigate a non-offending pathway, regardless of their individual and socioeconomic risks, which ECPs are potentially able to provide (Ackland, 2018). Given this recommended function for ECPs, it is important to reflect on the realities of practice, and, as

discussed in Section 2.4.3.4, ECPs might be better placed to up-skill YJWs to implement support, given their proximity and established relationships with the CYP (Adler et al., 2016).

2.4.3.8.   *Supporting Resettlement in the Community*

The YSE has been criticised for its inadequate educational provision, and insufficiently trained staff to meet CYP's needs (Taylor, 2016b) or provide bespoke and individualised support (HMIP, 2016). This suggests a key role for ECPs to support the development of practices in the YSE, and support the identification and appropriate approaches necessary to engage, and promote positive change for CYP. The YSE has also been criticised for its failure to adequately prepare CYP to re-enter the community (see Taylor, 2016b), as the trajectory from custody into the community is not linear, with CYP often zig-zagging back and forth into custody multiple times (Maruna, 2001). With continually high rates of reoffending amongst CYP following imprisonment, custodial sentencing is often not effective in deterring youth offending (MoJ/YJB, 2016); rather, it is suggested to be counterproductive and having a criminogenic effect (Bateman, 2016). This relates to the absence of support that transcends custody into the community to help CYP continue to develop and maintain strategies that reduce the risk of offending (Ackland, 2018), which is particularly important where CYP are returning to chaotic home environments and violent communities. This suggests custody does not equip CYP with the skills necessary for a successful transition, and indicates systemic change is needed, as advocated by Taylor (2016b).

ECPs are well-positioned to support CYP's resettlement transitions from custody into the community (Ackland, 2018), providing psychological advice for

YJWs and school staff to support their reintegration into school (Farrell et al., 2006).

Farrell et al. (2006) described ECPs' abilities to provide a link between education, SEN/D departments and YJSs, and to help adjust other's views by helping professionals consider the quality of provision to meet CYP's needs, and in supporting YJWs to build positive relationships with schools. Farrell et al. also described ECPs' involvement with multi-agency panels to help identify appropriate placements for CYP in custody who had previously been excluded from school, and Ackland (2018) suggested their role in providing consultation and education for YJWs, staff from schools, and parents/carers, bringing professionals and systems together.

2.4.3.9. *Systemic Approaches*

CYP's difficulties do not simply reside within them; they are typically a product of interacting factors, at multiple eco-systemic levels. ECPs have shifted away from a medicalised model focused on within-child factors (Williams and Greenleaf, 2012), towards an eco-systemic approach such as Bronfenbrenner's (1979) model that considers a wide range of interacting factors affecting CYP's development, functions and learning. Therefore, solutions involve adjusting the environment *around* the child, such as their curriculum, teaching, and/or aspects of their social and familial relationships, to address the root cause or challenges exacerbating and affecting their development to promote successful outcomes. This requires close collaboration and co-construction with a range of systems in the CYP's life, and working together to make changes (Beaver, 2011), alongside direct work with CYP.

As CYP do not exist in isolation, they are heavily influenced by their families, peers and community systems. Peers and family members can influence CYP if

they are engaged in criminal activity or antisocial behaviours, and can lead CYP to re-offend (Ackland, 2018). Where families are not involved in crime, their role is vital in providing physical and emotional support, and communicating positive expectations and aspirations for their child that support desistance (ibid.). Further, involving CYP's parent(s)/carer(s) and friends in interventions could expand the positive impact and effects of the support offered to CYP (Unruh et al., 2009; Inderbitzin, 2009). Therefore, targeted support is needed at multiple levels: the individual, family and community, including education (MoJ, 2013), which fits with Bronfenbrenner's frameworks followed by many ECPs (Howarth-Lees, 2020). ECPs were recognised by the National Institute for Clinical Excellence (NICE) as key practitioners to provide interventions promoting CYP's and families well-being (NICE, 2008), suggesting they can provide support family work in youth justice work. Further, ECPs can apply psychological theories in practice to conceptualise the impact schools, families and communities can have on a CYP (Ackland, 2018; Farrell et al., 2006) such as Bronfenbrenner's (2005) model. Ackland (2018) suggested ECPs could undertake preventative work in schools, supporting staff to identify and support CYP at-risk of offending based on their exposure to ACES. Further, Farrell et al. (2006) described input that would be valued by community stakeholders and organisations, such as: parent workshops to develop skills and empower them; problem-solving; interventions; and child protection concerns. The knowledge many ECPs possess that helps them understand and appraise family dynamics, and their positioning outside of clinical settings (McGuiggan, 2021), also provides the potential to work with families and in communities to address CYP's offending (Farrell et al., 2006). However, family work continues to be underexplored and underutilised in ECP work (McGuiggan, 2021).

2.4.3.10. Early Interventions and Preventative Approaches

YJSs have an aim to prevent offending, through early intervention initiatives (YJB, 2017). Research has helped identify the importance of addressing and reducing youth offending by taking a multifaceted approach, appreciating the interaction between psychological factors such as family, community and individual's social needs and learning difficulties (Hill, 2017a). The risk and protective factors associated with offending require personalised, multifaceted interventions (ibid.), and Farrell et al. (2006) discussed ECPs' roles in working with multi-agency professionals in YJSs, to identify and support the implementation of early interventions for CYP at-risk of offending. According to the YJB (2005), preventative interventions that preclude offending must address individual, peer and community, family and school factors. For example, Ackland (2018) suggested ECPs could support systems, such as schools and YJSs, to create 'wellness enhancing environments' prioritising CYP's wellbeing and inclusion, through policy development. Additionally, Welsh and Farrington (2010) identified teacher-led school-based programmes, or school-based interventions for parents had a significant impact in preventing crime. Concentrating on early intervention and prevention does not only benefit CYP and their families, but reduces the impact of offending on the wider community and society. Further, Swift's (2013) research looked at the school's role in supporting crime prevention, exploring the views of CYP ($n = 74$) and community stakeholders ($n = 32$), such as school staff, YJWs and police. The views of participants in this comprehensive study, were elicited through twelve focus groups and semi-structured interviews, and from the data, Swift identified that CYP in secondary schools were less likely to engage in crime prevention interventions than primary aged CYP. Swift suggested that secondary

pupils were more likely to be influenced by their peers, given the shift in identity occurring in adolescence. Therefore, crime prevention work is recommended to begin in primary school, before CYP's secondary transition which is associated with risks, such as CYP's disengagement from education due to the potential impact the transition can have on CYP's wellbeing, self-esteem (Evangelou et al., 2008) and sense of autonomy where increasing emphasis is placed on independent learning (Skinner and Pitzer, 2012). Therefore, Parnes (2017) suggested there is a potential role for ECPs in supporting CYP at a number of levels (individually, or with schools at an organisational level) to support successful transitions and ensure CYP continue to engage in education, and minimising the potential for exclusions and disengagement.

2.4.3.11. *Providing Supervision in YJSs*

Supervision is an essential aspect of applied psychology practice (BPS, 2017). ECPs have skills in supervision, and are often commissioned to provide supervision for other professionals in LAs (DECP, 2010). Farrell et al (2006) described a distinctive role for ECPs in providing supervision to YJWs in YJSs, as well as supporting CYP serving Intensive Supervision and Surveillance (ISS) orders, which Ryrie (2006) described undertaking in their youth justice work casework. Further, YJWs have reportedly described supervision as a valuable and effective tool for change (Jane, 2010) and professional development (Davidson, 2014). Jane (2010) evaluated the outcome of peer supervision sessions delivered to YJWs in a YJS by an ECP, that utilised a solution-focused approach (De Shazer, 1985), which was highly valued by YJWs, especially the opportunity for self-reflection, and they felt provided them with more confidence in their work with CYP.

2.4.4. Additional Considerations for ECPs Engaging in Youth Justice Work

There are also a number of ethical, professional and logistical considerations for ECPs engaging in youth justice work, and in establishing and maintaining YJS partnerships, considered below.

2.4.4.1. *Ethical Dilemmas*

Warnock (2005) identified dilemmas and challenges for applied psychologists in YJSs, such as concerns about confidentiality where CYP gave them concern about their violent or dangerous behaviours. Warnock highlighted the importance of understanding, and adhering to, professional practice guidance and safeguarding principles to ensure concerns are raised appropriately, in a timely way, to protect CYP and others. Psychologists also reported requiring additional training for their role, and additional support in managing ethical dilemmas, as they reported receiving inadequate supervision in relation to their youth justice work (Warnock, 2005). This emphasised the importance of effective supervision as an ever more important aspect of psychology practice in youth justice work, which might present challenges where services have reduced capacity. Therefore, the availability to engage in educative, managerial and supportive supervision (Hawkins and Shohet, 2000) is an important consideration for ECPs engaging in youth justice work, or looking to engage in this area of work, to ensure services have capacity to provide sufficient, frequent supervision. Additionally, there are ethical considerations relating to EPS-YJS partnerships that are commissioned, as trading introduces a customer relationship, which can reportedly decrease ECPs' autonomy and power in negotiation (Woods, 2014b). As such, ECPs must balance the services they are commissioned to provide (Baxter and Frederickson, 2005), alongside measures to

demonstrate their value-added contributions (Allen and Hardy, 2017), whilst also upholding ethical standards in their professional conduct that should not influence their advice or decision-making, to ensure CYP remain at the centre of ECPs' duty of care (BPS, 2018a; Woods, 2012).

2.4.4.2. *Power Dynamics*

ECPs hold positions of power which can make others feel disempowered and pose challenges for developing trusting partnerships with CYP, families and professionals (Squires et al., 2007). They must consider how to manage relationships where there is a continual shift in power, and where there is potential for a stakeholder's views to be minimised when professionals adopt an 'expert' role (Williams et al., 2016). ECPs position in schools and communities might help reduce any threat or power imbalance, as these represent neutral, familiar contexts (Dawson and Singh-Dhesi, 2010). ECPs have a range of professional and ethical guidelines to balance power in their role, including codes of conduct, and practice and ethical guidelines (BPS, 2017; DECP, 2002; Health and Care Professions Council, 2015; HCPC) and can utilise approaches and frameworks that support and empower stakeholders, allowing them to donate ideas and co-construct solutions.

2.4.4.3. *Evaluation of Practice*

ECPs work with real-life 'problems' that exist in complex environments, with multiple, interacting variables contributing to, and affecting outcomes (Cameron, 2006). Across much of ECPs' work, there are typically a range of professionals involved, making evaluation difficult; therefore, ECPs typically measure the outcomes of the activities they contribute to (AEP, DECP and NAPEP, 2009);

however, ECPs have received criticism for their 'insufficient' use of evaluation in their practice (Leadbetter, 2000). Evaluation requires further attention from ECPs, as they have an ethical responsibility to evaluate their practice to ensure effective, appropriate outcomes for CYP (Birch et al., 2015), as well as the importance of demonstrating their 'value for money' through value-added contributions, which is increasingly important within traded models of service delivery (Fallon et al., 2010).

Within ECPs' practice with YJSs, ECPs have utilised evaluation to monitor the effectiveness of provision and interventions (Farrell et al., 2006), and to measure the impact of their work with CYP (Hall, 2013). However, their evaluation typically included informal and subjective feedback through consultation reviews and self-report data, rather than using formal, quantitative measures, such as Target Monitoring and Evaluation (TME), which measures *expected* outcomes versus *actual* progress to determine the value of ECPs' input (Dunsmuir et al., 2009). In their youth justice work, Parnes (2017) recommended ECPs evaluate YJWs' practice relating to education to help review service standards, and also emphasised the importance of disseminating findings to support a wider range of YJSs to develop their practices, as evaluation is important to ensure practitioners are competent (Lane and Corrie, 2006). The lack of information available about the use of, and effectiveness of ECPs' contributions in the literature, suggests it is an area requiring attention, particularly the use of evaluation in commissioned services to demonstrate impact, and ECPs' value-added contributions.

2.4.4.4. *Multi-agency Working*

With the emergence of multi-agency YJSs, this has created increasing opportunities for partnerships across social care, health and YJSs (Farrell et al.,

2006; Ryrie, 2006), which is essential to respond to the multitude of factors that affect CYP and help achieve positive outcomes. Effective joined-up working is necessary to ensure partner agencies work together and not simply in tandem, to guarantee more effective collaboration and coordinated services (Sloper, 2004). YJSs (described as 'melting pots') comprise multiple professional agencies, providing a range of expertise and professional skills to address offending in CYP; however, this also likely means there are different, potentially competing, professional cultures (Warnock, 2005) that can threaten multi-agency collaboration (Sloper, 2004). As an ECP in a YJS, Ryrie (2006) emphasised the importance of developing productive ways of working before anything else when beginning their work in a YJS. Ryrie also referred to the significant value of their partnership with practitioners in YJSs, sharing their appreciation for their colleagues' expertise and experience in youth justice work, and the ability for learning and sharing between both professional groups – the 'cross-fertilisation of ideas, techniques, styles of questioning, knowledge bases and theoretical orientation' (Ryrie, 2006, p.12). Although Ryrie's views provide a single viewpoint, Farrell et al. (2006) also reported the need to create awareness of the ECP role in YJSs, which can be limited in youth justice work, which Warnock (2005) demonstrated, as YJWs were often unclear about applied psychologists' roles and boundaries. In turn, this affected YJWs' expectations and led to unsuitable referrals (ibid.). Therefore, there is an important need for ECPs to co-construct professional roles with their respective commissioner(s) to mitigate, or minimise, these challenges (Winward, 2015).

2.4.5.   Relevance of Findings to ECP Practice

Through my engagement with the literature, the research relating to ECPs' involvement with YJSs suggests they contribute to various different levels, consistent with Bronfenbrenner's (2005) bioecological PPCT model. There is a need to take a comprehensive approach in youth justice work, where CYP's characteristics and offending profile reflects the manifestation of complex interacting factors across many areas (Taylor, 2016a) and dimensions of their lives. Much of the research described in the previous sections related to unpublished theses, reflecting the dearth of published articles. However, the range of theses relating to youth justice contexts suggest there is an increasing interest amongst TECPs in this area of work, as they reflected relevant roles and implications for ECPs. With only one thesis utilising ECPs as participants, the relevance of the key findings across the papers are discussed in relation to ECP practice at a number of levels, and consequently organised within Bronfenbrenner's (2005) PPCT model**.**

2.4.5.1.   *Process*

Hall (2013) explored facilitative factors that can support ECPs' direct work with CYP in YJSs, and identified characteristics that can support positive interactions, and the development of a therapeutic alliance in direct work with CYP, and are therefore critical in influencing the proximal processes between the ECP and CYP through direct work within their microsystem. These findings were also relevant to Newton's (2014) research, relating to ECPs' roles in delivering interventions to CYP, which requires considerations about the therapeutic alliance. A number of studies also discussed ECPs' roles in differentiating interventions that were inaccessible to CYP, or supporting YJWs to do this (e.g. Collins, 2019;

Furlong, 2018). ECPs have a core role in implementing interventions (Currie, 2002), which highlights the relevance to ECP practice with YJSs, where the range of resource characteristics, such as SEN/D, amongst the cohort, requires interventions that are differentiated to ensure they are accessible (BPS, 2019). Furlong (2018) also emphasised the influence negative attitudes can have on CYP's force characteristics, such as their motivation to engage. Therefore, Furlong recommended ECPs work with professionals to promote more positive narratives, and consequent interactions, with CYP, which are linked to proximal processes and their associated outcomes. This is relevant to ECPs, who work to promote inclusionary practices that reduce educational and social exclusion (BPS, 2019).

2.4.5.2. *Person*

All the research presented in the theses, recognised the socioeconomic disadvantage and challenges experienced by CYP known to YJSs, reflected in their resource characteristics. Therefore, ECPs have a role in identifying needs (Games, 2014), which aligns with the high level of unidentified SEN/D (MoJ/DfE, 2016) and SLCNs in YJSs (Bercow, 2008), making assessment a relevant and important area within ECP practice in this context. This is supported by ECPs' core function in undertaking assessments (Currie, 2002), as ECPs have expertise in utilising different assessments and psychological tools, which help them gain a deeper understanding of CYP's needs (BPS, 2019), and the factors contributing or maintaining a given 'problem' (Cameron, 2006). This also necessitates collaboration with CYP's microsystems, such as teachers and parents/carers, to help implement practices that can support CYP's access and inclusion (BPS, 2019), which are considered in the Context element. CYP's rights to education (UNCRC, 1989), and

ECPs' roles in promoting access to education, highlight the relevance of their role in recognising CYP's needs in youth justice work, particularly in promoting protective factors that can help mitigate the potential impact individual needs (e.g. SEN/D) could have on CYP's outcomes in education, such as lower educational attainment or non-attendance (O'Carroll, 2016), indicative of potential proximal processes.

Studies adopting narrative approaches, identified the impact others' perceptions and practices can have on CYP's perceived identity and motivation to engage in education. This links to ECPs' practice within the exo- and macrosystems, discussed in the Context element of the PPCT model, as they have a role in challenging potentially exclusionary practices and power imbalances (BPS, 2017). It is anticipated that ECPs can help to reduce stigma, and facilitate a sense of inclusion through work with different systems around CYP, which can interact with CYP's force characteristics, such as motivation, to promote their engagement in prosocial activities such as education (Ackland, 2018).

2.4.5.3. _Context_

The majority of the research reflected the importance of ECPs working within the exosystem, supporting YJWs' practice and educational inclusion. ECPs' involvement in training was identified across a number of studies, particularly relating to professionals' knowledge of SEN/D, including learning difficulties, within YJSs, the further education sector (Collins, 2019), and other tiers within the justice system (Furlong, 2018). This is relevant to ECP practice, as they have knowledge of CYP's difficulties, and have a core function in delivering training (Currie, 2002) to support professional development (Nastasi et al., 2011).

There was also a key role identified for ECPs where CYP were NEET, to facilitate collaborative working between educational provisions and YJSs, which are often inconsistent or lacking, to facilitate CYP's engagement in education, training and employment (Ozarow, 2012). This work within the exosystem and mesosystem, has relevance to ECP practice given their role in promoting inclusion (BPS, 2017), and identifying factors that affect educational engagement (DfE/DoH, 2015). This was also reflected in O'Carroll's (2016) research, relating to factors enabling CYP's access to education.

The papers that utilised action research, demonstrated how ECPs can support YJSs to develop YJWs' practices, where ECPs work within the exosystem, supporting indirect influences on CYP through their interactions with YJWs and the YJS. For example, Wyton (2013) demonstrated the role for ECPs in providing individual consultations for YJWs, which is one of their core functions (Currie, 2002), utilising frameworks to support problem-solving, which is also a distinct contribution within ECP practice (Cameron, 2006). Further, Parnes (2017) illustrated an ECP's ability to work strategically, relating to their core role in organisational development (Currie, 2002), to help youth justice practitioners reflect on, and develop their practices. This included implementing evaluative measures to monitor outcomes (Parnes, 2017), which is also consistent with ECPs' roles as scientist-practitioners (Cameron, 2006). Additionally, Jane (2010) demonstrated the utility of providing supervision to YJWs, which is an essential element of applied psychologists' roles, and can be framed by a number of different psychological frameworks, such as solution-focused approaches (Cameron, 2006). Jane also described a role for ECPs in supporting the development of self-sufficient systems of peer supervision between YJWs (Jane, 2010), which is relevant to ECP practice in promoting

important ideas to encourage others to find solutions (Cameron, 2006). Further, Howarth-Lees (2020) supported YJWs to develop their practice, and reported how ECPs can support YJWs to include CYP's views more consistently in their practice. This reflects prioritising CYP's views (UNCRC, 1989), and is consistent with ECPs' practice relating to the SEN/D CoP (DfE/DoH, 2015).

2.4.5.4. *Time*

Through supporting CYP's systems (such as YJSs, schools, families), ECPs' contributions can help reduce potential psychological distress, educational disadvantage and promote inclusion (BPS 2019). Specifically, the relevance of research findings relating to preventative approaches in YJSs, reflect ECPs' fundamental contributions to preventative work, demonstrated in their initial training (BPS, 2019). Prevention has benefits for individual CYP and wider society, given the social and financial costs associated with difficulties CYP experience with their communication, learning and emotional wellbeing (ibid.). Therefore, early intervention is recognised as essential to support development, and particularly in reducing CYP's experiences of social disadvantage (BPS, 2019), which is pertinent for CYP known to YJSs. Research acknowledging ECPs' preventative involvement with youth justice work (Games, 2014; Swift, 2013), has relevance to ECP practice given their skills in identifying need, such as SLCNs, and supporting adaptations to facilitate CYP's access to education (BPS, 2019). This demonstrates the element of Time, and the need to ensure CYP's equity of access to promote educational engagement, attainment, and inclusion.

ECPs' involvement in supporting desistance further recognises ECPs' roles relating to key points in time (Ackland, 2018; Davidson, 2014). These research

findings highlighted factors involved in supporting desistance, and have relevance to ECP practice where ECPs can apply their knowledge of complex psychological variables to identify protective and potential risk factors (Cameron, 2006), and apply this to support change in real-world practice (BPS, 2017; Cameron, 2006). This is consistent with ECPs' commitment to utilise psychology across a range of contexts, and share psychological ideas that can support others' skill development and practice (BPS, 2019), such as professionals in YJSs. Specifically, ECPs can promote YJWs' knowledge and delivery of restorative interventions to prevent offending, which also relates to their roles in empowering others (Cameron, 2006).

This also links to resettlement from custody into the community, which reflects a key transition point, and a significant transition, for CYP known to YJSs. Resettlement has important associations with desistance, as noted by Ackland (2018), which is key to promote CYP's social inclusion. Ackland's research findings that suggest ECPs have a role in resettlement, is relevant to ECPs' practice, as their values align with facilitating educational inclusion and access to other prosocial activities (BPS, 2019), which is key to promote protective factors implicated in desistance. Further, ECPs have a statutory responsibility to support CYP transitioning out of custody according to Section 10 of the SEN/D CoP (DfE/DoH, 2015), and reflects of their contributions in identifying needs and provision to facilitate access to education (BPS, 2019).

2.5.   Chapter Summary

The relevance of the findings from previous theses' research, presented within Bronfenbrenner's (2005) PPCT model, demonstrate ECPs' commitment to promoting social inclusion (BPS, 2017), as there is an acknowledgement that CYP

known to YJSs experience disadvantage and demonstrate key risk factors for disaffection. Overall, from the research discussed throughout the chapter, ECPs' work with YJSs appears to reflect the core functions defined by Currie (2002), and mirror their work in traditional contexts, such as schools. The use of psychological tools and perspectives to support, empower and develop professional practices, is also consistent with Cameron's (2006) description of ECPs' distinct contributions. This suggests their skills and expertise are transferable across contexts, and given the significant level of SEN/D and poor educational outcomes amongst CYP in YJSs, it is also, arguably, an important context for ECPs to work in, as Ryrie (2006) suggested.

The range of functions for ECPs in YJSs were discussed at a number of levels, across different systems, which reflects ECPs' understanding of the interactive impact different systems can have on CYP's development (BPS, 2019). There was significant overlap between the findings discussed in relation to Process and Person, which captures the interplay between them in proximal processes, and although findings considered in relation to the PPCT elements overlapped, ECPs' contributions primarily reflected their work in relation to the exosystem. This included supporting YJWs to identify and meet CYP's individual needs, and developing stakeholders' knowledge of factors affecting CYP's development and trajectories to offending. However, many of the ideas for ECPs' work were *recommended* functions, based on limited research with samples of other professionals in YJSs, or CYP, often through single case study designs that can offer a limited perspective of a phenomenon (Thomas, 2021). These present tensions relating to the previous research, which does not directly represent ECPs' experiences working with YJSs, or outcomes associated with their contributions, as their role is underexplored and

not yet clearly defined. With many EPSs working below capacity and struggling to meet the growing demand for support (DfE, 2019), this suggests the importance of practices that have a wider impact, such as those working within the meso- and exosystem, which could be most advantageous within the current socio-political climate. Further, there were no papers relating to certain aspects of ECP work, such as their involvement in statutory work in YJSs, their involvement with CYP in custody, or information about their service delivery models that could affect the present of ECP support, and potential power dynamics within traded partnerships (Winward, 2015). This includes a lack of consideration for the differing professional cultures that could impact ECPs' work, reflected within the macrosystem, and the perceived value of ECP contributions. These highlight the need for further research in this topic area, to better understand the range of contributions and their relevance to practice.

2.6. <u>**Empirical Research: Outline**</u>

It is evident from the paucity of literature in this domain that there is a need for continued contributions relating to ECP practice in YJSs. This is important given the risk factors and vulnerabilities of CYP in this cohort and the opportunities for ECPs, who can make potentially valuable contributions in youth justice work (Fallon et al., 2010). Specifically, there is scope for exploring ECPs' experiences and perceptions of their roles and contributions to better understand the value of applied psychology in youth justice where links are established with YJSs. This justified the focus on my empirical research described in Chapter 4, focused on six ECPs' involvement with YJSs across five LAs, exploring their distinct and value-added contributions in this area, and factors affecting their work**.** The findings are

considered in relation to Bronfenbrenner's (2005) bioecological PPCT model, which provides the analytical frame to help organise and understand the findings within the overarching PPCT domains.

3. METHODOLOGY

3.1. <u>Chapter Overview</u>

This chapter provides a description of the research aims, questions, and choice of design and methodology, including: the rationale for the choice of approach drawing upon my epistemological position; process and criteria for participant selection and recruitment; procedures for data collection and analysis; and consideration of ethical challenges, implications and quality of the findings.

3.2. <u>Research Aims and Questions</u>

As outlined in Chapter 1, the motivation behind this research came from my personal interest and professional experience engaging in youth justice work. Further, my awareness of the multitude of risk factors and poor outcomes for the vulnerable, disaffected CYP that make up the youth justice population also made this an important area to undertake research, given the underdeveloped body of research relating to ECPs' work in YJSs. With differing practices between LAs, the aim of the research was to explore ECPs' contributions to YJSs, illustrate the scope of their work, and understand factors involved in forming EPS-YJS partnerships, their professional preparedness for youth justice work, and characteristics that support their work. It is anticipated this will inform the development of ECP guidance relating to youth justice work, highlight areas requiring additional input on training programmes, and considerations for ECPs who wish to explore a role or develop a partnership with a YJS. The specific RQs to investigate these aims were shaped throughout the research process, and these developments are described in the following section.

3.2.1. <u>Development of the Research Questions</u>

During the early stages of the research process, ideas for potential lines of inquiry were considered with a broad remit, generated through my professional practice and experiences of working with CYP known to YJSs (see Chapter 1, Section 1.6), and through engaging with the available literature, which illuminated particular areas requiring development and investigation (Guest, MacQueen and Namey, 2012). As discussed in Chapter 2, there is limited research related to ECPs' involvement with YJSs, and from the available evidence-base, there is an absence of information about the scope of ECP functions and roles in YJSs, which felt like an important initial aspect of the research to concentrate on. My professional experience helped guide and shape this focus, as I was aware of the inconsistent practice occurring in LAs, and the various roles ECPs were undertaking, which differed across EPSs. Further, with the compelling research documenting the vulnerabilities and needs of CYP known to YJSs (discussed in Chapter 2, Section 2.3), I was interested by the inconsistent partnerships between EPSs and YJSs across LAs that I observed in my practical experience, which was also noted by Farrell et al. (2006). I was curious about the variations in the models of service delivery and commissioning arrangements across LAs that I was aware of from my practice. I wondered whether this reflected the potential value placed on ECPs' contributions, and about the potential driving forces (organisationally, individually, culturally, as examples) that might affect EPS-YJS relationships, and ECPs' reasons for working in this area. These felt like fundamental lines of questioning to gain further insight into ECPs' involvement in youth justice work, so at this stage in the process, I noted down ideas that interested me that I could potentially explore

further, and which I felt were not answered in the previous research explored in Chapter 2 (see Table 3.1).

Table 3.1: Initial broad areas of interest and lines of inquiry explored in the process of developing the early research questions.

Overarching areas	Potential lines of inquiry initially explored
ECP involvement in YOTs	• What involvement do ECPs have working with YOT/Ss? • What skills do ECPs offer to meet the needs of young people who offend? • What psychological input is needed in YOT/Ss? • How do ECPs translate theory into practice working in YOT/Ss? • How is the ECP role different from other professions in YOT/Ss? • How do you support young people in contact with YOT/S to (re-)engage with education? • At what level and in what capacity are ECPs involved with young people who offend? • What early intervention/preventative work are ECPs engaged in with YOT/Ss? • What key thing(s) would you like to progress the role of the ECP in YOT/S? • What do ECPs feel it is important to know and share about their work with YOT/Ss? • What factors protect young people from engaging in offending behaviours? What can ECPs do to promote these factors?
Value and impact	• What is the impact of ECP's psychological input? How is impact measured? • How do you evaluate the effectiveness of interventions?
ECP and YOT working relationship	• What facilitates and drives joint working with the YOT/S? • How ECPs feel YOT workers understand their role? • Describe your working relationship with the YOT/S? • What are the opportunities and challenges for joined up working with YOT/Ss? • How is the working relationship maintained with the YOT/S?
Individual factors	• How do you get involved in working with the YOT/S? • What motivated/inspired you to work with YOT/S?

These potential lines of inquiry that were initially considered to develop the understanding of ECPs' work with YJSs described in Table 3.1, fell into the following broad categories:

- ECP involvement in YOTs

- ECPs' value and impact

- ECP and YOT working relationship

- Individual factors

At this stage of the RQ development, I reflected on the commonly used language from my own experience and within the majority of the research papers I was reading, and decided to amend the terminology I had originally selected. I replaced the commonly used term 'YOT' with 'YJS' to move away from the potentially stigmatising label of 'offending', as discussed in Chapter 1, Section 1.2, and reflected in Cicchetti and Rogosch's (2002) work.

I then reviewed the specific lines of inquiry relating to ECP roles, outlined in Table 3.1, which could each add valuable information to the research base. Other research that had previously investigated specific roles for ECPs included: supporting YJWs to promote CYP's views (Howarth-Lees, 2020); developing peer supervision practices for YJWs (Jane, 2010); and exploring factors that facilitate relationships between ECPs and CYP in YJSs (Hall, 2013). Although focusing on specific roles and aspects of youth justice work can offer detail about an individual activity, I felt that what was missing from the literature was a general understanding about the roles and breadth of ECPs involved with YJSs. Therefore, I reflected on the aims of my research to help hone the RQs, which related to exploring and

illustrating ECPs' contributions and scope of work with YJSs. Further, with Ryrie's (2006) reflection on their own role in a YJS written over fifteen years ago, this provided an opportunity to fill this gap in knowledge, to gain a better understanding of ECPs' contributions to YJSs from a range of perspectives. It then felt appropriate that questions relating to ECPs' impact in YJSs would lead on from discussions about their roles, given its importance in all areas of ECP work (Birch et al., 2015). This is an area that does not appear to have received attention in the literature, so would also provide an original contribution.

Linked to the previous aim, I also wanted to develop an understanding about the factors affecting ECP involvement with YJSs, as previously described in Section 3.2.1, which is underexplored in prior literature. From my review of the literature, the only available paper regarding facilitating factors in ECP work with YJSs, related to those specifically affecting ECPs' relationships with CYP (Hall, 2013). I anticipated that discussions around organisational and professional factors involved in developing EPS-YJS partnerships and professional relationships, would lead into a discussion about other individual factors and motivations for working in this area. Through this process, the following RQs developed:

1a. How do ECPs contribute to YJSs?

1b. What makes their contributions distinct from other professionals?

2a. What is the impact of ECP contributions in their work with YJSs?

2b. How is this impact measured, if at all?

3a. How do ECPs describe their professional role and relationships in YJSs?

3b. What push and pull factors do ECPs feel strengthen or restrict their relationships and professional role in YJSs?

4a. What led ECPs to work with YJSs?

4b. What personal characteristics do ECP's possess and how do these support their work with YJSs?

These initial two-part RQs reflected specific elements of interest to me in each overarching category (as reflected in Table 3.1). However, there were too many RQs for this study, and they were too broad and did not necessitate separate RQs. Therefore, they were condensed to cover essential information in more depth. Following this refinement, the amended questions developed into four RQs:

1. What are the distinct roles of ECPs, and how do they contribute to YJSs?

2. What can ECPs contribute to bringing about change in their work with YJSs and how?

3. What factors do ECPs feel strengthen or restrict their professional role and relationships working with YJSs and how?

4. How did ECPs come to work with YJSs and what motivates them in this work?

3.2.2. <u>Final Research Questions</u>

The RQs were further shaped throughout the research process, and refined during analysis to reduce any overlap between RQs and reflect participant data. Specifically, I felt there was duplication and repetition of the themes elicited relating to RQ1 and RQ2, despite creating boundaries to help isolate features relating to both RQs during the analysis (described in more detail later on, in Section 3.8.1.1.4). I felt both RQs over-emphasised ECPs' roles and how these can bring about change, and did not capture participant's responses about *how* ECPs measured the impact of their work, which I described as being a relevant, and underdeveloped,

area. Therefore, I expanded RQ1 to encompass the factors that ECPs described as distinct and valuable in their work with YJSs, and how these contributions can bring about change. In turn, I refined RQ2 to focus on the evaluation of ECPs' work, and specifically, what impact measures they utilise to do this.

Further, I also felt there was too much overlap between RQ3 and RQ4. Despite my interest in what led ECPs to work with YJSs, I felt this did not necessitate a separate RQ. As both lines of inquiry related to factors affecting ECPs' roles and work with YJSs (albeit at different levels), I merged these two RQs and developed the question to reflect the push and pull factors affecting ECPs' working with YJSs. This shift would enable me to capture a variety of factors at different levels, such as professional, personal and other organisational factors, that affect ECPs' work and relationships with YJSs. These additional refinements resulted in the final three RQs outlined in Table 3.2.

Table 3.2: Research questions.

Final research questions
1. What are ECPs' distinct roles and how do their contributions bring about change in their work with YJSs?
2. How are ECPs' contributions evaluated, and what impact measures are used?
3. What push and pull factors exist that affect ECPs' roles and contributions in YJSs and how?

3.2.2.1. _Rationales for the Final Research Questions_

My rationale for RQ1 related to my main interest, to better understand and gain clarity about ECPs' contributions to YJSs, given the underdeveloped body of research relating to ECPs' work in this area. This RQ supported the exploration of ECPs' experiences to illustrate the scope of their work, to better understand and gain more clarity about what ECPs do and contribute to YJSs. My rationale for RQ2 developed from RQ1, relating to the value of ECPs' work and how they determine the impact of their contributions to YJSs, which is an important facet in all ECP work, and is increasingly relevant within service delivery models involving commissioning. Finally, my rationale for RQ3 related to my awareness of differing practices between LAs, exploring facilitators and barriers affecting ECPs' involvement with YJSs. It was anticipated that participants would provide unique features from their experiences, which could encompass a variety of factors at different levels, from individual, professional, to organisational, for example.

3.3.   **Epistemological and Ontological Position**

Research is not merely shaped by the application of individual techniques or methods, but by the researcher's philosophical assumptions and beliefs about what knowledge is, and how we come across it, which affect what researchers study (ontology) and the approaches they take to study it (epistemology) (Berger and Luckman, 1991; Maxwell, 2012). My research aims involved exploring ECPs' perceptions of their contributions to YJSs, and factors that shaped and influenced their work to gain a deeper understanding of ECP involvement in youth justice work. The subjective focus of inquiry in this research and choice of approach (Thematic Analysis) are consistent with social constructionism.

Through interpretivist frameworks such as social constructionism, an individual's experience of reality is constructed through their attributions and interpretation of events, positioning knowledge as an active construction of the mind rather than a singular objective truth that can be discovered (Lincoln and Guba, 1985). These experiences and constructions can be accessed and explored through language and discourse using phenomenological methodologies (Braun and Clarke 2006). Through their interaction, the researcher and participant co-construct meaning in social constructionist research, making individuals active contributors, not simply subjects to be studied (Hjelm, 2014). Researchers explore the multiple attributions participants have of events to better understand their personal realities (Elliott, 2005), which are understood within a specific context, as constructions are influenced by social, cultural and historical processes (Burr, 2003; Lincoln and Guba, 1985). As the researcher engaging with the data, it was also essential that I limited my influence by explicitly acknowledging my beliefs and potential biases that might affect my interpretation of the data. Therefore, reflexivity is addressed later in this chapter.

Social constructionism fits with my experiences as a scientist-practitioner working within EPSs. Social constructionism appreciates the complex, multifaceted systems ECPs operate in, and acknowledges the alternative - often competing - constructions stakeholders can provide of a given 'problem' or situation. In my practice, I do not seek to understand a situation in a single 'correct' way, but rather develop a formulation that appreciates and explores wider environmental factors and how these might affect individual's experiences and subsequent constructions of the world (Kincheloe, 2006) in order to find effective support strategies.

3.4. Research Design

3.4.1. Case Study

An exploratory approach was taken in this research, consistent with the majority of research studies relating to youth justice work (discussed throughout Chapter 2, Section 2.4), and a case study was adopted to gain a rich, detailed picture of ECPs' roles with YJSs. Several of the previous studies adopted a single case study design, which offers a singular insight into a phenomenon; however, I utilised a multiple case study design to provide a wider range of insights into the phenomenon under investigation, and to allow an exploration of any differences between cases (Thomas, 2021). A multiple case study was consistent with one previous thesis (Ackland, 2018) that also utilised this research design, and was also recommended by Howarth-Lees (2020) as a research design that could provide useful insights into ECPs' work and partnerships with YJSs in future research. Therefore, a multiple case study enabled the exploration of a range of ECPs' experiences in this study, which was an area that was underexplored in previous research. It also enabled comparisons between cases, which is another advantage of multiple case studies (Thomas, 2021), as the detailed descriptions and explanations provided through multiple cases, are described as being more powerful than single case studies (Yin, 2014). Therefore, within this research, a multiple case study allowed me to gather data from six ECPs involved with YJSs and explore each of their experiences, comparing and highlighting similarities and differences between them. This provided a wider understanding of the range of experiences, roles and factors influencing ECP work in this context, allowing me to draw deeper conclusions (Thomas, 2021). Given the exploration and comparisons made between different ECPs' experiences and roles in YJSs, this provided

discussion about the nature of these differences, and can therefore be considered a cross-case analysis (Schwandt, 2001; Thomas and Myers, 2015).

There are two distinguishing features of case studies: the subject of interest, and the object (Thomas, 2021). The subject offers the lens through which the object can be examined and studied, and the object is the analytical frame within which the subject is explained (Thomas and Myers, 2015). The analytical frame is important as it provides a way of interpreting and contextualising the subject (or case) (Ragin, 1992), and also provides connection, conjoining ideas and seeking an explanation, which are essential components of a case study, as 'without [them], the case study is merely illustration' (Thomas and Myers, 2015, p.123). Of note, the object of a case study is not necessarily identified at the start of an investigation; rather, it might develop throughout the research process (Ragin, 1992; Thomas and Myers, 2015). Within the research study discussed in this paper, a multiple case study design formed a local knowledge case to explore six ECPs' perspectives about their current work with YJSs, which formed the case study's subject (Thomas, 2021). The object was illuminated following the analysis, as the themes (that were generated inductively using TA) mapped onto Bronfenbrenner's (2005) PPCT bioecological systems theory, which formed the analytical frame for this research (Thomas, 2021). Therefore, ECPs' roles and contributions to YJSs were understood and organised in relation to the PPCT model, which are presented in Chapter 4, Section 4.5. The PPCT model was also used to frame the implications for future ECP practice, in Chapter 5, Section 5.3. Further information about the model's application to the findings are discussed in Section 3.8.2.

Case studies are considered a design frame to contain research, and involve studying a particular case to better understand important factors and activities within

complex, real-life environments (Thomas, 2021). They also allow an exploration of systems, social processes and relationships (Denscombe, 2014) through listening to individual's accounts (Thomas, 2017). This aligns with the interpretivist paradigm of the current research, and is relevant to the exploration of push and pull factors affecting ECPs' work and partnerships with YJSs. As ECPs worked across different YJSs, in different LAs, participants were interviewed separately (Thomas, 2021). ECPs' perspectives provided a 'snapshot' of their current practice and relationships within their YJS, as well as reflections on the role development and formation of EPS-YJS partnerships, providing 'retrospective' context (Thomas, 2021).

Case studies have been criticised for their lack of scientific rigour (Gorard, 2013); however, scientific investigation does not simply refer to one research approach, and is not restricted to quantitative studies involving controlled experimental designs (Thomas, 2021). As case studies gain a detailed understanding of a specific situation by eliciting individual's accounts of real-life systems and experiences (Creswell, 2013), they cannot be generalised (Thomas, 2021); however, this is not their aim, as case studies trade a smaller sample and any inferences about the wider population, for greater, richer detail (Thomas, 2021). Additional criticism from Gorard (2013) suggests case studies can only generate anecdotal findings; however, counter arguments bring attention to the role of case studies in providing knowledge specific to a situation (Stake, 1995) and in potentially illuminating theoretical points relating to the subject and object (Thomas, 2021).

In this research, it is my intention to understand individual contributions and experiences of working with YJSs, and the processes that affect this work. With no professional guidance or framework relating to ECP practice in YJSs, and increasing numbers of EPSs operating different models of service delivery and

delivering services that may differ according to commissioners' requirements, ECP practice will ostensibly vary significantly across LAs and YJSs. Therefore, an in-depth exploration was appropriate due to the underdeveloped body of research relating to the topic of investigation. As a result of the findings and transparency of the research approach, it is anticipated that practitioners can make informed decisions about how applicable findings might be in relation to their youth justice work.

3.5. <u>Ethical Considerations</u>

Ethics are fundamental to research, protecting participants' rights and guiding researchers' behaviours through a set of moral principles to navigate ethical dilemmas (Cohen, Manion and Morrison, 2011). Prior to undertaking this research, I produced and submitted an ethics application to the UoB's Research Ethics Committee (see Appendix 3 for the full application). Once I secured ethical approval, participant recruitment and data collection commenced. I used the BPS Code of Human Research Ethics (BPS, 2021) and British Educational Research Association's Ethical Guidelines for Educational Research (BERA, 2018) to support my ethical decision-making in assessing the potential risk of harm to participants and addressing any ethical challenges. Each of the ethical requirements and considerations in this research are provided below, including comment on how they were addressed.

3.5.1. <u>Informed Consent</u>

All participants received information in written format and orally about what their involvement would look like in the research, which stressed the voluntary

nature of their participation. Participants were given opportunities to ask any questions, and were asked to provide both written and oral consent prior to engaging in the research, too. See Appendix 4 for the information sheet and Appendix 5 for the informed consent form given to participants prior to the interview process.

3.5.2.   Right to Withdraw

All participants were made aware of their right to withdraw from the interview at any time, both in writing within the informed consent form (Appendix 5), and orally during the interview. Participants were given contact details should they wish to withdraw their data at a later stage (up to two weeks after the interview), and were told they could not withdraw after this date, as data analysis might have started, making it difficult to extract their individual contributions.

3.5.3.   Confidentiality

A quiet venue was chosen to conduct the interviews, ensuring as much privacy as possible. Participants were advised their views and identity would be kept confidential, unless there was a suggestion of any risk of harm to them or someone else, in which case I would follow safeguarding procedures, raising any concerns with the participant, and seeking further guidance from my research supervisor. Participant interviews were audio-recorded (subject to each participant's consent) and handwritten notes were made. Although interviews were held face-to-face which meant participants' identities were not anonymous, the interviews were transcribed, removing any and all identifying information to protect individuals, services and LAs, as examples. Participants were referred to using pseudonyms

and by a general role (ECP rather than 'senior ECP', for example) to further protect potentially identifying information.

3.5.4. Storage and Handling of Participant Data

Interview data was audio-recorded directly onto a password-protected and encrypted device that only I had access to, and anonymised transcripts were only made available to me, my academic supervisor and any University assessors. All electronic versions of anonymous documents were also stored securely on a password-protected, encrypted device. Any handwritten notes that were made omitted any identifying information, and were transported to the researcher's home and stored in a locked drawer immediately following the interview. Further, printed versions of the transcription data with pseudonyms and redacted information were securely stored in a locked drawer that only I had access to, too, and were shredded when finished with. See the informed consent form (Appendix 5) for the information provided to participants regarding data handling and storage.

3.5.5. Dissemination of Research

Participants were informed they would receive a summary of the results once written up, which would also be formally reported as part of a thesis for the UoB, and submitted for publication in a peer-reviewed journal.

3.5.6. Risk of Harm to Participants

Although risks to participants were minimal, risk was minimised in a number of ways during the interview process, which are subsequently outlined. Questions were framed in a positive way to conclude the interviews, and provided participants

with an opportunity to reflect and ask any questions they might have. This was important to reduce any potential short-term emotional discomfort that might have been evoked during the interview, given the nature of the cases participants might have been involved with, and consequently discussed in the interview. Further, I utilised my doctoral training in therapeutic and counselling skills to build trust and rapport with participants, and conducted the interviews sensitively. By attuning to individual's emotional needs, I also ensured that I paused the interview if a participant appeared emotional or distressed at any time during our conversation. Overall, efforts were made to make the interview as enjoyable as possible, using a conversational style to help make participants comfortable, and ensuring they were reminded of their right to withdraw from the interview at any time.

3.5.7.   Risk of Harm to the Researcher

Although risks to me, the researcher, were minimal, risk was minimised by endeavouring to arrange interviews in nearby locations on the same or consecutive days to reduce travel, and by utilising supervision with my academic supervisor to reduce any potential emotional or personal risk.

3.6.   **Research Methodology**

3.6.1.   Sampling

This research explored ECPs' experiences of their work with YJSs, making purposive, opportunity sampling the most suitable strategy for identifying participants with shared knowledge and experience of the topic under investigation (Creswell and Plano Clark, 2011; Robson, 2011). There were some specific participant requirements for ECPs to take part in the research. These included having a recognised qualification in educational psychology and relevant chartered

status with the HCPC who regulate practitioner psychologists with protected titles, which includes EPs/ECPs. It was also essential that participants were currently practising as an ECP in a LA, with an existing and active role with a YJS in England in some capacity, and who were identified through the educational psychology and youth justice working group. This approach was more appropriate than random sampling which was unsuitable for this research based on its focus on capturing a group of individuals representative of the general population, not ECPs with shared experiences which was an essential feature of this research (Palinkas et al., 2016).

3.6.2. <u>Recruitment</u>

Participants were identified through the special interest group meetings for youth justice work at the UoB. Attracting ECPs and a handful of other professionals with an interest or active role in the youth justice system, the group is a platform for professionals to share research and good practice, discuss important topics and developments in the field, and collaborate to make new contributions to the literature and policy development. With consent from event organisers, I shared my research proposal at an event with an audience of over thirty attendees. Interested ECPs used a sign-up sheet to register their name, role and contact details to find out more about the study (Appendix 6). They were later emailed a participant information sheet (Appendix 4) and informed consent form (Appendix 5) to ensure they had all the necessary information to make an informed decision about taking part in the study. Individual interviews were arranged once ECPs confirmed their interest and returned signed consent forms.

3.6.3. <u>Participants</u>

Whilst quantitative research calculates sample sizes based on the probability of attaining statistically significant results using power analysis (Cohen, 1988), there is no specific formula for sampling in qualitative research and as such the parameters appear more flexible. For example, the number of participants in published research using TA differ dramatically, varying from as few as two, to studies exceeding four hundred (Fugard and Potts, 2015). Ultimately, samples for TA appear to depend on the goals of the research and thus rely on researchers' subjective judgments (Fugard and Potts, 2015), although samples are generally large enough to provide a 'richly textured understanding of experience' (Sandelowski, 1995, p.183), yet small enough to manage the dataset (Fugard and Potts, 2015). In this study, eight ECPs from seven LAs initially registered their interest; however, one ECP did not meet the criteria and one did not confirm their interview. Altogether, six participants from five LAs were interviewed for this research. See Table 3.3 for an overview of participant information.

Of note, two ECPs included in this research had worked in multiple YJSs as ECPs, and two also had prior experience within forensic and adult prison contexts in previous job roles prior to training as ECPs. Further, this research only captured the time ECPs had spent within their *current* role with a YJS, and did not account for time they have spent in previous roles with YJSs. Additionally, it only captured the number of hours allocated through formal arrangements, and did not account for any time they have volunteered outside of their fixed allocation. Therefore, their professional experience within youth justice contexts is not accurately reflected in the time they are working with their current YJS.

Table 3.3: Information about participants regarding their location and involvement with YJSs (using pseudonyms for confidentiality).

	Participant information					
	Participants					
Characteristics	**John**	**Daivey**	**Lucy**	**Francesca**	**Craig**	**Ryan**
Service location	W. Midlands	W. Midlands	North West	South East	W. Midlands	W. Midlands
ECP time within current role in the YJS	*Not specified*	>12 months	18 months	10 months	12 months	3 years
Total time YJS has had EPS involvement	5 years	5 years	18 months	10 months	12 months	5 years
Total weekly time allocation (per week; p/w)	*Not specified*	1 day p/w	0.5 p/w	0.5 p/w	1 panel meeting per month plus casework (time not specified)	1 day p/w
Total number of ECPs in YJS	2	3	1	1	1	2
Model of service delivery	Not commissioned (core work)	Commissioned by YJS	Commissioned by YJS (voluntary prior to October 2019)	Commissioned by YJS (voluntary prior to September 2019)	Commissioned by Troubled Families Programme	Not commissioned (core work)

3.7.   **Data Collection**

3.7.1.   Qualitative Approaches

Qualitative research is growing in popularity as researchers recognise its value for providing a rich understanding of real-world phenomena that are not quantifiable or subject to manipulation by the researcher (Robson and McCartan, 2016), such as values, beliefs and attitudes (Maxwell, 2013). Qualitative approaches can elicit meaning through direct accounts about particular phenomena, that represent lived realities within a specific context (Robson and McCartan, 2016). Unlike traditional conceptualisations, qualitative approaches are not bound to a single philosophical orientation and can be applied to a variety of research (ibid.) and do not try to eliminate researcher influence. Instead, researchers' engagement with data are encouraged to give it deeper meaning (Maxwell, 2012), which can bridge the gap between researcher and participant who are both integral in the research (Robson and McCartan, 2016).

ECPs' involvement with youth justice work is a field of study in its infancy with a paucity of published and available research, making an exploratory 'content-driven' approach well-suited to this research. Further, meaning was elicited inductively from participants' data, not using predetermined theories or ideas to guide the analysis, and has the advantages of generating unanticipated insights, which was important in this under-researched area (Guest et al., 2012).

3.7.2.   Semi-structured Interviews

Interview techniques are universal methods of acquiring information, used in a host of everyday activities (Fontana and Prokos, 2007). Interviews are suitable for qualitative and quantitative research, as they are not bound to a single philosophical

position (ibid.), and can be oriented to confirmatory, hypothesis-driven research, or exploratory research to make new discoveries (McIntosh and Morse, 2015). Interviewing is a powerful method to provide rich, experiential accounts, gaining individual's perspectives and experiences (Fontana and Prokos, 2007), which made them appropriate for this research. A semi-structured interview was selected to elicit participants' perspectives and experiences relating to a particular phenomenon through a series of questions (Guest et al., 2012), and offered both specificity and flexibility, allowing the interviewer to structure questions and topics to cover, with the freedom to move around and follow-up questions as necessary (Thomas, 2017).

Interviews can be administered in a variety of ways to suit individual needs and research purposes, through questionnaires, telephone, face-to-face contact, or videoconference (Fontana and Prokos, 2007; McIntosh and Morse, 2015). Videoconferencing has been increasingly utilised in research (especially during the COVID-19 pandemic, which has limited opportunities for face-to-face contact), and can also provide a cost-effective solution, especially where the researcher and participants are separated by large distances (Graffigna and Bosio, 2006). It has been described as complementing (or replicating) face-to-face data collection (Braun, Clarke and Gray, 2017), although other researchers have suggested it is impersonal (Sedgwick and Spiers, 2009), making additional considerations important; for example, ensuring high-speed internet connections for continuous, uninterrupted dialogue, and employing compensatory strategies such as verbal agreement where non-verbal signals are not as perceptible (ibid.). As the focus of the research was not highly sensitive and allowed the same methods, videoconferencing was deemed a suitable adaptation for data collection where face-to-face interviews were not possible.

The research consisted of six individual semi-structured interviews which allowed rich, exploratory data collection (Stokes and Bergin, 2006). Specifically, semi-structured interviews were chosen to allow participants' freedom to express themselves without the potential influence of other participants, as in focus groups, and with open-ended questions to allow the researcher to focus and guide the discussion, exploring a participant's personal experiences (Burman, 1994). Individual interviews lasted between forty to eighty minutes (sixty-four minutes, on average). Four interviews were conducted face-to-face at a convenient location for each participant (one at the participant's EPS office, and three at the UoB), whilst the remaining two were conducted over 'Zoom' (Archibald et al., 2019), as the participants were located some distance from the researcher. One Zoom interview took place from the participant's home, and the other from their EPS office base. Each interview was conducted in a quiet, private environment, without interruptions or interference.

To mediate concerns about utilising videoconferencing interviews, cameras were positioned to include upper bodies and faces to ensure the use of video did not diminish the nuances of participants' non-verbal cues (Stephens, 2007), and I paid particular attention to these cues (Sedgwick and Spiers, 2009). I also spent time establishing rapport with participants over video to help them feel comfortable to share their experiential accounts with the same richness of detail as face-to-face interviews (ibid.). This was also facilitated by having met the two ECPs I used videoconferencing interviews with in-person before. The connection during both calls was stable, apart from one short delay at the start of one interview. This was

rectified quickly, and the conversation carried on naturally, without any apparent disruption in the participant's response.

3.7.2.2. _Interview Schedule_

An interview schedule (see Appendix 7) was developed as a guide to facilitate discussion and explore aspects of each RQ being studied, using mainly open-ended questions that allowed participants to answer questions freely and in as much depth as they wished, without restricting their narrative by asking closed-questions (Bryman, 2008; Thomas, 2017). Consistent with Yin (2003), a pilot interview was undertaken to support the development of the interview schedule and ensure the right line of questioning. This took place with a university tutor who was a practising ECP with experience working with a YJS. Following the interview, I asked the pilot participant to reflect on the process and gathered feedback and suggestions from them about the experience and interview schedule used. The participant suggested a short introduction to summarise key aspects of the research, research title, and expectations for participants would enhance the start of the interview in future. They also proposed sending participants the informed consent form before the interview, so they have chance to read it in detail ahead of time and can send a signed copy via email. Further, the pilot participant felt some questions were repetitive, and recommended reviewing and refining the initial questions in the interview schedule regarding the distinct role of ECPs in YJSs, removing questions that might be duplicated. Lastly, they valued being asked whether they had any questions and understood all of the information provided before proceeding with the interview questions, and suggested this would be a helpful check-in for all participants in the subsequent interviews. Additionally, I

generated my own reflections following the pilot interview that helped develop the interview process and schedule. I added more questions into the interview schedule exploring the relationships between ECPs and YJS professionals, and asked participants for a summary of their answers to RQs to capture key points and check my understanding of their responses was accurate. I also decided to include an ice breaker and conversation starter before engaging in the interviews to help us relax into the situation.

The development of the RQs in Section 3.2 provided a framework within which I developed the interview questions. Interview questions followed a sequence (Kvale, 1996), and were designed to link to each RQ in turn. This was to keep the discussion consistently relevant, and focused around the specific area of interest reflected in the RQs across all interviews, despite the varied responses. For example, when exploring the general area of ECPs' distinct contributions, I identified various questions to investigate this broad area, along with a range of probing questions, which were supported by my own personal and professional interest in youth justice work (as described in Chapter 1, Section 1.6). This included exploring areas such as what their role involves, how work is allocated, and what skills they utilise in this work. I was also curious about their working arrangements given the various models of service delivery across LAs, and different levels at which ECPs can work (e.g. YJSs, communities or within the YSE). I also wondered about other ECPs' routes into youth justice work, which directed my line of questioning to individual and personal factors which might have affected ECPs' engagement in this area of work.

Interviews started with a general question to allow participants to choose the direction of the conversation without interference or influence (Smith, Flowers and

Larkin, 2009), and during interviews, two-way dialogue was promoted to avoid direct, closed questions, and explore key themes (Braun and Clarke, 2013). As semi-structured interview questions are not scripted, probing allowed an exploration of participants' experiences (Thomas, 2017) and was included to encourage participants to elaborate on their responses (McIntosh and Morse, 2015). Due to using videoconferencing as well as face-to-face interviews, I opted for verbal probes across all interviews for consistency, such as utterances or phrases of agreement and asking participants for clarification (Whiting, 2008).

3.7.2.3. *Transcription*

With informed consent from all participants, interviews were voice-recorded to allow transcription (see Appendix 8 for an example interview transcription) I transcribed the data myself to become well acquainted with it to support my interpretation during analysis. To aid the transcription process, I listened to the recordings numerous times following each interview to begin familiarising myself with participants accounts, and noting my initial thoughts, and summarising key features (Thomas, 2017). Considerations were also made with regards to creating high-quality recordings of the interviews, specifically those via videoconference. To mediate any loss of data through distorted speech (Novick, 2008), the same recording device was used for all interviews, but the recording device was placed next to the laptop's output speaker during Zoom interviews to ensure the best possible recording, and reduce extraneous noise that could interfere with the recording quality.

3.8.   Data Analysis

With a large quantity of free-flowing text once the interviews were transcribed, a prescriptive analytic structure was necessary to systematically and rigorously organise, and make meaning of the data, in a manageable manner. Alongside epistemological considerations that are reflected in the design and methodology, the choice of approach and analysis also depend on the purpose and expected outcome of the research (Guest et al., 2012), which is discussed below.

3.8.1.   Thematic Analysis

TA is widely applied in qualitative research investigating individual understandings, perceptions, experiences and practices (Clarke and Braun, 2013), and was the chosen analytic approach in this research. ECPs' involvement in youth justice work is currently under-researched and under-represented in the literature, making TA a suitable tool to explore ECPs' contributions and perceptions about their work. It is ideal for exploring, structuring and managing data, guiding researchers' analyses beyond the superficial words and phrases to provide a rich interpretation by identifying common features and patterns that make sense of shared meanings and illuminating collective experiences *(*Braun and Clarke, 2006, 2012). Its flexibility and freedom from theory or epistemology meant I was able to apply TA according to the social constructionist framework to explore how ECPs make sense of, and assign meaning to their experiences which are understood as their personal truths, brought to life through language and existing within their sociocultural and historical context.

With a focus on ECPs' experiences and perceptions of their contributions to working with YJSs, an experiential approach to TA was taken (Clarke and Braun,

2014; Reicher, 2000). An inductive approach also had the benefit of illuminating key themes, priorities and points of action, and generating unanticipated insights (Braun and Clarke, 2006, 2012) which was important as there are currently no clear, shared ideas about ECPs' contributions and roles within YJSs in the literature. Historically, minimal guidance for utilising TA has led to criticism, construing TA as poorly defined and demarcated (Boyatzis, 1998); however, Braun and Clarke (2006) have since created clear, yet flexible, guidelines with six discrete phases, which were used to structure the analysis (see Table 3.4). The process of engaging with, and working through these six phases are subsequently discussed. Additionally, Braun and Clarke's (2006) 15-point checklist provided further transparent guidance throughout the analysis (see Table 3.5).

Table 3.4: Braun and Clarke's (2006) six phases of Thematic Analysis

Phase	Description
1	Familiarisation with the data
2	Generating initial codes
3	Searching for themes -
4	Reviewing potential themes
5	Defining and naming themes
6	Producing the report

Table 3.5: Thematic Analysis checklist (Braun and Clarke, 2006).

		Braun and Clarke's (2006) 15-Point Checklist of criteria for Thematic Analysis.
Process	**Step**	**Description of the criteria**
Transcription	1	Data are transcribed, re-read and re-listened to. This ensures transcriptions are accurate.
Coding	2	The entire data set is given equal attention during the coding process.
	3	Categories are generated from examples across the entire data set, not just vivid examples, ensuring a thorough, comprehensive and inclusive approach.
	4	Identified, relevant extracts are collated that represent potential themes.
	5	Potential themes are checked against the entire data set.
	6	Themes – including their definitions and names - are reviewed to ensure they are internally coherent, consistent and distinctive, and tell an overall 'story' of the data.
Analysis	7	Data have been interpreted and made sense of, not simply paraphrased or described.
	8	Analysis and data match each other, with supporting vivid and compelling extracts.
	9	Analysis tells a convincing and well organised story about the data and topic.
	10	Analysis is balanced with illustrative extracts and analytic narrative that answers the paper's research question(s) and links relevant literature.
Overall	11	Enough time is allocated to complete all phases of analysis adequately, without rushing.
Written report	12	The assumptions about, and specific approach to Thematic Analysis are clearly explicated.
	13	There is consistency between what the researcher claimed to do (method) and actually did (analysis).
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.
	15	The researcher is positioned as *active* in the research process; themes do not just simply 'emerge'.

3.8.1.1. *Steps of Thematic Analysis*

'Data are not simply containers of meaning' (Vaismoradi et al., 2016, p.101); researchers interpret participants' accounts to make sense of the data (Braun and Clarke, 2016), co-constructing meaning through their interaction with participants, which is consistent with social constructionism beliefs that knowledge and meaning occur through social processes (Harper, 2011). I followed Braun and Clarke's (2006) six phases of TA, and used the 15-point checklist to ensure my analysis was thorough. Adhering to each phase and making sequential steps, ensured consistency and rigour, and reduced potential ambiguities and lack of coherence in the analysis (Morse, 2011; Vaismoradi et al., 2016). I also produced thematic maps as visual illustrations of the themes (Braun and Clarke, 2006), which can be found in Chapter 4. Whilst generating codes and themes inductively, directly from the data, I acknowledged my active role in the analysis and attempted to focus on deriving meaning from the data using participant language to label codes (Braun and Clarke, 2012) to remain aligned with participant's individual experiences.

3.8.1.1.1. *Data Familiarisation (Step 1)*

TA began through my immersion in the data, reading and re-reading each transcript at least three times to familiarise myself with the contents. I made detailed notes as I read transcripts to make sense of the contents, reflecting on the possible meaning behind participant's words, noticing descriptions about their experiences, and what I felt participants were revealing through their accounts that would help answer my RQs (Braun and Clarke, 2006; Ryan and Bernard, 2003). An example of my initial jottings that helped provide a summary of initially salient aspects in each interview are provided in Appendix 9.

3.8.1.1.2. Generating Codes (Step 2)

Through systematically organising the data into categories of similar, repeating ideas, codes were generated (the 'building blocks' of analysis) (Braun and Clarke, 2006). I coded all of the data to ensure an inclusive, thorough approach. I started by systematically highlighting each transcript in different colours to reflect data that corresponded to each RQ, and noting potential codes in the margins (see Appendix 10). Initial codes and categories were organised into tables, which were modified as I found additional extracts that complimented or developed the initial code from across datasets (Braun and Clarke, 2006).

3.8.1.1.3. Searching for Themes (Step 3)

The third phase involved giving shape to the analysis by using the codes to create higher-order, complex themes, that reflected meaningful patterns and captured the essence of data (Braun and Clarke, 2006). Developing and shaping themes was an active process, involving my engagement and subjective judgment as the researcher, consistent with a social constructionist approach, rather than an objective position through which data simply 'emerges' (Vaismoradi et al., 2016). To develop themes, I assimilated codes with broad, overlapping ideas before collapsing these into clusters of codes with shared features which reflected a meaningful pattern in the data, forming abstract themes (Braun and Clarke, 2006). Where there were distinct features within themes, I revisited the initial codes and their extracts to create sub-themes with the same organising concept as the main theme (Vaismoradi et al., 2016). See Appendix 11 for an example of how codes were assimilated, to develop categories and eventual themes.

Developing themes did not depend on frequency, but the importance of participants' accounts and relevance of the data to the RQs (Braun and Clarke, 2006). Themes were also generated through an inductive approach, guided by the data alone rather than theory or explicit concepts. 'Miscellaneous' codes that did not easily fit into any clusters were kept and appraised at a later stage to ensure I did not lose any richness from the data (Braun and Clarke, 2006). I collated the corresponding data extracts for each preliminary theme before reviewing them and making any further adjustments or changes. At this stage, I also used initial thematic maps as a visual representation, drawing links between themes, sub-themes and across RQs, although these were later refined, amalgamated and re-categorised through continued analysis.

3.8.1.1.4.   *Reviewing and Defining Themes (Step 4 and 5)*

The final two stages of TA involve reviewing the themes as part of quality checking the analysis (Braun and Clarke, 2012). This involved revisiting the themes and associated extracts and reviewing the narrative in accordance with my RQs to check for cohesion. As a recursive process, there is a potential for endless re-coding (Braun and Clarke, 2006); however, there are also consequences for prematurely concluding the analysis which can result in underdeveloped and ambiguous themes (Morse, 2008; Vaismoradi et al., 2016). This was supported by reviewing my themes and thematic maps with other people, including one participant, one colleague, and an academic supervisor. These discussions about the relevance, cohesion and clarity of the generated themes allowed further refinement to ensure the findings told the reader a story.

In the process of reviewing themes and tentatively starting my write-up, I felt there was overlap between some RQs and themes; therefore, I reflected on these and created tighter theme boundaries (see Appendix 12 for some reflective notes and thoughts on how I tried to achieve this). However, I later decided there was too much overlap when writing my findings, and reviewed the scope of my RQs and refined them (as discussed and illustrated throughout Section 3.2). My final themes are reported in Chapter 4 alongside supporting extracts.

3.8.1.1.5. *Producing the Report (Step 6)*

The sixth and final phase of Braun and Clarke's (2006) TA involves reporting the themes and findings from the analysis. This stage comprises a number of facets, including the need to describe TA and the sequential, methodical approach to eliciting themes from data. Writing up the final themes into a coherent narrative was a recursive process, involving numerous revisions as I continued to engage and re-engage with the data, and refine the themes throughout the course of TA (as outlined in the steps above).

All of my themes were represented by all participants, therefore, when I was writing up the findings, I chose to present themes in a logical order within the RQs they related to. These included: exploring ECPs' distinct roles and how they contribute to YJSs (RQ1); the impact of their contributions (RQ2); and finally, the push-pull factors that affect ECPs work with YJSs (RQ3). I then decided how to present the main themes within each RQ in the most coherent way. This started with the first main theme, '"crime is a symptom": understanding CYP's stories', to help set the scene for readers by discussing the vulnerabilities of CYP known to YJSs, capturing ECPs' perspectives about the critical need to support CYP, their families

and communities. I anticipated this theme would help establish the importance of ECP work in this area, before leading onto the distinctive contributions ECPs described in their youth justice work within the following themes. The second main theme, '"a different lens": using psychology to facilitate change', helped contextualise the breadth and focus of ECPs' work in this area, whilst the third main theme, '"bridging the gaps": CYP's access to support', described a specific and key role for ECPs in helping ensure CYP access appropriate support and education.

Following on from RQ1, the fourth main theme, '"EPs can add value": demonstrating impact', captured responses to RQ2 and related to evaluating ECPs' work with YJSs. This felt a natural progression from discussions about what ECPs do in their work with YJSs, focusing on how their impact is measured and the importance of impact in establishing and maintaining relationships between EPSs and YJSs.

This led into RQ3 and the fifth main theme, 'youth justice partnership: organisational factors'. This theme provided details about the various organisational factors helping and hindering ECP work with YJSs. As the closing commentary of the analysis, I presented the sixth main theme, 'ECP role: professional and personal characteristics'. Encapsulating influential professional competencies and personal characteristics, this final theme drew attention to the different experiences and routes ECPs had taken in getting involved with YJSs, and the key knowledge and skills ECPs require, and can offer, within youth justice work.

As I began writing, I decided to incorporate direct quotes from participants' transcripts, providing commentary throughout the report, woven into the prose. These provided illustrative examples that captured the essence of each theme, and helped communicate the key features of the interview data. Line numbers are not

provided alongside the commentary within the text, as it was felt this might detract from the flow of the text for the reader, and therefore its integration within the narrative. However, line numbers are provided in relation to the more detailed quotes, captured in text boxes, as these represented the most salient data, and included comprehensive examples of key reference points in the data, and were valuable to support the audit trail for the research. Some participants provided more information about certain questions, although all participants consistently had less to contribute towards RQ2, which related to impact and evaluation, and is reflected in the discussion of the findings in Chapter 4, Section 4.3. The amount of commentary (including salient quotes) taken from each transcript, reflected around 5-10% of the total interview. There were a greater number of demonstrative quotes that could have also been used to reinforce participants' experiences; however, this would have exceeded the remit of this paper, therefore, the most salient quotes were selected to emphasise related points and discussion. See Chapter 4 for the findings, including the themes and sub-themes identified during the analysis, integrated alongside relevant literature to form a detailed discussion of the findings.

3.8.2.   Analytical Frame: Process-Person-Context-Time (PPCT) Model

Following the analysis using TA, the main themes and sub-themes mapped onto Bronfenbrenner's (2005) bioecological PPCT model, which offered a helpful framework to consider and contextualise ECPs' work with YJSs (see Chapter 4, Section 4.5). Specifically, the PPCT model supported the consideration of ECPs' work at different levels, and in supporting proximal and distal influences that contribute to CYP's offending profiles. I utilised Bronfenbrenner's definitions, and sought guidance from Tudge et al.'s (2009) research regarding the uses and

misuses of Bronfenbrenner's theories, to organise the findings from TA, and their associated main themes and sub-themes, in accordance with the Process-Person-Context-Time areas. I chose to integrate the two elements, Process and Person, to reflect the interaction between individual differences and their interaction with the environment, which create proximal processes. Additionally, the findings were discussed in relation to the various ecological systems within the Context section, to provide further detail about ECPs' contributions at different levels.

3.9.   <u>Quality Assurance</u>

Quality management is essential when undertaking research (Bryman and Cassell, 2006). Whilst quantitative researchers use validity and reliability measures, the different guiding philosophical assumptions of this research requires alternative methods and terminology to determine the research quality (Creswell and Miller, 2000; Golafshani, 2003). Lincoln and Guba (1985) suggested replacing the concepts of validity and reliability that measure quality in quantitative research, with ideas of trustworthiness and dependability in qualitative research. This is important given that social constructionism, which frames this research, opposes the idea of an objective, single shared reality from which findings can be generalised (Lincoln and Guba, 1988); instead, multiple realities are embraced, that are constructed by participants who exist within specific social, cultural and historical contexts (Mertens, 2015). Therefore, achieving trustworthy, dependable qualitative research is dependent on: transparency and coherence; commitment and rigour; sensitivity to context; and impact and importance (Yardley, 2008). I have subsequently considered the quality of my research against these four features, addressing the

steps taken to ensure the criteria outlined by Lincoln and Guba (1988) and Yardley (2008) were addressed to ensure the quality and trustworthiness of my research.

3.9.1. <u>Sensitivity to Context</u>

Research must be sensitive to contexts, which refers to research that ensures the available literature has been scoped, and the research is sensitive to participants' abilities to openly express and provide their experiential accounts. To do this, my RQs were developed from scoping the available literature (see Chapter 2), and informed by my professional practice. The exploratory nature of the research was communicated to participants, and open-ended questions were used to encourage free-flowing discussion. I had previously met all six participants in-person, which potentially helped reduce social desirability bias, and found having met the ECPs, or worked alongside them previously, helped the rapport building process, as they all appeared relaxed and engaged throughout the interview. Analysis of data involved a reflexive process, ensuring all data were considered, and involved revisiting categories and initial themes to support their development. As part of the 'sense-making' process, initial themes were shared with one participant to check the accuracy of initial themes, to establish credibility (Guba and Lincoln, 1989), and were further shared with a colleague, and a supervisor who helped interrogate and develop these further.

3.9.2. <u>Commitment and Methodological Rigour</u>

It is essential that participant selection and recruitment are clearly detailed and justified within research, and that the analysis has been conducted with sufficient depth and rigour (Guba and Lincoln, 1989). In Section 3.6 which outlined

the research methodology, details were provided about participant selection and recruitment, including inclusion and exclusion criteria. Participants had a range of experiences working with YJSs and represented different experiences across five different LAs in England. Additionally, qualitative analysis was undertaken according to Braun and Clarke's (2006) six stages, and was guided by their 15-point checklist to ensure a consistent, rigorous approach. Further, as Castleberry and Nolen (2018) advocated, I was not afraid to 'start again', and recode data and reconstruct categories and themes where I felt further development was needed, given TA is a recursive process, and is therefore not linear. Analysis was also applied consistently across the dataset to analyse all participant's accounts to ensure their experiences were represented.

3.9.3. <u>Coherence and Transparency</u>

Coherence and transparency are essential features of research, so it is important that research epistemology and methodology align to demonstrate coherence, and that data collection and analysis are clearly outlined for transparency. Reflexivity is also necessary to consider the researcher's potential influence on the research. In my research, the chosen methods, their theoretical foundations and interpretation of data are consistent with the social constructionist position of the study, appreciating and representing individual experiences. Further, data collection methods are described in Chapter 3, Section 3.7, along with the interview schedule in Appendix 7. Further, data analysis is described in Chapter 3, Section 3.8. alongside documentation to provide transparency for the reader. Reflexivity is also considered in Chapter 3, Section 3.10 and Chapter 5. I also included brief quotations throughout the write-up in Chapter 4 to demonstrate the

quality of coding and resultant conclusions, increasing the dependability and transparency of the analysis (Castleberry and Nolen, 2018). Further, data was collected, analysed and reported in line with corresponding RQs, which can increase the strength of TA research (ibid.).

3.9.4. <u>Impact and Importance</u>

Considering the contributions of research to the literature and practice, are essential features of research. Within this study, the findings will be disseminated to participants, and shared with the youth justice special interest group at the UoB to help ECPs reflect on, and consider ways to develop practice, and promote discussions about ECP involvement and best-practice in YJSs, based on the research findings and implications. Further information about the strategy to disseminate the research findings are described in Chapter 5. Moreover, the findings have provided me, as a practitioner, with additional ideas and important areas to concentrate the development of my practice in relation to future youth justice work. I have also shared some suggestions relating to family and community-based preventative practice, with an EPS who have a community orientation and are currently developing their partnership with the YJS in their LA. As another important aspect of research, the implications for ECP practice and YJSs are considered in depth in Chapter 5.

3.10. **Reflexivity**

The researcher is instrumental in interpreting data and co-constructing meaning in qualitative research within the social constructionist paradigm (Patton, 2001). Therefore, researchers have an obligation to reflect and examine their

beliefs, assumptions and values that might influence the research and affect its credibility (Reynolds et al., 2011), and attempt to reduce any impact (Creswell and Miller, 2000). Providing readers with reflections about how the researcher's beliefs, assumptions and experiences have influenced the research gives readers a deeper insight into the research process and aids the transparency and subsequent trustworthiness of the findings (Guba and Lincoln, 1989).

I acknowledge my potential influence in the analysis, which involves the organisation and development of codes and themes. Although shaped by the data contents, these are also influenced by my prior knowledge, experiences and perceptions. To minimise this potential influence, I utilised a reflective journal to write thoughts and reflections throughout the research process and documented my interpretations during the analysis to increase the transparency of my findings (Knight, 2002). See Appendix 12 for an example of reflective notes. Written notes and supervision can contribute to an engagement with researcher subjectivity, and can be used to further research knowledge. Writing notes throughout a research project has been recommended by a number of experts, as notes 'convert thought into a form that allows examination and further manipulation' (Maxwell, 1996, p.11), aiding reflection of what researchers know and how they came to know it, and bringing new discoveries into conscious awareness (Elliot et al., 2012). Additionally, I engaged in supervision to discuss the development of themes, and sought feedback from a participant and a colleague, to ensure the coherence and essence of participant's experiences permeated. Further reflections on my role in the research, and how this and other factors might have influenced the topic of research and methodological choices, are detailed in Chapter 5.

3.11.   <u>**Chapter Summary**</u>

This chapter documented the rationale for the chosen methodology to address the RQs, described the procedures for data collection and analysis, and methods to quality assure the data. The following chapter will present the themes derived from the data, with illustrative extracts to provide evidence for the development of themes.

4. FINDINGS AND DISCUSSION

4.1. <u>Chapter Overview</u>

This chapter discusses themes generated through TA, which summarises key features and provides comparisons across individual interviews, in line with a cross-case analysis (Schwandt, 2001; Thomas and Myers, 2015). The process involved in eliciting themes is discussed in detail in Chapter 3, throughout Section 3.8. Six main themes and sixteen sub-themes were identified across all three RQs, and all six participants' responses contributed to the development of the six main themes. Themes are examined below and depicted in thematic maps in Figure 4.1. Findings relating to each RQ are presented sequentially with illustrative extracts (including the corresponding line numbers from participant transcripts), and related literature from Chapter 1 and 2. Direct quotes are integrated throughout, written in italics and speech marks, to increase the transparency and dependability of the analysis (Castleberry and Nolen, 2018). Following the presentation of the findings and discussion from the TA, the main themes and sub-themes are considered in relation to Bronfenbrenner's (2005) PPCT model, to contextualise the findings, and illustrate ECPs' contributions at multiple levels in their work with YJSs.
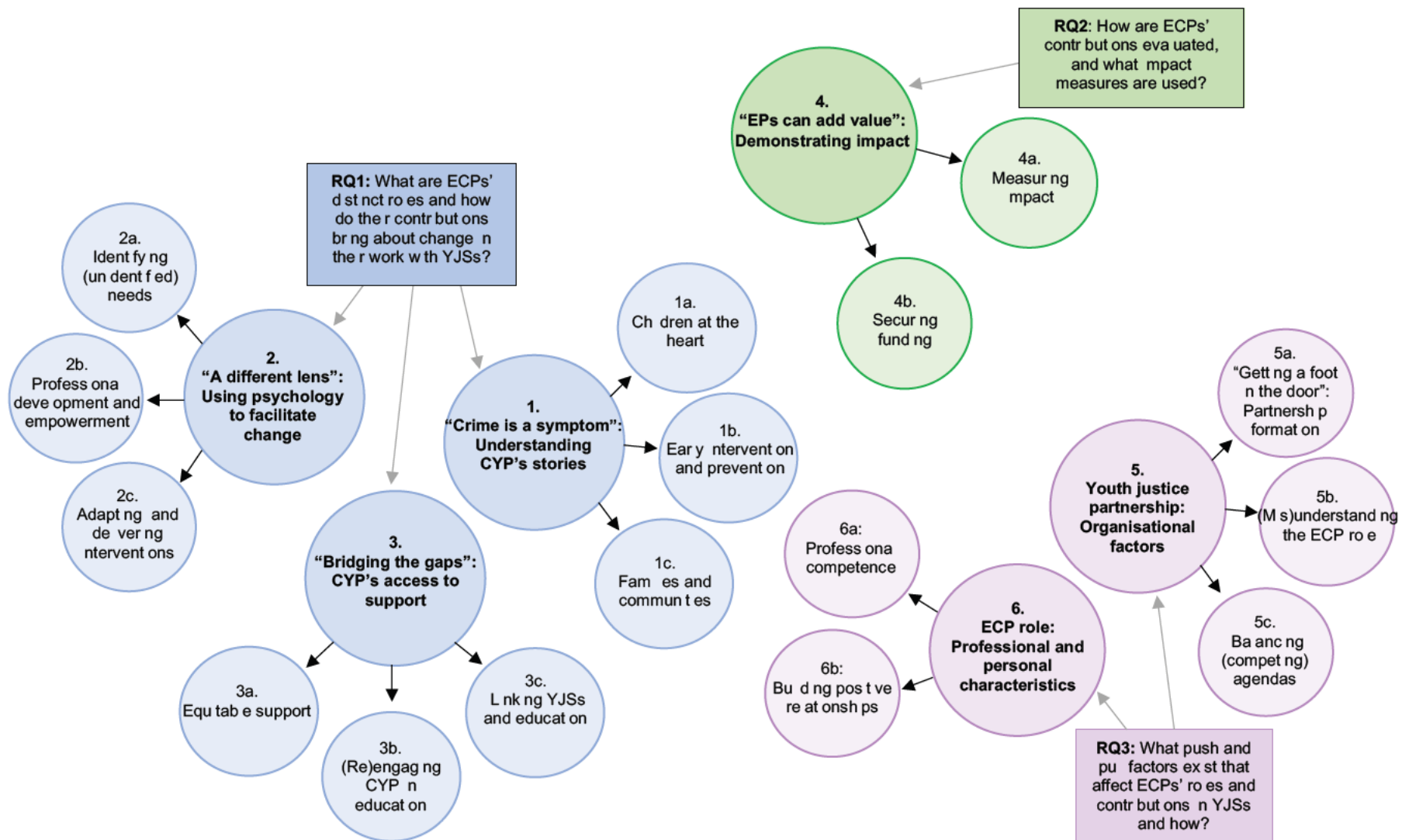
Figure 4.1: Thematic maps for all three RQs. Main themes are in **bold**, larger, darker circles, and sub-themes in smaller circles, with arrows representing their relationship to a main theme.

4.2. RQ1: What are ECPs' distinct roles and how do their contributions bring about change in their work with YJSs?

Three main themes and nine sub-themes were generated to answer RQ1, represented in thematic maps in Figure 4.2. ECPs' roles involved similar functions to their typical work (see Currie, 2002), but in an "*unfamiliar setting*" (Ryan). Their psychological expertise, holistic approaches, and placement in education reportedly makes their contributions in YJSs distinct from other professionals. Specific aspects of their role are explored in detail in relation to each main theme.
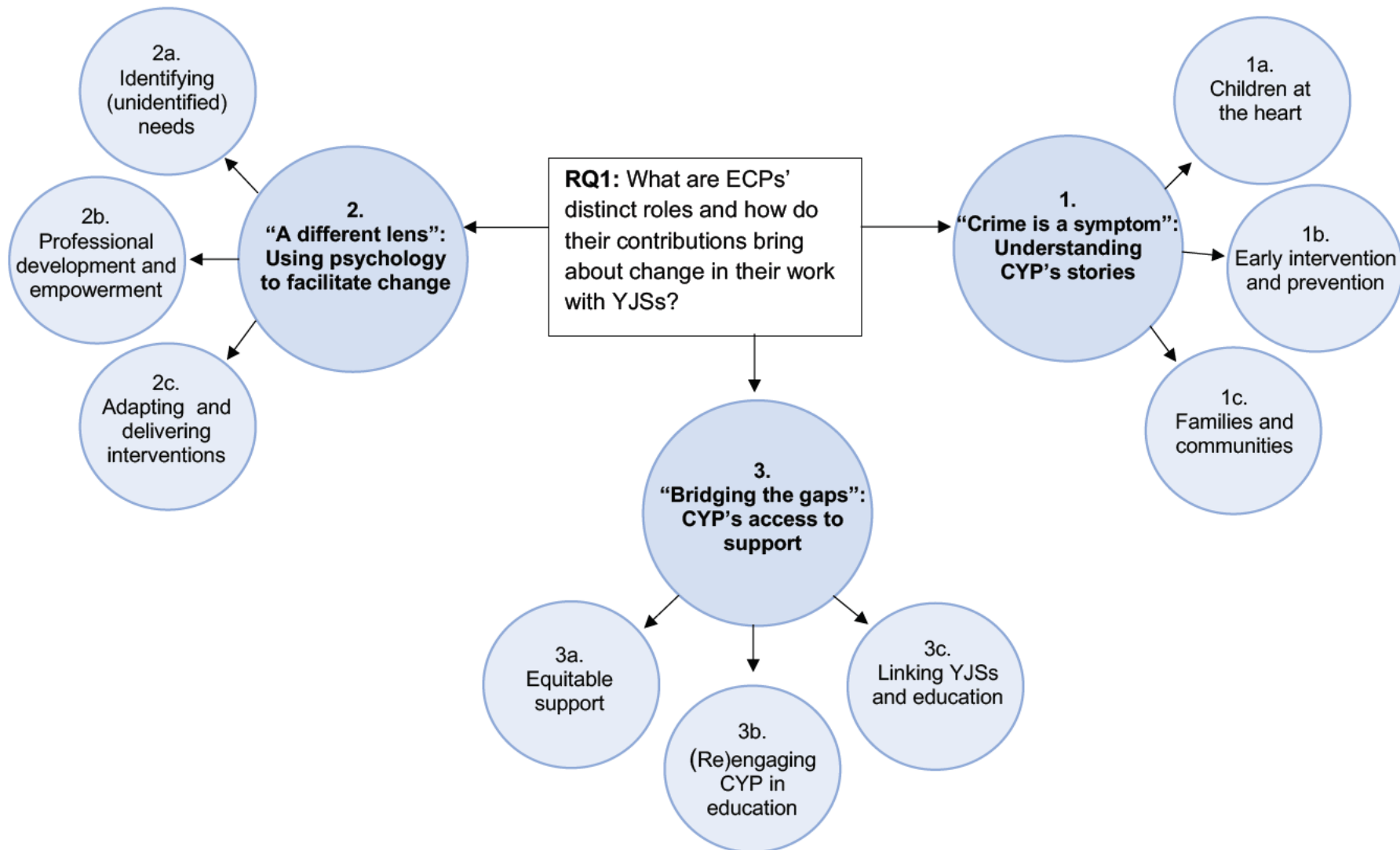
Figure 4.2: Thematic maps for RQ1, illustrating three main themes (**bold**, larger darker blue circles) and nine sub-themes relating to RQ1.

4.2.1. RQ1 Main Theme 1: "Crime is a symptom": Understanding CYP's stories

All six ECPs recognised the importance of looking beyond CYP's offences to appreciate the "bigger picture". ECPs understood the risk factors increasing CYP's likelihood of engaging in criminal activity, consistent with the distinct contributions ECPs make in their typical roles (Cameron, 2006) and youth justice work (Farrell et al., 2006). Specifically, ECPs described their role as advocates for CYP, and using person-centred approaches to keep CYP (not their offences) at the heart of their work, as Taylor (2016b) encouraged. All ECPs emphasised the need for preventative work with communities and in supporting families, looking at the systems within which CYP belong. They all demonstrated practice that takes a child-first, holistic approach, grounded in psychological theory, consistent with BPS guidelines (2015), which inspired the sub-themes: **children at the heart, early intervention and prevention,** and **families and communities** (see Figure 4.3).
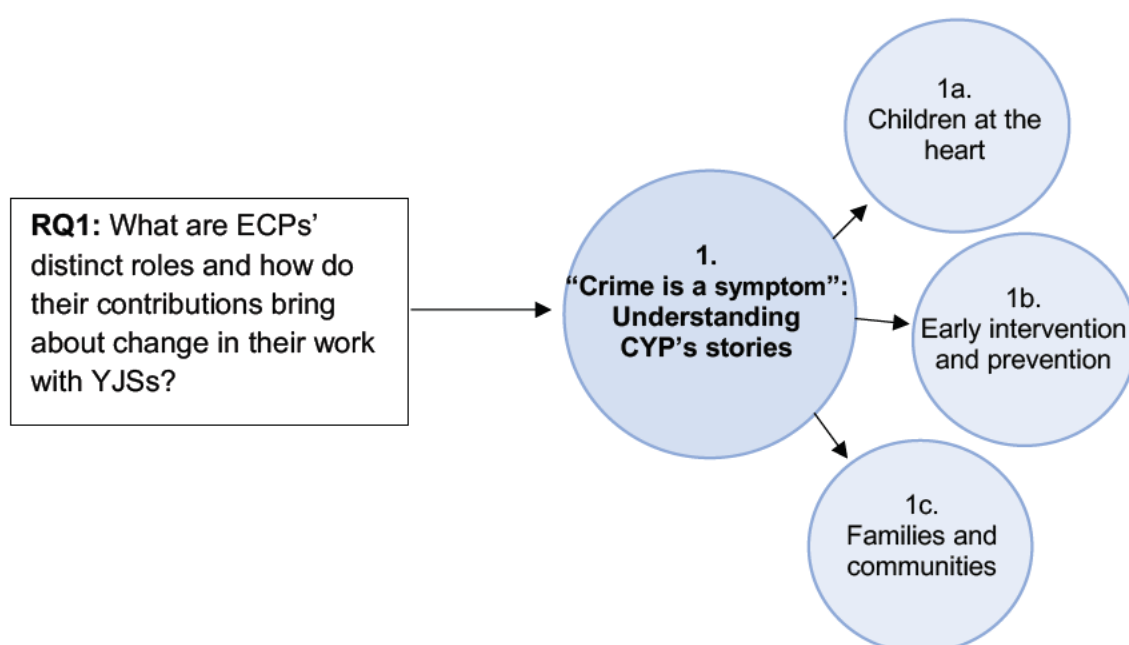
Figure 4.3: Thematic map for main theme 1.

4.2.1.1. *Sub-theme 1a: Children at the heart*

Ryrie (2006) recognised CYP known to YJSs as an important group of interest for ECPs, due to their high levels of SEN/D, social exclusion and disadvantage. In this study, all ECPs recognised these vulnerabilities, and wanted to make positive contributions to support CYP known to YJSs, who are *"sometimes the most overlooked and vulnerable children in our society"* (Ryan). Although ECPs had different approaches to delivering youth justice work, they all retained an advocacy role and worked to promote inclusion and equal opportunities for CYP, in line with Moy et al. (2014), which is particularly important for CYP who are disenfranchised (Shriberg et al., 2008), such as CYP known to YJSs.

Five ECPs described seeing CYP through a "*different lens*" (Francesca), with a focus on understanding CYP's needs, their futures and strengthening protective factors, rather than their offences as many youth justice interventions do, according to Smith and Gray (2018). ECPs acknowledged that whilst offences require consequences, their work focuses on the child, first and foremost; the offence is secondary, and not the motivation of ECPs' involvement:

> *"…a young person in a YOI who's committed murder is still a young person. While I know it's terrible what's happened and there are consequences for their actions, it's- I'm not in the criminal justice system, that's not my job to judge, I'm there for a different purpose."* (Francesca, 604-607)

ECPs in this study recognised the importance of person-centred approaches to capture CYP's stories and aspirations "*to get their perspective of the world*" (Craig), consistent with the SEN/D CoP (DfE/DoH, 2015). ECPs have a key role in eliciting CYP's views (BPS, 2015), and this is a particular role ECPs can utilise, and support

YJWs within youth justice work (Howarth-Lees, 2020). Specifically, ECPs had a key role in working with CYP in custody due to their vulnerability, as Farrell et al. (2006) discussed, and as part of their statutory responsibilities (DfE/DoH, 2015). Daivey highlighted the importance of ECPs' roles in the YSE due to fears that CYP can get lost in the system, where gaining CYP's aspirations can be novel and *"refreshing"* (Francesca) for those in custody, as CYP have typically interacted with police and other professionals interested in their offence, not their future. Asking about their experiences of school have been identified as important by Ozarow (2012) and O'Carroll (2016) to support their educational inclusion.

Additionally, the YJB (2020) recognised negative narratives relating to CYP in contact with the justice system, which can have a detrimental and stigmatising effect, leading to cumulative disadvantage (Cicchetti and Rogosch, 2002). ECPs recognised their role in ensuring they do not lose sight of the child, and in challenging negative discourse that *"depicts [CYP] as quite terrifying adults"* (Francesca), and reminding others that CYP's behaviours are typically a product of their environment, consistent with Warnock (2005), to minimise the undesirable effects labelling can have:

> *"…some people do, like you said, find it hard to be- to show empathy for these young people 'cause all they can focus on is their action and what they've done, but we know crime is a symptom of something else."*
> (Francesca, 613-615)

4.2.1.2. *Sub-theme 1b: Early intervention and prevention*

All ECPs recognised the vulnerabilities of CYP known to YJSs who have typically experienced a significant number of "*key risk factors for disaffection*" (Ryan) and have poorer life outcomes (Taylor, 2016). ECPs reported having a good "*understanding of the research*" (Craig) that supports their understanding and perspective of CYP in this cohort, as ECPs have expertise understanding the links between psychological variables and their impact (Cameron, 2006). Appreciating CYP's backgrounds and how they can shape and influence CYP's behaviours, ECPs reported seeing "*…beyond the outcomes of the things they end up doing*" (Craig), and considering what has happened to them, as the YJB (2020) have emphasised. Understanding CYP's "*lived experiences*" (Daivey) and their stories was described as essential in youth justice work to address the root causes and trajectory of their offending behaviours, requiring early intervention to prevent CYP from entering the justice system:

> *"…the reality is once they get to YOT its often quite late for them already, so it's about- then you're faced with an uphill battle to turn it around by the very fact they are engaged with a system that's likely to increase their offending behaviour anyway."* (Daivey, 885-887)

ECPs' active involvement in targeting CYP at-risk of offending through preventative work varied. Five ECPs reported some form of involvement working with CYP at-risk of offending in the community, who are "*raising their head with a youth offending pattern of behaviour*" (Ryan). This work typically involved gathering information from schools to understand CYP's complex needs that require "*unpicking*", and providing advice. Beyond individual casework, one ECP was involved with a preventative project, using their research skills to develop and

implement screening tools "*based on risk and protective factors*" (Craig) to identify year 6 pupils who had experienced ACES and were "*the most vulnerable to youth violence*" (Craig). The overall aim of this aforementioned project was to identify needs and appropriate support, to assist CYP's primary-secondary transition, therefore, reducing CYP's risk of exclusion, which is reportedly important as once they are excluded "*…it is really hard to intervene with them…*" (Craig). ECPs' involvement with preventative school-based projects is consistent with the YJB's (2005), assertions that early intervention in schools is required to prevent offending. Further, Swift (2013) identified CYP in primary school were more likely to engage in crime prevention interventions, compared with CYP in secondary schools who were more likely to be influenced by a wider range of factors, such as peer behaviours and their community estates. Therefore, there is a need for crime prevention work to begin early, as the primary-secondary transition can bring additional risks (Evangelou et al., 2008), with added social pressures, which reinforces the ideas of Bronfenbrenner's (1979) meso- and microsystem influences as adolescents' gain increasing independence:

> *"…[we need] to support that difficult transition period because what we know is that children often get excluded in year 7, and kind of bridge that gap between primary and secondary."* (Craig, 113-114)

ECPs acknowledged the need for early intervention and four ECPs reported their desire to do more preventative work through training and consultation, to support professionals with their knowledge of the factors that contribute to offending pathways and how to meet individual needs. However, the majority of ECPs were not engaged in much preventative work, reflecting a tension in ECPs' work about whether CYP identified by the YJS are their priority, or whether ECPs' "*concentrate*

[their] efforts on early intervention" (John). ECPs across a range of settings have described feeling restricted by statutory responsibilities, and focused on reactionary, rather than preventative work, according to Kelly and Gray's (2000) review, even though ECPs are well-placed to offer preventative support (DfE, 2011). Additionally, where ECPs were engaging in early intervention or preventative work, they identified challenges engaging CYP directly, specifically where CYP were not consistently attending school:

> *"…[CYP] are often more difficult to track down because they're often- they might be excluded, they're out in the community, they haven't got an order against them, so they're much more likely to tell you to F off, I don't want to work with you."* (John, 90-92)

This suggests the need to involve schools, wider communities and CYP's families in early intervention and preventative work (MoJ, 2013, 2016); however, there is a need for caution if ECPs are involved in identifying CYP at-risk, which has the potential to be stigmatising (Warnock, 2005).

Sub-theme 1c: Families and communities

ECPs discussed working at two ends of the spectrum with YJSs, with custodial involvement and through preventative work. Research suggests both effective desistance and prevention require community and family involvement (MoJ, 2013; Taylor, 2016b), and psychological input (Hollin, 1989). Swift (2013) identified the necessity of parents and siblings to participate in interventions to prevent crime, whose involvement can enhance the positive effects for CYP in YJSs (Unruh et al., 2009; Inderbitzin, 2009). These ideas fit with the eco-systemic framework ECPs tend to work within (Cameron, 2006), and ECPs' abilities to support at family, community and school levels (Ryrie, 2006). Four ECPs' recognised that "*lots of these children [at-risk of offending] are from the same families*" and belonged to families experiencing "*social-economic difficulties"* (Ryan), often *"living below the poverty line*" (Craig), suggesting the systems in which they belong require attention. Therefore, ECPs recognised the need to move beyond manageable dimensions of situations to find ways of addressing social challenges and root causes (MacKay, 2002):

> *"…I think we need to develop family systems and it doesn't make sense to develop one person's skills when they're in a violent community. So it makes sense to try and support the community..."* (Craig, 695-698)

However, there are limited examples of ECPs' involvement with families in youth justice work in the literature, and the roles participants described did not appear to involve community work beyond school involvement. One ECP described the need for systemic, therapeutic work with families, which "*I think some of these families need"* (Craig). They suggested utilising Video Interactive Guidance, as one

example, to support family relationships, given ECPs' skills and expertise, enabling them to support whole families (NICE, 2008). Three ECPs provided examples of their indirect work with families in their youth justice work, supporting case formulation with multi-agency professionals involved with families and CYP, which is consistent with clinical psychologists' roles in YJSs (YJB, 2020). All ECPs also discussed involving school staff and parents/carers in EHCP reviews, resettlement meetings, and consultation meetings, mirroring their typical school-based casework, as Ryrie (2006) also described in their youth justice work. One ECP reflected on the potential value of involving parents/carers in their justice work, where their child(ren)'s needs have often been overlooked or misunderstood, and demonstrated the importance of promoting parent/carer views, which is a valuable function for ECPs in youth justice work (Howarth-Lees, 2020):

> *"One dad said to me his child got excluded in year 7 and he said 'see he just stopped learning when he got excluded, he hasn't made any progress since then, you know, no one listened to me, I told you his communication was difficult'. So he felt validated when I shared with him some of the findings of my work."* (Francesca, 731-734)

However, ECPs' family and community involvement remains largely theoretical in this area. This reflects a wider tension in youth justice, as Smith and Gray (2018) identified conflicting approaches in YJSs, between those adopting person-centred, family-oriented approaches, versus many focused instead on offences and punitive measures.

Five ECPs expressed the need for community approaches to support CYP's access to prosocial opportunities in the communities, which are documented to support desistance and promote social inclusion (Bateman and Hazel, 2015).

Consistent with a need for community responses to address risk factors associated with offending, one ECP discussed their future vision of a system that "*removes the criminalisation of children*" (Daivey), and instead targets the roots of offending through preventative, community-based work, instead of YJSs:

> *"I think we have to move to a model where we respond to this in a community, you know, almost get rid of specialised response, and tackle it as a community and develop models of psychology where we can support that."* (Daivey, 887-890)

Consistent with Winward's (2015) investigation of ECPs' roles in commissioned services, all ECPs in this study described their distinctive contribution as linked to their psychological expertise: *"where we're able to share psychology essentially is where it's valuable"* (Daivey). ECPs discussed translating their theoretical knowledge into practice at different levels: with CYP in the community and YSE, and with groups of professionals. All six ECPs discussed the key role in using psychology to better understand CYP's (often unidentified) needs in the youth justice system, which has important implications for ECPs to ensure CYP receive appropriate support and provision. Five ECPs also described a key element of their practice in applying psychology to develop professionals' knowledge and/or practice. ECPs interview data led to the creation of the sub-themes: **identifying (unidentified) needs, professional development and empowerment** and **adapting and delivering interventions** (see Figure 4.4).
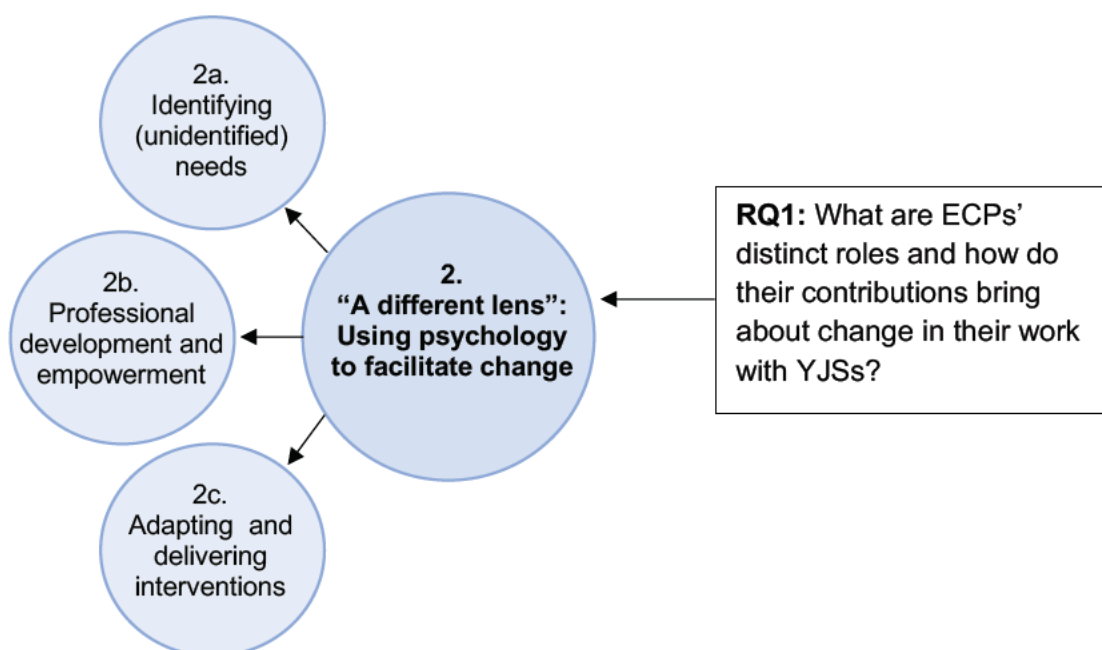
Figure 4.4: Thematic map for main theme 2.

Sub-theme 2a: Identifying (unidentified) needs

Consistent with Farrell et al.'s (2006) review of ECP involvement with YJSs, all ECP' reported identifying CYP's needs was a key role in their youth justice work, given the prevalence of unidentified SEN/D amongst this population. Typically, these CYP have not had ECP support and have "_been missed previously_" (Daivey), which could relate to their school attendance or misattribution of behaviours to other underlying needs. For example, CYP's characteristics, such as their attitudes or non-attendance in education have been used to 'explain' their low attainment (Parnes, 2017). This emphasised ECPs' shared views regarding the importance of "_addressing the needs of those young people who slip through the net_" (John), placing them at higher risk of youth offending, to inform appropriate support and develop individual perceptions of CYP:

> "…_unidentified speech, language, communication needs, unidentified learning difficulties, can be identified that may have been the root causes of their initial or original offending._" (John, 228-229)

Undertaking assessments to unpick and _"develop that very clear and thorough understanding of the person's needs"_ (Daivey) reportedly formed a core role in ECPs' work with YJSs, mirroring their typical functions in school work (Currie, 2002). This was described through individual work and problem-solving with youth justice professionals, parents/carers and/or school staff to build a deeper understanding of the CYP's needs and how best to support them, and related to CYP known to a YJS, or identified as at-risk, and was described as "_classic EP practice_" (Ryan). One ECP only worked with CYP identified at-risk, which informed school-based approaches and interventions, such as peer-mentoring offered

through the multi-agency YJS early intervention project. The five other ECPs reported their involvement in identifying needs within the YSE, those on community orders, as well as CYP at-risk of offending in schools. The purposes of ECPs' assessments in youth justice work included: statutory assessments; providing schools and/or YJWs with a deeper understanding of CYP's strengths and needs; and informing YJWs' pre-sentence reports, in line with Ryrie's (2006) YJS involvement; and informing appropriate interventions and provision.

All ECPs "*shared knowledge*" (Daivey) gathered through assessment in similar ways to their typical ECP work: in reports to YJWs, schools and parents, and providing feedback via telephone calls. Three ECPs also reported contributing to YJWs' pre-sentence reports, which is a novel aspect of ECPs' youth justice work. One ECP reflected on the potential importance of their contributions to pre-sentence reports, as one of their assessments helped identify needs that provided evidence in court that supported a decision to charge an individual as a child rather than an adult:

> *"I don't report scores for age equivalents usually, but in one consultation I did because it was appropriate for the court to know this young person was functioning at this particular level, but you were charging him with an adult crime and giving him an adult sentence, so…"* (Francesca, 715-718)

The unidentified SEN/D of CYP in YJSs has sparked previous research, such as Wyton (2013), who explored ECPs' contributions to YJSs through consultations. In addition to individual assessments, ECPs also reported a key role in undertaking consultations with parents/carers, multi-agency professionals and YJWs, who are *"usually the problem-holder"* (Francesca), "*like any other consultation but the child is just in a different setting*" (Ryan). ECPs' reported that their role involved helping

YJWs' *"problem-solve and discuss a young person"* (Lucy) to *"understand what [CYP's] needs are"* (Daivey)) to ensure they respond appropriately. This is consistent with Parnes' (2017) finding that YJWs often have information about CYP's needs and previous educational experiences, and Talbot's (2010) research identifying the challenges with AssetPlus in recognising unidentified SEN/D, in order to develop professionals' understanding of CYP's needs and inform appropriate provision and interventions.

ECPs also have statutory responsibilities, specifically for CYP in custody who are classed as special circumstance by the SEN/D CoP (DfE/DoH, 2015), indicating their vulnerability and associated complexity of needs. Four ECPs wondered about whether *all* CYP known to youth justice, or more specifically, those in the YSE, should have EHCPs due to *"the very fact they're an offender in the first place is an indication of need in itself"* (Daivey). This is a particularly underdeveloped area in the literature, and there are no clear guidelines or studies investigating CYP's level of need or the number of EHCPs held by CYP known to YJSs, or specifically in the YSE. Five ECPs described their involvement with EHCPs in the YSE, which appeared to be a primary function of one ECP's work, but reportedly only contributed to around 10% of another's, evidencing significant differences in the activities for ECPs in the YSE across LAs. There was a shared feeling that *"if [CYP in the YSE] don't have [an EHC] plan then they probably should have a plan"* (John) as it *"can raise their profile…"* (John). However, this was also met with tensions, as statutory work potentially restricts ECPs from engaging in other, perhaps more meaningful, preventative work, and reflected a wider debate about EHCPs potentially (and

ironically) having an exclusionary effect on CYP's access to provision, which was discussed across a number of interviews:

> *"So the question is should all young offenders have an EHCP? I don't know what the answer to that is. I think… you know, there- we have evidence to suggest that EHCPs in fact, not- is in fact used as an exclusionary process rather than inclusionary process…"* (Daivey, 150-152)

4.2.2.2. <u>*Sub-theme 2b: Professional development and empowerment*</u>

Empowering and 'skilling-up' professionals are important features of ECPs' practice (Cameron, 2006), particularly through supervision and training in youth justice work, as described by Farrell et al. (2006). Consistent with Wyton's (2013) findings, ECPs reported empowering YJWs was a key, and important aspect of their role. They recognised that "*YOT work is stressful*" (Daivey), fraught with challenges and stresses where CYP often have entrenched offending behaviours, and noted that YJWs often required "*reassurance… that they're doing a good job*" (Lucy). This is consistent with Wyton (2013), who recognised YJWs often felt stuck and lacked confidence. Helping reassure practitioners there is no 'right' answer or "*magic wand*" (Lucy) to 'fix' a situation, appeared to be a central feature of ECPs' work with YJSs. A couple of ECPs' reported providing supervision for YJWs, as they acknowledged YJWs' needed for supportive supervision in addition to their managerial supervision in YJSs, due to feelings of "*powerlessness*" and frustration they often felt in their work:

> *"….one of them got really upset about how much she'd tried and then how powerless she felt and… and when we had a discussion around, you know, how that was completely normal and how she'd done everything within her capability, those situations- and that was in the group, but those discussions they don't get to have, they get managerial supervision but not clinical supervision."* (Lucy, 335-339)

One ECP described using solution-focused approaches, such as Solution Circles (Forest and Pearpoint, 1996) as an empowering process for YJWs to gain a deeper understanding of a situation, and an alternative way to view and approach it (Kelly and Gray, 2000), consistent with Wyton's (2013) consultations. By

empowering YJWs, it is envisioned this will enhance a wider range of CYP's experiences coming into the YJS where professionals are more equipped to meet CYP's needs and are "*able to sort of generalise that learning to working with other young people*" (Lucy), as well as enabling ECPs to engage in a wider range of work, and therefore provide them greater flexibility and time for more preventative work, too.

Additionally, five ECPs reported a role in training and "*awareness-raising*" to enhance YJWs' skills and knowledge of SEN/D, through informal and more in-depth training. Across the interviews, training delivered by ECPs included: SEN/D processes and EHCPs, tools of engagement, intervention planning, and Lego groups, some of which were delivered in conjunction with other professional agencies, such as speech and language therapists. Additionally, training has included sessions around specific needs, and the "*philosophical problems with special educational needs*" (Ryan). This is important in youth justice work, as YJWs saw ECPs as being able to provide diagnostic 'labels' (Parnes, 2017), and tended to locate difficulties 'within-child', taking a deficit approach to working with CYP. One ECP described their role as supportively challenging YJWs' views and perspectives in how they view a CYP's needs, to "*facilitate a different conversation*" (Ryan) by encouraging YJWs to ask questions about "*what does [the CYP] struggle with, how can his needs be met? Not what label do we use to capture a cluster of difficulties*" (Ryan). This reflects ECPs' distinct approach in youth justice work, "*[coming] at it from a completely different lens*" (Francesca), which is consistent with applied psychologists' working in YJSs in Warnock's (2005) study, who recognised their perspective and approaches to youth offending differed to YJWs who primarily drew on criminological theory (Hollin, 1989). ECPs' roles in facilitating and "…*scaffolding*

the conversation in a co-constructive way, to try and reach a joint formulation" (Ryan), to deepen professionals' understanding of CYP's needs, is also consistent with clinical psychologists' work supporting case formulation (YJB, 2020):

> *"…it's supporting staff to have a deeper understanding of the young person, and supporting them to pull the pieces of the puzzle together to understand what's going on for them in that moment."* (Francesca, 705-707)

Continuing professional development is vital for YJWs, who often lack training and experiences with SEN/D, which reduces their ability to understand CYP's needs, and successfully support and engage them in interventions (Talbot, 2010). YJWs are *"incredibly skilled at working with the young people"* (Ryan), and ECPs felt they can support and develop YJWs' knowledge base, from an intuitive, highly skilled and practical approach, to having a deeper "*theoretical understanding of why a young person might be behaving in a certain way"* (Ryan). This also includes supporting professionals in the YSE, and given the failures of the YSE to create and implement bespoke interventions and targets (HMIP, 2016), ECPs' expertise may be beneficial in this area, and appears to be a fulfilling aspect of ECPs' work, as ECPs shared that *"…seeing staff having those lightbulb moments'"* (Francesca) and "*empowering other people to feel more competent in the work that they're doing*" (Ryan) are important reasons for doing this work.

4.2.2.3. *Sub-theme 2c: Adapting and identifying interventions*

ECPs have a role in adapting interventions as part of their distinct contribution, which the government asserted is necessary to improve interventions that support CYP's rehabilitation (MoJ, 2017). All six ECPs agreed there was value in differentiating interventions, by applying psychology to "*help make those interventions adaptable to the specific needs of that young offender*" (Daivey). The importance of individualising activities and interventions for CYP has been discussed by Games (2014), and particularly in relation to CYP with SLCNs (Games, 2012). Additionally, one ECP specifically discussed a role in monitoring and evaluating YJWs interventions, such as incorporating measures such as "*TME into their intervention plans*" (Francesca), which is consistent with ECPs' roles in Newton (2014) and Parnes' (2017) research. Evaluating interventions is an important consideration given that the efficacy of interventions in the YJS have been questioned (Taylor, 2016a), which has impacts on securing positive outcomes for CYP.

Youth justice interventions typically aim to address specific offending behaviours (Smith and Gray, 2018; YJB 2020) such as knife crime, that are selected based on individual risk factors identified through YJWs' assessments (Smith and Gray, 2018). However, youth justice interventions are typically generic, and not suitably individualised to take account of CYP's developmental needs or level of ability, as the YJB (2020) acknowledged. The need to tailor 'generic' training and interventions to meet individual needs, with real-world application, was also described by Ryrie (2006) and Furlong (2018), through ECPs' formulations to support YJWs to effectively adapt, and more successfully engage CYP in interventions:

> *"…off-the-shelf interventions… unfit for purpose for anyone other than a white middle class, high achieving student, which is not where the youth offending population tend to exist."* (Daivey, 39-42)

Several ECPs mentioned the presence of mental health professionals, such as CAMHS, in YJSs, who delivered direct therapeutic interventions with CYP. ECPs also acknowledged their own professional skills in therapeutic work, although only one ECP reported engaging in individual work, namely CBT. Another ECP recognised the limitations of the work they might undertake in YJSs due to the potential ethical challenges, such as therapeutic work, where outcomes are not as effective for individuals who are not voluntarily involved, and therefore ready to change (Prochaska and DiClemente, 1983). These are important reflections and considerations for ECPs' engaging in youth justice work, and emphasises the need for clear, consistent guidance for ECPs' in this area:

> *"…when they are mandated to go to the YOT – they are told they have to turn up on a certain day, a certain time - and I think slotting in therapy when perhaps that's not what they might want to do, I think any therapeutic outcomes are going to be poor because the starting point is not… right."* (Ryan, 168-171)

4.2.3. RQ1 Main Theme 3: "Bridging the gaps": CYP's access to support

ECPs described how their role differs to other professional agencies, focusing on areas that are unfulfilled in YJSs. All six ECPs acknowledged the importance of providing support to CYP known to YJSs, who may not have access to services. ECPs also described an important function in facilitating CYP's access to education, which included providing a link between YJSs and education, and supporting CYPs engagement in education by reducing exclusions and supporting resettlement transitions for CYP moving from custody into the community. These ideas developed into the sub-themes: **equitable support, facilitating (re)engagement in education,** and **linking youth justice and education** (see Figure 4.5).

RQ1: What are ECPs' distinct roles and how do their contributions bring about change in their work with YJSs?

3. "Bridging the gaps": CYP's access to support

3a. Equitable support

3b. (Re)engaging CYP in education

3c. Linking YJSs and education
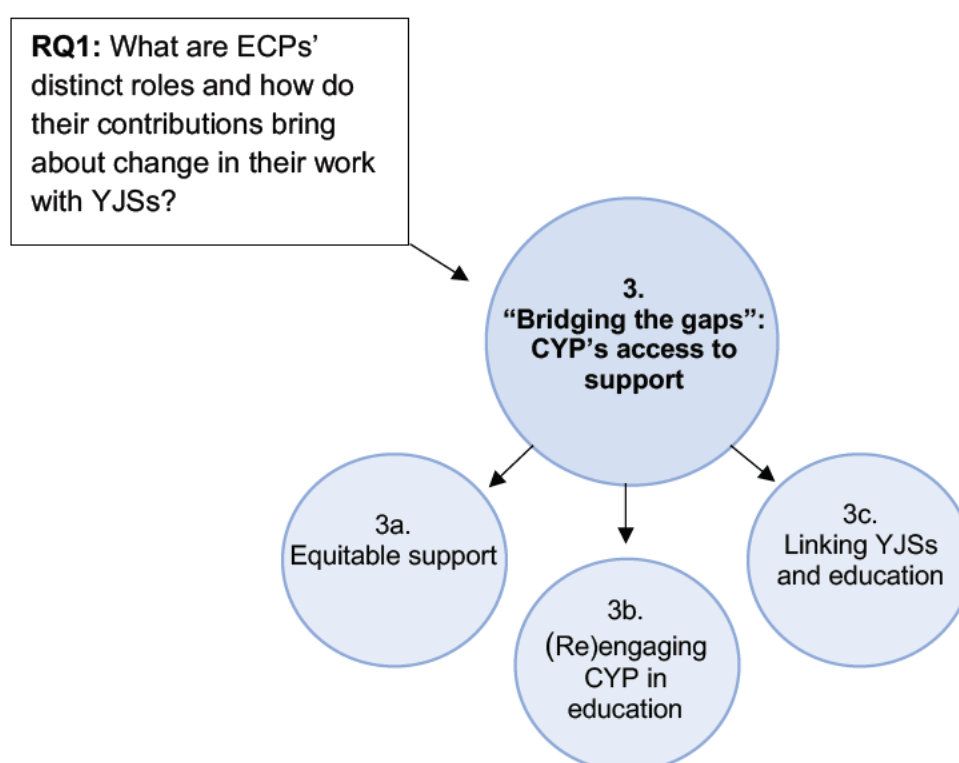
Figure 4.5: Thematic map for main theme 3.

ECPs did not see their work with YJSs as qualitatively different to their typical work; in fact, ECPs acknowledged the vulnerabilities of the CYP known to youth justice, making it an important and essential area of work, and reflected on whether ECPs should trade with YJSs, "*[a] team that captures the most vulnerable"* (Ryan). All ECPs reported feeling as though CYP were being failed by the system, recognising the high possibility that CYP's needs had not been assessed or identified before they entered YJSs, and the likelihood they have not previously had ECP involvement. Therefore, ECPs acknowledged the importance of their involvement with YJSs to provide equitable support, which was reflected in all accounts:

> *"…we capture a lot of young people where they've been missed previously in the system, and why it's important to have an EP service attached to the YOT."* (Daivey, 140-141)

ECPs recognised the vulnerabilities and challenges experiences by CYP in this cohort. They also noted the additional difficulties CYP might face in accessing appropriate support due to high numbers of CYP being NEET (Audit Commission, 2010), and the lack of training YJWs typically have to adequately identify and provide the appropriate support (Taylor, 2016b; HMIP, 2016). Schulze (2017) described ECPs' involvement in promoting equal opportunities and equitable support to promote positive outcomes and 'level the playing field', consistent with the value of the project work one ECP was involved in, which involved a majority of CYP who had not previously had ECP involvement:

> *"So this project that we're doing with YOT is a way of providing equity. This is kind of getting support and getting interventions to young people who might otherwise not."* (Craig, 362-362)

This is consistent with Ryrie (2006), who described ECPs as essential in providing psychological services to CYP who have not had, or would not typically have accessed this support, which ECPs reportedly advocate for in their work with YJSs, as these children often "*do not have the same access to an EP as they would if they were in school*" (John), compared with their peers, due to the high levels of non-attendance in this cohort, or misattribution of behaviours to potential underlying SEN/D.

4.2.3.2. <u>*Sub-theme 3b: Facilitating (re)engagement in education*</u>

Every CYP has a right to education (UNCRC, 1989), and schools are crucial partners in reducing exclusions to ensure CYP can achieve in education and uphold this right to access education. CYP's absence from education is often a reason their needs are not *"formally picked up"* (Francesca) so have gone unidentified and unmet, and all six ECPs recognised their important role in engaging (or *re-engaging*) CYP in education who are at-risk of exclusion, or have been excluded. This is in line with Farrell et al.'s (2006) description of ECPs' involvement with YJSs, and Taylor (2016b) who advocated for education, training and employment at the heart of responses to offending, helping them engage in meaningful activities that reduce the likelihood of engaging in offending behaviours:

> *"…we have to challenge schools and advocate for them, you know. They have a right to education as much as anyone else."* (Daivey, 772-774)

With the increased prevalence of exclusions in the youth justice system (NAYJ, 2021), five ECPs discussed the importance of focusing on initiatives to reduce exclusions, including CYP NEET (Public Health England, 2014). ECPs felt this has the potential benefit of reducing *"rates of recidivism…rates of exploitation"* (Lucy) due to the *"broad recognition that education is a protective factor against criminal behaviour"* (Ryan), in line with the MoJ (2011). Four ECPs discussed the importance of strategic initiatives to support reducing exclusions, which are already established in some LAs, although one ECP reported they had identified a multi-agency process to review and discuss NEET pupils in another LA that they hoped to replicate in their own LA service. This poses important strategic opportunities for ECPs, YJSs and wider LA service developments to reduce exclusions. Where CYP

are NEET, other studies have suggested the need for collaborative working between education settings and YJSs to facilitate CYP's engagement in education (Ozarow, 2012), which ECPs are well-placed to support, and ultimately increase CYP's *"success [and] life aspirations"* (Lucy).

ECPs also reported an important role in resettlement transitions from the YSE back into the community, as CYP transitioning back into the community for the YSE can experience challenges that impact their access to, and engagement in education (Taylor, 2016b). Farrell et al. (2006) discussed the need for ECPs to prioritise supporting CYP's resettlement transitions, as these CYP from the YSE are typically the most vulnerable, with the most complex needs (Taylor, 2016a). Four ECPs reported working with CYP in the YSE with an emphasis on resettlement, completing assessments to identify appropriate provision upon release, and providing advice to support their reintegration. This is consistent with Parnes' (2017) research, which identified the need for ECP assessment before CYP are released from custody to better understand their needs to aid positive transition planning, as inefficient information-sharing between education providers and youth justice made educational transitions challenging, and impacted on CYP's education as a result. One ECP described their involvement in strategic developments, developing a SEN/D policy to ensure appropriate planning was undertaken for CYP with EHCPs, and included "*at least 2 visits from SEN and [an ECP]*" (Francesca), their families and appropriate multi-agency professionals when CYP entered the YSE, and before they returned to the community. This is consistent with the MoJ's (2017) proposed need for psychologists to support CYP's rehabilitation following their release from the YSE. It also follows the requirements in the SEN/D CoP (DfE/DoH, 2015) to

ensure EHCPs are updated, and not ceased whilst CYP are in custody, which emphasises a key requirement for ECP involvement with CYP in the YSE.

As part of their statutory role, ECPs reported ensuring EHCPs were up to date in order to identify the most appropriate provision for CYP returning from the YSE. This is a crucial consideration for ECPs with their involvement in EHCPs, which ECPs reported have an exclusionary effect for some CYP in the justice system, which I think demonstrates the rhetoric and reality of inclusion. Three ECPs discussed their concerns about EHCPs making CYP *"undesirable"* to placements, particularly where they had committed violent offences, given the depth of information provided to paint the CYP's story and illustrate their needs. This also reinforces the stigmatising beliefs held in society that CYP known to YJSs cannot be successfully rehabilitated, inhibiting them from accessing prosocial opportunities and provision that would help them develop their skills and a sense of accomplishment, therefore adding to the cumulative disadvantage they experience (Cicchetti and Rogosch, 2002):

> *"…[if] they were incarcerated for six months for some quite violent or clearly illegal activity, and- and it's highly questionable from that point whether a secondary school would be willing to open its doors back op- and we know in that case we need to do the work prior to release to at least have an option of thinking about alternative or specialist provision…"*
> (John, 181-184)

ECPs have an advantageous position to "*[challenge] how schools address those needs*" (John) and challenge negative, deficit-focused narratives, as previously discussed (YJB, 2020) and any exclusionary practices. This can support YJWs who

often lack confidence challenging educational settings based on their limited understanding of education practices, according to Taylor (2016a).

4.2.3.3.   Sub-theme 3c: Linking YJSs and education

The lack of contact between YJSs and education was noted by the YJB (2006), despite the vulnerabilities and needs of CYP known to YJSs. Taylor (2016a) asserted that closer links are essential for CYP who have experienced educational challenges and exclusions by ensuring provisions take responsibility to meet CYP's needs and engage them in appropriate, consistent provision. All ECPs reported providing a link between YJSs and education, in line with Harrington and Bailey (2005), who highlighted the need for effective, collaborative working between the YJS and education. Ryrie (2006) asserted that ECPs can link YJWs to professionals in other agencies, especially in education, which was reflected in the data. Five ECPs in this study discussed their position in providing a link between YJSs and education, which is an important role (Farrell et al., 2006) to provide a physical link to help form a more coordinated response to support educational engagement (Parnes, 2017). One ECP also noted their location within a multi-agency team facilitated those collaborative conversations, through *"poking and prodding"* (Francesca) professionals in the SEN team, for example.

The YJS have a core responsibility to increase CYP's interfacing with education, although many YJWs do not have qualifications in education, or SEN/D (YJB, 2011). In line with Farrell et al.'s (2006) suggestion that ECPs can support non-education professionals, such as YJWs, to understand education systems, processes and SEN/D, ECPs in this study recognised the need for their 'expertise' relating to *"educational frameworks, about school systems"* (John) and processes, including EHCPs and SEN/D due to *"…gaps YOT workers often have in their knowledge base about how schools operate"* (John). This includes exclusion processes, which two ECPs reported are something YJWs *"are challenged*

themselves by… in their views… the schools lack of durability or lack of resilience,
or lack of patience in dealing with young people who have difficulties" (John), and
why schools will not accept CYP back following an offence. Five ECPs reported
regularly having these education-related conversations with YJWs, as discussed by
Ryrie (2006) and Parnes (2017), and suggesting there is a key role here for ECPs
in YJSs:

> *"I act as a link between youth justice and education because actually what*
> *I didn't realise is a lot of them don't know about schools, education health*
> *and care plans, any type of SEN support, speech and language,*
> *paediatricians. And they often ask questions."* (Lucy, 51-54)

Further, three ECPs mentioned the *'"PRU to prison pipeline"* (Craig)*,*
referencing the use of PRUs to place pupils who are not 'manageable' in schools,
and the challenges of re-engaging CYP once they are excluded from school, which
has been recognised by the government (DfE, 2010). The government proposed
the need for schools to take increasing responsibility for pupils and to reduce
exclusions (ibid.), which poses opportunities for ECPs' working in schools to support
the development of more inclusive approaches. One ECP reported making a
positive step towards linking YJSs and education in their role in a PRU, which they
felt *"has been helpful"* (Francesca) and has facilitated their work with youth justice,
as many of the CYP known to the YJS have attended the PRU, so they are able to
answers YJWs' questions about CYP's education. Additionally, Francesca had
attempted to bridge the gap between the YJS and education further by encouraging
YJWs to visit their CYP at the PRU, which might be beneficial to CYP who perceive
the YJS as stigmatising, in line with Cicchetti and Rogosch's (2002) views.

4.2.4.   RQ1 Summary

ECPs reported working with CYP in the YSE, serving community sentences, and those identified as at-risk in the community. Their roles involved similar functions to their typical work, in line with their five main functions (Currie, 2002), although they were primarily involved in training, conducting individual assessments for statutory purposes and in casework, and undertaking consultations with youth justice professionals, including parents/carers, which mirrored Warnock's (2005) findings. ECPs were also involved in interventions, projects and organisational development work, although examples were limited, and ECPs identified the need to develop their involvement in strategic initiatives and systemic work, including those to reduce exclusions. Further, ECPs reported primarily working with CYP after committing offences, although they advocated for approaches that address CYP's needs through preventative work, and community strategies. They recognised the need to find ways of responding to CYP's offences outside of YJSs where possible, or at the lowest tier, to ensure contact with the YJS does not affect successful rehabilitation (Taylor, 2016a), so as not to criminalise CYP at a crucial time in their lives for making, and learning from, mistakes in childhood and adolescence (Taylor, 2016a).

ECPs' roles in YJSs also supported Cameron's (2006) review of ECPs' distinctive contributions. Specifically, ECPs' contributed psychological knowledge, and utilised their skills in problem-solving to support and empower YJWs, in particular. Further, drawing on psychological theory provides a distinct element of practice compared to YJWs, who typically draw on criminological theory (Hollin, 1989). At the heart of the ECP role were aspects of the ECPs as scientist-practitioners, through the application of evidence in real-world practice. This is

consistent with Ryrie's (2006) suggestions that ECPs have knowledge of the evidence-base, and psychological explanations that supports their understanding of CYP's profiles in YJSs, which they use to identify appropriate support. For example, ECPs can ensure they work with multi-agency professionals to address key areas affecting these CYP, such as supporting their engagement in education, given ECPs' unique knowledge of school processes and systems, and their statutory role in identifying appropriate provision for CYP. ECPs can also share this knowledge with others in YJSs and beyond, to create new perspectives about this cohort of CYP, and reduce stigmatisation.

4.3. RQ2: How are ECPs' contributions evaluated, and what impact measures are used?

One main theme and two sub-themes were created to answer RQ2. Overall, ECPs did not have a singular way of measuring impact, although evaluation was considered vital for commissioned services, to demonstrate ECPs' value, and secure funding. Themes are illustrated in a thematic map depicted in Figure 4.6 and explored in detail below.
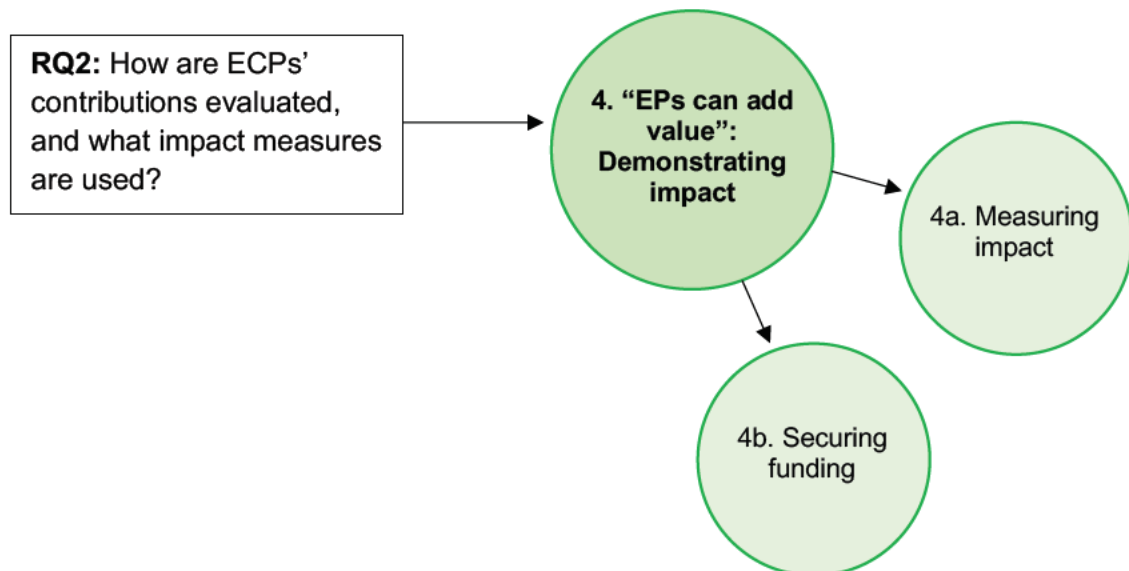
Figure 4.6: Thematic map for RQ2 and main theme 4, depicting one main theme (**bold**, larger darker green circle) and two sub-themes.

4.3.1. RQ2 Main Theme 4: "EPs can add value": Demonstrating impact

All six ECPs felt they could add value through their involvement in youth justice work. They identified different ways to gauge their value-added contributions, although five ECPs did not have clear methods to evaluate their own work, instead relying on YJS evaluation methods and informal feedback. There were clear challenges for ECPs' utilising evaluation in their work; however, ECPs recognised the importance of evaluating their performance and determining their value-added contributions relating to a particular activity (Farrell et al., 2006), which was particularly important for ECPs to secure continued funding from YJSs where services were commissioned. Through analysis, ECPs' data formed the sub-themes: **measuring impact** and **securing funding**.

4.3.1.1. <u>*Sub-theme 4a: Measuring impact*</u>

All ECPs identified a range of tools to measure the impact of their work, which included: formal, informal, quantitative and qualitative approaches. For one ECP, they were specifically tasked with evaluating a project being undertaken with the YJS, due to ECPs' skills and expertise in conducting evaluation (Frederickson, 2002). Specifically, they were involved in designing questionnaire-based evaluation measures for school staff and parents/carers to support the evaluation of the project. Three other ECPs discussed TME (Dunsmuir et al., 2009), although one ECP felt "*… its application in youth offending cases is limited"*, and two ECPs admitted TME was not used often (if at all), and so appeared more of an aspiration within their youth justice work:

> "*…we use TME… although I'm yet to complete a TME, I'm just thinking guiltily as I recount that, but we are supposed to use TMEs*" (John, 446-448)

ECPs acknowledged the importance of evaluation, as discussed by Frederickson (2002) and Farrell et al. (2006), but did not provide specific reasons for not using evaluative tools in their work. They eluded to a wider systemic issue with evaluation in ECP practice, which is insufficiently utilised according to Leadbetter (2000), as "*even in all our EP services with schools, we say we're gonna gather data but we're not that good at it are we?!*" (Francesca). Two other ECPs echoed Francesca's sentiment, agreeing their approach to evaluating impact required attention. Similar findings were discussed in Wyton's (2013) research, who recommended evaluation needed to be explicitly built into ECPs' practice in YJSs.

For the five ECPs working within YJSs alongside YJWs, they reported YJWs typically complete quantitative evaluation measures in their casework, as they hold

overall case responsibility, focusing on 'outputs' and monitoring 'outcomes', which Sharp, Frederickson and Laws (2000) described are important aspects of professional accountability. Outputs included how many CYP ECPs have seen or EHCP updates they have completed, and outcomes were based on "*key performance indicators*" that included: rates of reoffending, educational engagement, including "*promptness, punctuality*", and "*attendance rates for appointments*" in the YJS. However, ECPs recognised these measures reduce a complex matter *to "a single number"*. ECPs also discussed the challenges of observing immediate impact using these methods of evaluation, as factors such as offending rates and recidivism are only evident over time, or in extrapolating their distinct contributions in casework given these methods are "*multifactorial*", with a range of input from multiple sources. However, they do account for any value added by professionals to CYP's outcomes, as Checkland and Scholes (1993) described between service providers and service users, implicating the ECPs' role in helping their customer meet the needs of *their* customer (Baxter and Frederickson, 2005).

Similarly to Hall (2013) and Wyton (2013) who described informal evaluation measures such as self-report consultation reviews, four ECPs discussed relying more on informal "*anecdotal feedback*", "*qualitative judgment and the opinion of people who know the children*" in their own work; for example, two ECPs used self-report measures to evaluate professionals' confidence and understanding of CYP's difficulties following consultations. Qualitative data was also favoured as it captured nuances that are important in youth justice work, such as small steps of progress, which Beaver (2011) asserted add up to significant change:

> *"If you've not been attending school for two years and you attend for one day, you might say 'well what about the other four days?' but you shouldn't focus on the distance left to go, it's the distance travelled to get that one day attended."* (Ryan, 145-147)

4.3.1.2. _Sub-theme 4b: Securing funding_

It was evident from ECPs' accounts that there were explicit measures in place to evaluate their input where YJSs commissioned ECP work; however, evaluation was not consistently used where services were not yet formally commissioned, if at all. For example, two ECPs, Lucy and Francesca, initially provided voluntary services to establish a partnership with their YJS, and neither ECP utilised explicit evaluation methods during this time. By engaging in youth justice work, providing consultations, training and supporting policy developments, they demonstrated their skills and unique contributions to management and YJWs that successfully led to both YJSs commissioning their services. This is consistent with Winward's (2015) findings from commissioners, who urged ECPs to use evidence to promote their skills and contribution through case studies to develop and secure partnerships.

In line with Birch et al. (2015), Lucy and Francesca were both aware of their ethical responsibility and need to develop their evaluation of practice, and began discussing potential methods of evaluation with YJS management once a formal arrangement was agreed. This also reiterates the importance of agreeing evaluation tools to establish customer feedback in contractual or service level agreements, discussed by Allen and Hardy (2017). Further, where EPS and YJS partnerships were already commissioned, two ECPs in these services recognised the need for tight evaluative measures to demonstrate their impact and subsequently secure funding "*year on year*", such as presenting their evaluation data to commissioners:

> *"…if you're spending a lot of money on that, you know, there needs to be evidence you're having that impact as well."* (Daivey, 504-505)

The continued commissioning of ECPs for over five years in one service, and recently agreed commissioning for three other services (two of which developed this partnership voluntarily), provides encouraging evidence that YJSs value ECPs, and should alleviate concerns expressed by Fallon et al. (2010) who wondered whether commissioners would purchase ECP services. However, tensions relating to the commissioning of ECP services were captured across interviews, as two ECPs described an "*informal agreement*" with one YJSs, that was not contingent on commissioning. The belief in their EPS was that youth justice work should form part of their "*core work*" in their daily practice:

> "*I don't think we should trade with the team that captures the most vulnerable kids in the city*" (Ryan, 479-480)

This sparked the question posed by Wyton (2013) of 'who should …pay?' (p.129), given the vulnerabilities of CYP known to YJSs, and therefore the importance of *"[having] an EP service attached to the YOT"* (Daivey), whilst also recognising the need for trading to support EPSs who have mixed models of service delivery and are becoming more reliant on alternative sources of funding (Woods, 2014a). This also led to concerns amongst ECPs that the partnerships they had created dependent on commissioning, may be limited, or end, with funding cuts or insufficient capacity in EPSs to deliver services. This reflects the range of socio-political factors that affect commissioning opportunities and ECPs' work with YJSs, as Stobie (2002) described, and the need for more consistent guidance for EPSs in relation to ECPs' work and partnerships with youth justice work.

4.3.2. RQ2 Summary

Current ECP practice is guided by different models of service delivery across EPSs (Lee and Woods, 2017; Winward, 2015) that appear to affect ECPs use of evaluation. There were also tensions relating to the ethical and statutory responsibilities YJSs and EPSs have to the vulnerable cohort of CYP in YJSs, and whether these services should be traded. Consistent with Warnock's (2005) findings, ECPs favoured qualitative approaches, including consultation evaluation and informal feedback. Where evaluation measures were used, there was inconsistency amongst the approaches, and frequency with which they were used (e.g. TME). Evaluation was reportedly 'tighter' in services with established service level agreements commissioning ECP involvement, and ECPs acknowledged their accountability in conducting formal evaluation to demonstrate impact for commissioning purposes to secure continued funding (Sharp et al., 2000), and in turn, continue the EPS-YJS partnership. ECPs suggested evaluation needs to be built into their daily practice to utilise it more effectively and consistently, as Wyton (2013) identified.

4.4. RQ3: What push and pull factors exist that affect ECPs' roles and contributions in YJSs and how?

Two main themes and five sub-themes were created to answer RQ3. Factors were identified that affected ECPs' involvement and work with YJSs at an organisational and professional level. These related to developing partnerships with YJSs, and forming relationships with YJWs and CYP were essential elements of practice. Additionally, there were reported challenges navigating the professional and cultural differences between ECPs and YJWs, which were also reflected in ECPs' perceived professional competencies in youth justice work. Themes are depicted in a thematic map in Figure 4.7 and explored below.
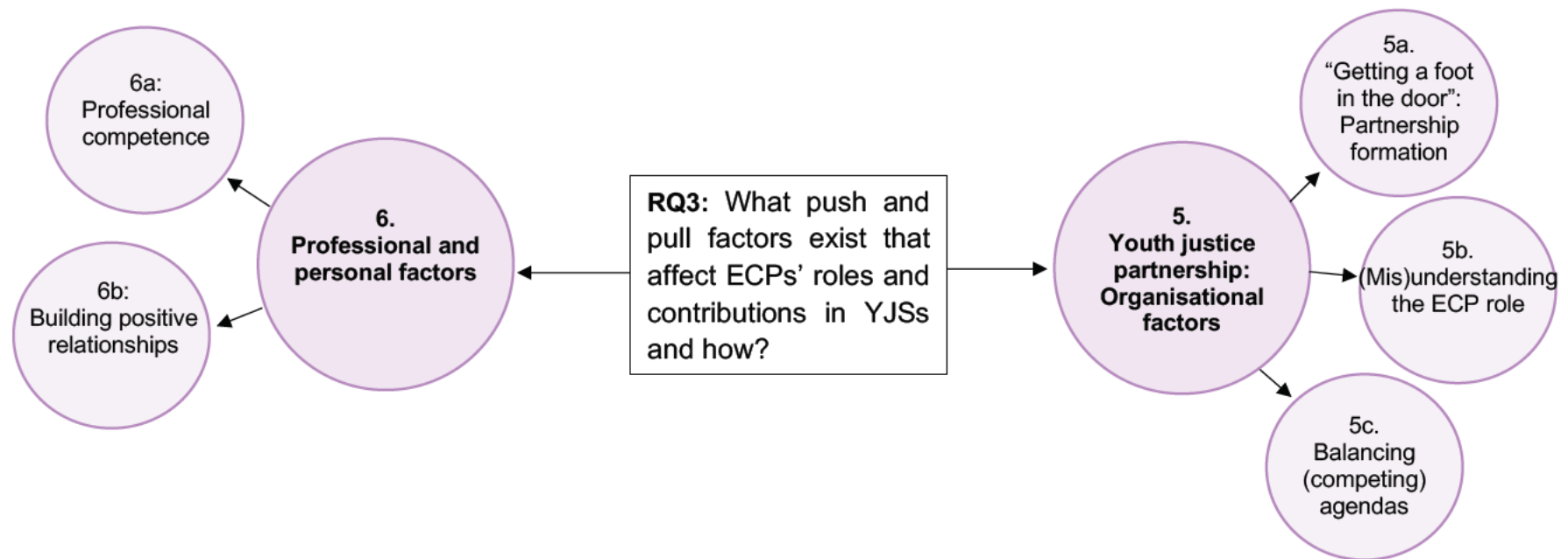
Figure 4.7: Thematic maps for RQ3, representing two main themes (**bold**, larger darker circles) and five sub-themes.

All ECPs identified organisational factors that affected their involvement in youth justice work. ECPs' roles and service delivery arrangements differed between LAs across the country, and in neighbouring authorities, reflecting differences in the way partnerships were formed between the two services. ECPs also reported challenges in negotiating work, and in their scope of work, which were affected by YJWs knowledge and awareness of ECPs' expertise and role. Additionally, there were factors relating to differing professional cultures and priorities that posed important ethical considerations for ECPs. Participants' accounts helped create the sub-themes: **"getting a foot in the door": partnership formation, (mis)understanding the ECP role** and **balancing (competing) agendas** (see Figure 4.8).
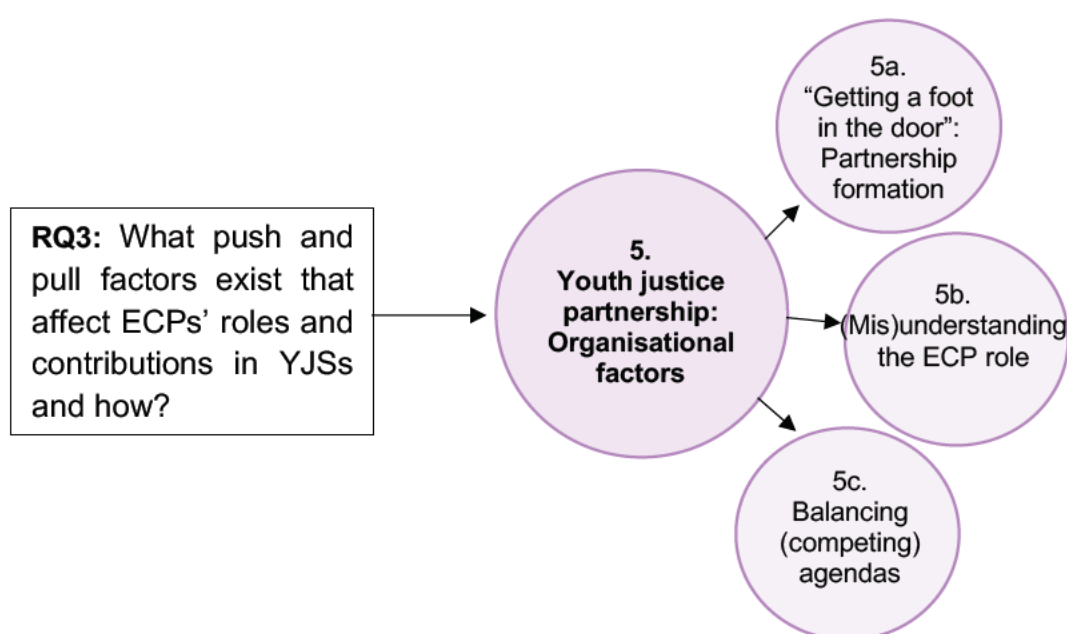
Figure 4.8: Thematic map for main theme 5.

4.4.1.1. _Sub-theme 5a: "Getting a foot in the door": Partnership formation_

EPS-YJS partnerships were formed differently in all different LAs, and some were more established than others. One EPS-YJS partnership was not traded, and was considered part of ECPs' *"core delivery"* (John), whilst four were commissioned (although two were initially voluntary). The formation of partnerships in three EPS-YJS partnerships were due to the EPSs and YJSs location within the same LA directorates, which one ECP described as a *"bit of a postcode lottery"* (Daivey), reflecting the advantages some services have in forming links with relative ease, which in turn, has the potential to benefit CYP in those LAs and could reflect inequity between services. Additionally, another ECP in a fourth LA acknowledged that the head of the YJS had an awareness of, and desire for, ECP involvement, which provided a *"foot in the door"* (Francesca) from which to develop a partnership through the ECP's (initially voluntary) work. This variation in practice suggests key factors in enabling partnerships relates to stakeholders' interest, and their physical location, which is consistent with Winward's (2015) suggestions that differing models of service delivery affect the commissioning of, and partnerships between, services.

One ECP reported their EPS *"offer a different rate to YOT"* (Francesca) than they do to their schools, reflecting the importance of ECP involvement in youth justice work from the EPSs perspective, yet also considering the need for trading to ensure the EPS have the capacity necessary to deliver this service. However, several other ECPs drew attention to their legal responsibility to provide statutory assessments, and support for CYP in custody who have, or require, EHCPs, as outlined in Section 10 of the CoP (DfE/DoH, 2015), which reinforces the need for partnerships and communication between EPSs and YJSs. This poses potential

ethical considerations where services are traded, to ensure distinctions are made clear between what constitutes statutory and traded work, as in ECPs' school-based work when forming, and renewing, partnerships. This also suggests there should be more consistent guidance for EPSs in relation to ECPs' work and partnerships with youth justice work.

Important elements for establishing partnerships were evident in two interviews, who initially volunteered their time in YJSs, and led to the commissioning of the ECPs' services. They described their "*commitment*" (Francesca) and "*persistence*" (Lucy) to establish the partnership as essential, and making themselves visible in the YJS. The ECPs reported that demonstrating their contributions to YJWs through YJS staff meetings were particularly valuable and helpful in developing YJWs' understanding of their role, and establishing partnerships with the YJSs. This is an important consideration where YJSs do not have an understanding or ECPs' roles, where they "*might not have worked with psychologists in this way before so they might not know it's an option for them*" (Francesca), and is consistent with Winward (2015), who asserted ECPs need to explicitly outline and demonstrate their skills in order to develop partnerships:

> *"…I just kept turning up to the YOT [laughs] and like going to their team meeting and saying these are the kind of things I can do, I'm open to feedback from you guys…"* (Lucy, 197-199)

Five ECPs discussed this concern and urged the need to establish the value of ECP involvement, with "*national guidance with examples of work…*" (Lucy) to provide clarity regarding their role in YJSs, and services they can offer, to encourage the continued and increased use of ECPs in YJSs, as Kelly and Gray (2000) have identified is necessary in different areas of ECP practice.

4.4.1.2. <u>*Sub-theme 5b: (Mis)understanding the ECP role*</u>

ECPs' involvement in YJSs is in its infancy, and there was a common experience by ECPs in YJSs relating to a lack of understanding about the ECP role. Reportedly, YJWs "*weren't really sure what the contribution of an EP was and would look like*" (Lucy), and therefore did not always access ECP support voluntarily. These findings are consistent with Wyton (2013), who found YJWs did not understand the extent of ECPs' skills, or how to access ECP services, and suggested this could also relate to ECPs as being seen as 'other' in the YJS. These challenges appeared to be mitigated where ECPs' embedded themselves in this study, enabling ECPs to actively promote their services through multi-agency meetings, which supported YJWs engagement, as Wyton (2013) recommended. This poses important considerations for embedding within YJSs, which can also facilitate more "*informal consultation, informal peer supervision*" (John), and building positive relationships with YJWs, which several ECPs highlighted in their work.

Two ECPs also reported there were limitations in the scope of their role due to a "*dichotomisation of [ECPs] work*" (Daivey), based on YJWs understanding of ECPs' contributions, as ECPs were reportedly seen as "*assessment people*" (Daivey). This 'misconception' of the ECP role was also noted by Ryrie's (2006) findings in a YJS, where YJWs associated the ECP role with undertaking diagnostic assessments. Whilst assessments are a valuable aspect in ECPs' work to help ensure CYP's needs are identified and appropriately supported (Furlong, 2018), ECPs expressed their desire to work in different ways with their YJSs, particularly relating to preventative and systemic work:

> *"…sometimes they forget the psychologist part on the end of it and just see us as sort of generic educational professionals as well who might do- who can do assessments [laughs]."* (Daivey, 401-402)

The ECP role was also frequently associated with education and school only, which ignored ECPs' skills and knowledge base pertaining to CYP with a wide range of needs such as mental ill health, which YJWs associated with clinical psychology and CAMHS, meaning ECPs were less likely to undertake intervention work. This further suggests there is a need for ECPs to assert their skills and psychological knowledge in YJSs to support YJWs' understanding of the remit of their role, as ECPs feel *"there's lots of different ways the YJS could use us"* (Daivey).

4.4.1.3.   *Sub-theme 5c: Balancing (competing) agendas*

There are some challenges for ECPs working with YJSs, due to the different professional cultures and expectations. This was noted by Warnock (2005), who described the multi-agency nature of YJSs as a 'melting pot' of different professional cultures and approaches. Effective collaboration between professionals is essential to ensure a cohesive approach in YJSs (Ryrie, 2006), and this underlying aim was reflected in all interviews. ECPs reported their involvement in multi-agency panels, meetings and consultations, and two ECPs reported their involvement in devising multi-agency referral pathways to ensure CYP's needs were met in the most appropriate ways:

> *"…we're developing our pathway to try to make sure people are clear on which [professional] does what basically…"* (Francesca, 665-666)

The majority of ECPs felt they worked successfully with multiple agencies, and five ECPs described supporting professionals from various agencies in YJSs as a key aspect of their youth justice work. However, a couple of ECPs' felt they "*probably don't do enough*" (John) effective joined-up work, often feeling they are working "*in tandem"* (Daivey) with other professionals in YJSs, particularly with other psychologists within the YJS. This mirrors Ryrie's (2006) discussion, that whilst YJSs are multi-agency by nature, with opportunities for mutual learning, little research has been conducted to inform effective collaborative practice between different agencies.

As in all traded work, ECPs recognised their role in "[*trying] to maintain [their] independence"* (John) in negotiating casework priorities in their youth justice work. This reflects ECPs attempts to co-construct their distinctive contributions with youth

justice professionals, which is important where there are potential conflicting service cultures, professional practices and expectations (Winward, 2015). Three ECPs reported more flexibility and power in negotiating, one in a voluntary role, and two through offering youth justice work as part of their core offer. Specifically, one ECP reported the benefits of 'moulding' their youth justice role in terms of what they wanted to do, as the "*staff there weren't really sure what the contribution of an EP was and would look like*" (Lucy). This highlighted the lack of understanding, or expectations, youth justice professionals held about the ECP role, which could be advantageous and lead to increasing autonomy for some ECPs.

However, a couple of ECPs also described their role as being defined by YJS priorities, and therefore giving them less autonomy to undertake other valuable work. This was particularly relevant where services were traded, creating a "*customer relationship*" (Daivey), where this potential dynamic has led ECPs to question whose agendas are prioritised, and is an important consideration to ensure commissioning does not *"negatively impact on inclusionary practice"* (Daivey):

> *"…in most cases they're switching to a more and more traded model - and that will inevitably strip away some of the autonomy that EPs would expect to enjoy. And that also negatively impacts on inclusionary practice because, well, you know, we have less scope to challenge where there is the issue of inclusion…"* (Daivey, 451-454)

Winward (2015) emphasised the need for clear boundaries regarding professional's role and remit to specify services in the best interests of the CYP in commissioned services, in line with ECPs professional commitment to ensure they uphold their duty of care to CYP, and make ethical decisions (BPS, 2018a; Woods, 2012). For example, one ECP had a specific commissioned role in undertaking speech and

language assessments for the YJS, due to the over-representation of SLCN amongst CYP in youth justice (Bercow, 2008), and there are considerations about whether this assessment-dominant approach could be regarded as taking a 'within-child' approach (Buck, 2015), where ECPs might offer support in other ways to support multi-agency approaches to address the wider, family and community-related factors implicated in youth offending. The emphasis on individual and statutory assessment was also noted by Ryrie (2006), and is not unique to ECPs' work in YJSs either, as research suggests standardised assessment and individual work are highly desired by education and other professionals (MacKay and Boyle, 1994). To minimise this influence, Kelly and Gray (2000) emphasised the importance to outline ECPs' roles and ensure they balance commissioner's expectations with ECPs' perceived roles.

ECPs limited involvement in preventative work in YJSs was reported in Farrell et al.'s (2006) review, due to the reactive, high-risk work occurring in the YJSs. This was illustrated in one interview where the ECP's work was described as *"really reactive"* (Francesca) due to the severity of cases and a number of *"high-profile murders"* (Francesca). Ryrie (2006) also reported that YJSs respond to crises, and are governed by unpredictable court systems, too, therefore impacting on the work referred to the ECP. Further, four ECPs shared the view that youth justice work involved 'fire-fighting', and asserted that local priorities, such as LA statutory work, also reduced their availability to engage in preventative youth justice work, and could also conflict with YJS priorities:

> *"there have been occasions when I and colleagues have worked with young people who have not been the priority of the YOT but have been the priority of the local authority"* (John, 170-171)

This is a view reportedly shared by ECPs across a range of other settings have also expressed feeling restricted by reactionary, rather than preventative, initiatives (Kelly and Gray, 2000), and by statutory responsibilities (Lee and Woods, 2017).

There are also important ethical considerations in youth justice work, relating to YJWs and ECPs differing approaches to working with CYP. In the youth justice system, their frameworks are often rigid and inflexible (Farrell et al., 2006), and CYP who have received a community order or custodial sentence are mandated to undertake specific assessments, interventions and follow guidance provided by YJWs and the courts (MoJ, 2015). This contrasts with ECPs, who follow professional and ethical guidelines to ensure all people give informed consent in any and all direct work. Therefore, this poses issues to ECPs in ensuring CYP are there voluntarily and do not feel coerced or forced, in contrast with the YSE, for example, which operates using a *"token economy"* (John) and poses "c*onsequences" and "more jeopardy if [CYP] don't engage"* (Ryan). Four ECPs discussed this challenge and ways of overcoming or addressing it in their practice, including how they discuss and describe their role, and how it differs to police or YJWs, to support CYP's engagement, as *…"it's down to us as practitioners to be persuasive in an appropriate and ethical way"* (John).

4.4.2. RQ3 Main Theme 6: Professional and personal factors

There were personal and professional elements that supported, or motivated, ECPs' work in YJSs, and considerations relating to their feelings of preparedness and competence to engage in youth justice work. Further, ECPs appeared to possess particular shared characteristics they felt are important in this area of work, and support them to make positive working relationships with CYP and professionals. ECPs' data led to the development of the sub-themes: **professional competence** and **building positive relationships** (see Figure 4.9).
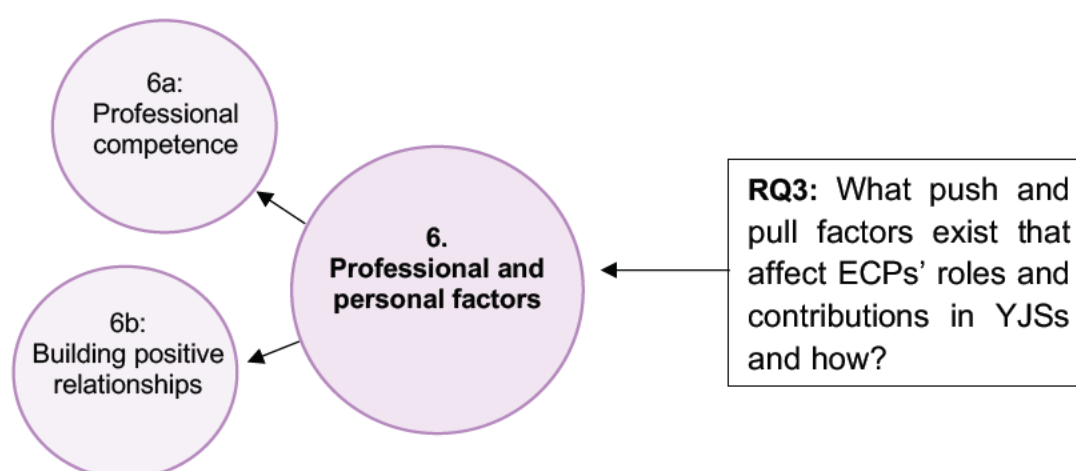
Figure 4.9: Thematic map for main theme 6.

Sub-theme 6a: Professional competence

All ECPs found this area of work *"professionally stimulating"* (Daivey), and demonstrated a mutual passion and motivation for this area of work. They described a range of experiences that led them to work with YJSs, including experiences with families living in poverty and those experiencing social disadvantage, and in related and complementary areas of work such as LAC, due to the overlap between the two groups (Taylor, 2016a), and in PRUs. Two ECPs also discussed previous related experience in forensic psychology and working in prisons, that made this area of work appealing for them as ECPs, and helped them feel more equipped for this area of work.

In line with Ryrie (2006), all ECPs recognised the importance of providing psychological support for CYP known to YJSs, and saw their involvement with YJSs as an essential part of their role, and an extension of their 'typical' work, which one ECP described as *"classic EP practice in an unfamiliar context"* (Ryan). They did not see their youth justice work as *"fundamentally any different from any other area of EP work",* and discussed the application of assessment, formulation, hypothesis testing, as examples, as consistent with their school-based work. The key differences were often *"working with quite patchy evidence, limited engagement with young people. So it's like being an EP but with 50% of your general skillset"* (Ryan), as CYP might not be attending school to complete direct work, or may be in the YSE, making observations of lessons impractical:

> *"I think the transferable skills of being an EP- once you familiarise yourself with the [youth justice system] language, context and protocols, I think the general skillset of an EP is more than applicable."* (Ryan, 351-353)

However, four ECPs reported that their ECP colleagues have expressed feeling "*de-skilled*" (Francesca) and out of their comfort zone of practice in relation to youth justice work, as they perceive this area as qualitatively distinct, and therefore beyond their skill level. Ryrie (2006) also alluded to these discussions in their reflections on ECPs' involvement in YJSs, and two ECPs in this study also reported that they *"didn't even know anything about the EP role in youth offending"* (Daivey) initially, and *"wouldn't have chosen this"* (Ryan) area of work, despite the fact they "*love it now*" (Ryan). ECPs lack of awareness and understanding about their role in YJSs might reflect a lack of exposure and training in relation to work with YJSs, as all ECPs reported limited coverage relating to youth justice work during their training, too. This poses implications for ECPs' continuing professional development, and doctoral training programmes to help prepare future TECPs for work they might undertake with YJSs. This is also consistent with the idea ECPs need better role clarity regarding services they can offer, which is necessary to help ECPs feel competent in undertaking specialist work, as Kelly and Gray (2000) discussed, including work with YJSs:

> *"I think I would like more training on it. And the understanding I've got is only from working in them, it's not from any sort of lectures, CPD opportunities, erm, I would definitely like more training."* (Lucy, 415-417)

Recognising this area of work is novel for most ECPs, Ryrie (2006) described the importance of different forms of supervision: psychological supervision to retain their professional identity and distinct contributions; and managerial and educative supervision from management in the YJS to support their role within their team (Hawkins and Shohet, 2000). In line with Ryrie, and professional guidance necessitating ECPs' engagement in supervision (DECP, 2010), all ECPs reported

having psychological supervision; however, the quantity and quality of supervision differed between ECPs, and a couple felt their supervision arrangements were inadequate, and desired additional, specialist support beyond their regular monthly supervision. One ECP addressed their concerns by setting up peer supervision with ECPs involved in youth justice work in other LAs, to discuss their range of work and their professional identity and boundaries when working with YJSs. This is important for ECPs, to ensure they work within their professional competence, and retain their professional distinction (Burnett and Appleton, 2004):

> *"…me and some other EPs that work in YOTs local to me are setting up a kind of work discussion peer supervision situation so we can talk more about our work, because we've all said our managers don't really understand fully the work because they're not used to it."* (Francesca, 456-459)

Although ECPs did not report engaging in supervision with YJS management, they did acknowledge the need for support from professionals in YJSs to support their knowledge and understanding of processes and terminology, for example. Therefore, ECPs engaged with YJWs, asking questions to *"swap"* (Lucy) knowledge and learn from the 'experts' in youth justice work, which Ryrie (2006) noted is a valuable aspect of multi-agency working in YJSs, sharing psychological theory in return for youth justice terminology and expertise. Additionally, where ECPs discussed undertaking supervision with YJWs, they recognised the high-risk nature of YJWs' work and *"hierarchical"* (Daivey) YJS managerial supervision structure, and therefore the boundaries of their involvement as *"supportive"* (Lucy), making it important to ensure no case-related decisions were made, as YJB guidance for clinical psychologists states (YJB, 2020).

4.4.2.2.   _Sub-theme 6b: Building positive relationships_

ECPs shared similar personal characteristics and qualities that reportedly supported their youth justice work, regarding their skills in forming positive relationships, and engaging with professionals and CYP. The examples ECPs shared suggested there were perceived power imbalances in YJSs, both between ECPs and YJWs, and ECPs and CYP. Therefore, a key role for ECPs was to address this dynamic, and encourage more balanced relationships, using their expertise in communication and interpersonal skills (HCPC, 2015).

ECPs reported some scepticism from YJWs initially, and recognised the importance of establishing themselves in the team, being seen as a professional with a _"different perspective"_ (Ryan), rather than an 'expert' view. This is consistent with Ryrie's (2006) experiences in a YJS, where they described YJWs as dubious about the ECP role and what value they could add initially. Working closely with YJWs was therefore important, as Ryrie noted, and ECPs described attempts to integrate themselves by working from the YJS office, having informal conversations, attending YJS meetings, and attending out-of-hours training with YJWs, to show their willingness to go above and beyond to learn, and become part of the team:

> _"...what I've tried to do is I've tried to embed myself within the team, be part of the, the team's culture, so they don't see me as an external person trying to steam roll a- and bull doze my way through, and make sure it's my opinion that's prioritised, but that they value it at the same level as everybody else's."_ (Ryan, 63-66)

ECPs noted that over time, YJWs approached ECPs more consistently to draw on their expertise, which mirrors Wyton's (2013) findings that YJWs' appreciated having an accessible ECP to discuss casework and problem-solve and was

facilitated through ECPs being visible and embedded within the YJS, enabling more meaningful relationships to develop.

ECPs also acknowledged "the *very stressful job*" (Daivey) YJWs have, and had a "*genuine appreciation for the work they do*" (Ryan), showing genuine positive regard, and providing emotional support which reportedly helped to create relationships. Ryrie (2006) noted the importance of informal relationships in YJSs to help develop positive connections, and establish both personal and professional credibility, and ECPs in the current study also noted elements of their practice that helped build trust with YJWs in order to be accepted into YJS teams, such as being "*quite down to earth"* (Lucy), and demonstrating a sense of humour, to move beyond potentially appearing "*prim and proper*" (Lucy), and an outsider.

Additionally, Hall's (2013) research concluded that forming relationships with CYP known to YJSs should be the primary aim for ECPs. In this study, ECPs reported that "*relationship management"* (Ryan) was essential in youth justice work to "*make sure you don't alienate a young person"* (Ryan), as there was acknowledgement that these CYP have often not had a good experience working with professionals, and have likely "*sat across from a professional in a suit and been interrogated about their lives"* (Daivey) before, which can present a barrier to engaging with them. Therefore, ECPs described the need for a "*cautious but progressive approach"* (Ryan) to engage CYP, and work to balance power differences, taking a more casual attitude towards working with CYP known to YJSs. This is supported by literature that suggests observable characteristics are important considerations for engaging CYP known to YJSs (Hall, 2013); for

example, ECPs reported 'dressing down' and working in different ways, such as "*walking and talking*" (Daivey) in the community:

> "*…there's something about me coming to your home or you coming to an office and me sitting across a desk from you, looking at you, and interrogating you, and asking you a load of questions about your life that is inherently oppressive… and uncomfortable for these young people. So I don't.*" (Daivey, 679-682).

Further, CYP known to YJSs in Hall's (2013) study described a range of positive traits ECPs need to engage them, which were reported by ECPs in this study. These included using humour, being *"patient"* (Lucy), and demonstrating *"honesty and integrity"* (Ryan) to support CYP's engagement. ECPs also reported the importance of understanding CYP's environments and backgrounds, and demonstrating empathy and understanding when working with CYP known to YJSs. This is consistent with Glasser's (2000) findings, who found this cohort of CYP often lack relationships, and require relationships with warm, caring adults. ECPs also acknowledged their focus on aspirations and CYP's future could be quite "*refreshing*" (Francesca) for CYP, which was also a key finding by Glasser (2000), who reported a key element of their work with CYP was convincing them they were there to help, not punish them:

> "*…it can be quite hard [for a young person] to think about how other people can help you when you feel like you've not been helped before.*" (Francesca, 126-127)

4.4.3.   RQ3 Summary

A number of factors can have an impact on ECPs' involvement and effectiveness working with YJSs, and their ability to contribute meaningfully and with long-lasting impact. ECPs demonstrated different ways of forming partnerships with YJSs, and felt their skills are transferable to work with YJSs, consistent with Wyton (2013). They reported a number of shared characteristics and underlying values ECPs appear to share that are important for building positive relationships with YJWs and CYP (Glasser, 2000; Hall, 2013), and integrating into the YJS.

Additional considerations were necessary to establish their credibility in YJSs, and balance power differences between ECPs, and YJWs and CYP. Further, ECPs also reported the importance of working within their competencies, and considered a range of ethical dilemmas relating to CYP's informed consent, and the potential limitations of their role in therapeutic work. There were also ethical considerations relating to supervising YJWs (YJB, 2020), as well as ensuring ECPs received adequate supervision themselves (DECP, 2010). Another potential barrier to forming initial EPS-YJS partnerships related to the lack of awareness about their roles in YJSs. This lack of understanding also had the potential to negatively affect ECPs youth justice work, due to the dichotomisation of their role, limiting their range of work, which has implications for ECPs to promote their services more effectively and disseminate examples of their contributions in YJSs. There were also discrepancies between service delivery models; where some ECPs described the importance of providing services as part of their 'core' work to provide equitable services, other services are reliant on trading to increase ECP capacity.

4.5. Findings Within the Process-Person-Context-Time (PPCT) Model

ECPs' responses indicated a holistic approach to their work with YJSs, considering a wide range of factors that mapped onto Bronfenbrenner's (2005) bioecological PPCT model of human development (discussed in Chapter 2, Section 2.4). The PPCT model provided an analytical frame for the research study, and key features and tensions within the themes and sub-themes are discussed within it. This will illuminate ECPs' roles and contributions in their work with YJSs, and their relevance to the proximal and distal factors that impact CYP at the heart of their work. Findings related to the Process and Person elements are discussed together, to reflect the interplay between them that affect proximal processes. This is followed by ECPs' contributions within the four different ecological systems in Context, and finally, in relation to the element Time.

4.5.1. Process and Person

The interaction between the environment and an individual, which includes their various characteristics, have a bidirectional influence on CYP's development (Bronfenbrenner and Ceci, 1993). The findings in Main Theme 2 and 3, included elements of ECPs' roles that could have a distal influence on proximal processes. These related to CYP's individual resource characteristics that could affect their interactions with the systems around them, such as high levels of unidentified SEN/D (MoJ/DfE, 2016; Sub-theme 2a), and inappropriate differentiation in education, consequently preventing their access to the learning environment. The high levels of non-attendance amongst this cohort could additionally affect the identification of underlying needs (Sub-theme 3a), as well as reflecting possible force characteristics relating to CYP's motivation to attend, which could be

173

influenced by experiences of fixed or permanent exclusions (NAYJ, 2021). These represent a range of potentially negative, interacting experiences that might lead CYP to feel repeatedly excluded in school. These also reflect mesotime influences, acknowledging the impact and influence continual experiences, such as negative educational experiences, can have over time. Therefore, there is a need to strengthen CYP's protective factors, such as educational attendance and engagement, to mediate the influence of the proximal processes relating to CYP's educational experiences.

ECPs' statutory role included working with CYP in custody, in accordance with Section 10 of the SEN/D CoP (DfE/DoH, 2015). However, their efforts to uphold a supportive, inclusionary role through the identification of needs and necessary provision, was often noted to have an exclusionary effect, particularly for CYP transitioning from the YSE who had committed violent offences. This reflects the rhetoric and reality of inclusion, and presents a tension within Sub-themes 3a and 3b, where ECPs' contributions can have a negative effect on inclusionary practice within CYP's microsystem, limiting CYP's access to education (or training or employment). In turn, this could limit CYP's protective factors, given the importance of education in reducing (re)offending (Taylor, 2016b), and therefore influence proximal processes, potentially affecting CYP's offending trajectory. This is a consideration that is essential for ECPs involved in statutory work with YJSs, where CYP transitioning from the YSE back into the community already experience challenges (Taylor, 2016b) that can affect their ability to desist from reoffending. As contact with YJSs can increase the likelihood of reoffending (Taylor, 2016a), this highlights the need for preventative work, and working towards a community-based approach within the wider YJS. Promoting approaches that would not criminalise

CYP whilst they are still developing (Taylor, 2016b) are essential future directions to reduce CYP's contact with the system, and any associated cumulative disadvantage (Cicchetti and Rogosch, 2002). This links to wider, societal and cultural influences, such as negative narratives and stigma, that permeate different systems, and require consideration in the macrosystem.

Sub-theme 2c reflected the role of CYP's force characteristics, relating to their motivation to engage with youth justice interventions to reduce offending. The potential effectiveness of these interventions could be affected by CYP's motivation for change, and their response to perceived authority figures, given that their participation is not voluntary and they have often had negative interactions with professionals in the past, which could have a significant bearing on proximal processes and related outcomes. This reflects a tension with Sub-theme 5c, where different organisational cultures in YJSs are noted, as professionals in YJSs are not bound by the same ethical boundaries as ECPs. For example, where ECPs are committed to anti-oppressive practice and gaining informed consent, CYP known to YJSs are involved on a mandatory and involuntary basis. Therefore, ECPs have a suggested role in sharing psychological knowledge to support YJWs' awareness of change processes, and supporting them to consider approaches that might help to promote, and incentivise, change.

Additionally, ECPs reported characteristics that facilitated their relationships and engagement with CYP in YJSs in Sub-theme 6b, relating to careful considerations in direct work, given their knowledge of this cohort and their potentially negative experiences with authority figures. This included addressing power imbalances, consistent with their professional values of anti-oppressive practice, and taking a person-centred approach (BPS, 2019), focusing on CYP

rather than their offences. As a potentially novel approach, this reportedly facilitated CYP's engagement within ECPs' direct work. Additionally, ECPs reported a number of individual characteristics, such as humour and genuine positive regard, that were also important in establishing positive relationships with YJWs, and were more likely to engage with ECPs.

4.5.2.   Context

4.5.2.1.   *Microsystem*

ECPs described their psychological 'lens' as the most significant aspect of their work, consistent with Cameron's (2006) analysis of ECPs' distinctive contributions. ECPs felt their knowledge of offending profiles helped them understand that "*crime is a symptom of something else*" (Francesca), and includes multifaceted interactions between proximal and distal ecological systems, that have a direct and indirect effect on CYP's development. This illustrated an important feature of ECPs' professional practice, in utilising their knowledge to supportively challenge others' views and practices in CYP's microsystem, that do not align with this holistic perspective that appreciates the multifaceted profiles of CYP known to YJSs.

The findings from Main Theme 1 recognised the importance of strengthening protective factors implicated in offending trajectories, such as CYP's engagement with education, family environments, and peer relationships. ECPs had a key role contributing to assessments in their youth justice work, which mirrored their typical work in schools, and aimed at unpicking and developing a deeper understanding of CYP's needs (BPS, 2019). Assessments typically informed interventions, and were

also utilised within statutory processes such as resettlement plans, and to support pre-sentence reports.

There was also a suggested role for ECPs to work with CYP and their parent(s)/carer(s) in their microsystem, to improve their interactions and relationships by using psychological approaches, such as Video Interactive Guidance (Sub-theme 1c). Promoting positive interactions in CYP's immediate contexts, recognises the impact others can have on promoting prosocial profiles and supporting desistance (Ackland, 2018), by capitalising on proximal resources that can drive CYP's development. This was recognised by ECPs in this study, especially where CYP often live in violent communities, there is a need to develop more than a single person's skills. However, this was an area of ECPs' practice that was underutilised in the current research, and reflected tensions with other areas of work, such as their statutory responsibilities (Main Theme 3) and youth justice priorities (Main theme 5). It also reflected the cultural differences between YJSs and ECPs at a macrosystem level, such as the value placed on contributions at a systemic level, rather than through individual work.

4.5.2.2. *Mesosystem*

Main Theme 3 related to ECPs discussions about the importance of promoting educational engagement, and reducing exclusions, as important protective factors from offending, and in desistance. Therefore, ECPs had an important role in facilitating links between YJSs and education, which are important to promote inclusion, challenge exclusionary practices, and develop a shared understanding of CYP's needs and the support that is required. ECPs reported utilising psychological theories and models to support YJWs' skill development, and

empowering them to feel more competent and confident in their practice, particularly when liaising with education. ECPs also reported working collaboratively together with CYP's various microsystems, including their families, teachers, and YJWs who had significant, long-term involvement with CYP. This related to co-constructing a shared understanding of CYP's needs across a variety of key individuals in CYP's lives, and engaging in joint problem-solving and person-centred planning that involves CYP's and families' aspirations.

4.5.2.3. _Exosystem_

ECPs' roles were primarily reflected in supporting and empowering YJWs in the exosystem, using psychology to develop their skills and approaches in working with CYP, and considering alternative ways of understanding their needs (Main Theme 2). This is consistent with core aspects of their practice to share psychology to promote skill development (BPS, 2019), and also in ECPs support to adapt interventions. Developing YJWs' skills was seen as important, due to their proximity and relationships with CYP, which are critical features that support change (Adler et al., 2016), and their ability to provide sustained support, which are important in proximal processes, as Bronfenbrenner (2005) noted. ECPs also provided supportive and educative processes, such as group problem-solving and supervision, as frameworks to provide YJWs with alternative approaches and perspectives, as well as new skills.

Further, ECPs in this study recognised the value of their presence within YJSs in providing equity of access to services, where CYP have not typically had the same access to services as their peers, as also noted by Ryrie (2006). To promote CYP's further access to support and education, ECPs described their

involvement in strategic initiatives within their LAs and YJSs, to reduce exclusions and develop SEN/D processes to support resettlement. However, factors within the exosystem can affect partnerships between EPSs-YJSs, which differ across LAs, reflecting the potential continued inequity of access more widely (Main theme 4 and 5). Main theme 5 illustrated the local socio-political factors, such as capacity, proximity and an awareness of the ECP role, that can affect ECP involvement and commissioning arrangements, which also interact with individual ECPs' motivations to undertake work with YJSs, and professional competence in this area of work. This demonstrates the interaction with Main Theme 6, including structures that support their participation, such as adequate supervision. These potential barriers require consideration if ECPs are to promote and increase involvement across YJSs.

4.5.2.4. _Macrosystem_

ECPs contextualised their contributions to YJSs as part of their wider role in promoting social inclusion, which is a core value in applied psychology practice (BPS, 2017). Sub-theme 1a reflected ECPs' roles in challenging discourse relating to CYP known to YJSs, and appreciating that they are typically a product of their environment, given the complexities of CYP's life stories. The negative narratives relating to CYP who have committed offences featured heavily in the findings, and reflects the cultural stigma in society within the macrosystem, which permeates the different layers of the CYP's system. There was recognition that this stigma can result in cumulative disadvantage (Cicchetti and Rogosch, 2002), which can affect CYP's access to education, training, employment, and consequently impact the probability of desistance.

Additionally, differing perspectives were noted between ECPs and professionals in YJSs, which also reflected differing professional boundaries (Main Theme 5). Whilst ECPs and YJWs recognised CYP as a product of their environment (Sub-theme 1a and 1c), ECPs noted the often 'competing' agendas between YJWs and ECPs in Sub-theme 5c, which reflected tensions within the macrosystem that could influence proximal processes. For example, CYP's mandatory participation in youth justice interventions could affect their outcomes, with possible mediating effects that relate to their resource characteristics such as motivation and previous negative experiences of authority figures within the YJS. Further, the effectiveness of EPS-YJS partnerships, described in the exosystem, were influenced by a number of factors, including organisational cultures, reflecting macrosystem considerations (Main Theme 5). For example, partnerships necessitated a clear understanding of ECPs' roles and professional boundaries, and a collaborative agreement of ECPs' contributions to YJSs. Where ECPs did not co-construct the focus of their work, they reported a reduced sense of autonomy, and where there was not a clear understanding of their role, ECPs also reported receiving inappropriate referrals. This included a disproportionate number of requests for assessments, and reflects tensions with YJS cultures, where individual assessments are prioritised, which led ECPs to experience a dichotomisation in their work (Sub-theme 5b), which was also noted by Ryrie (2006). This highlights a need to challenge perspectives, and develop YJWs' knowledge of SEN/D and philosophical debates of education, to promote a view that appreciates CYP's holistic needs, rather than a deficit approach, which is often reflected in YJWs' requests, and reinforces potentially differing professional knowledge or ideologies. Further, YJSs have essential roles in ensuring the safety and wellbeing of the public

by reducing the risk of harm (YJB, 2019), therefore, through prioritising assessments of risk, this can result in a reactionary system, that does not prioritise ECPs' involvement in preventative, or systemic work, including strategic initiatives. This is also an important consideration for ECPs, and how it interacts with their practice.

4.5.3. Time

Findings from Main Theme 1 related to aspects of time implicated in CYP's offending trajectories. Principally, Sub-themes 1a and 1b both captured the importance of understanding CYP's life experiences that have contributed to their offending trajectories, as well as the associated risk and protective factors that highlight areas for potential early intervention. The high number of risk factors for disaffection are referenced in these sub-themes, and reflect mesotime influences, where ongoing socioeconomic disadvantage are linked to an increased likelihood of offending (Taylor, 2016b; YJB, 2020). ECPs also recognised CYP known to YJSs are often from the same families, which represents the need for a wider focus to address these needs at a systems level. This requires a range of support beyond ECPs, but appreciates the requirement for support within each of the ecological systems, as well as at different time points, to provide holistic support structures to address the root causes of offending, such as social challenges, in line with MacKay (2002).

ECPs identified their role in strengthening CYP's protective factors through preventative work, utilising early identification and intervention to support CYP at risk of offending. Given the increasing risk for offending following primary-secondary transitions, this illustrates a key time-point at which ECPs might focus their support, and necessitates work with a number of CYP's microsystems through meso- and

exosystem support, such as professionals in schools, their peers, families, and other aspects of the community, as identified in Swift's (2013) research. Although ECPs identified the critical role for preventative work, there were few examples of this currently demonstrated in participants' youth justice work. This illustrates a tension with ECPs' involvement in assessment work and statutory processes, which were identified as a primary element of ECPs' work (represented within Sub-theme 3b). This included resettlement transitions, which are another key time-point at which ECPs have an important role, to identify appropriate provision and ensure CYP's positive return into the community from the YSE. However, tensions between ECPs statutory contributions and CYP's educational inclusion, reflect the complex interplay between factors, and potential macrosystem influences in education, that can affect exclusionary practices. This links to features within the Process and Person section, which reflect the influence of educational inclusion and access in proximal processes.

4.5.4. Summary of the Findings

Analysing the themes from TA within the PPCT model, highlighted the bidirectional, interrelated nature of individual and environmental factors that affect proximal processes. Specifically, it illustrated ECPs' contributions that can impact on CYP's development through distal influences in ecological systems, that can influence and mediate CYP's experiences and interactions with their immediate environment. There was limited information about how ECPs could support some immediate networks around CYP, such as their families, highlighting the underexplored role ECPs have in family work (McGuiggan, 2021), or through preventative work, which was also limited, and appeared to be influenced by factors

within multiple ecological systems. The range of work within the mesosystem was also limited, and given the complexity of youth justice work, a multi-disciplinary approach is needed to work towards addressing the root causes of offending, including preventative practice that targets key transition points in CYP's lives. Therefore, this area of practice also requires further consideration in future, to explore the further collaboration that is needed to promote increasingly positive outcomes for this cohort of CYP known to YJSs.

5. CONCLUSION

5.1. Chapter Overview

This chapter provides a synthesis of the findings discussed in Chapter 4, and how they contribute to the knowledge base. Implications and future directions for ECPs' practice and research are also considered, followed by the strengths and potential limitations of the current study. A plan to disseminate the research findings is also outlined, and the chapter concludes with personal reflections to support reflexivity, and encourage learning and development as a result of engaging in the research.

5.2. Summary and Unique Contribution to Knowledge

Without any current national guidance for, or current knowledge about the breadth of ECP practice with YJSs in England, the aim of this research was to begin to understand ECPs' psychological contributions to YJSs, and factors affecting this work. Through an exploration of ECPs' involvement in YJSs across five LAs in England in 2019, all six ECPs in this study agreed their expertise is applicable to youth justice work, where they can make distinct contributions to YJSs. I anticipate the scope of ECPs' roles and the value of their contributions, were evident through their experiences shared in this research.

Previous research has focused on specific contributions or areas of ECP practice in relation to youth justice work, and other accounts have provided reference to ECPs' involvement with YJSs from youth justice professionals' perspectives and as part of a wider review of ECP practice (e.g. Farrell et al., 2006). Therefore, to my knowledge, Ryrie's (2006) discussion provides the only paper documenting an ECP's breadth of work in YJSs, including casework, multi-agency

collaboration, training and strategic developments, published fifteen years ago. Consequently, this current study provides a unique contribution by extending the knowledge base relating to the scope and array of ECP practice in relation to five YJSs in England.

ECPs in this study provided contributions within ecological systems, and recognised the proximal processes that occur between the individual and their environment at different levels, which reflected a bioecological perspective, consistent with Bronfenbrenner's (2005) PPCT model. This is consistent with Cameron's (2006) assertions that a perspective appreciating different systems and their interactions with the developing child, can help appreciate the complex nature of, and range of variables that can influence, human behaviour through proximal processes. Specifically, ECPs discussed being involved with individual assessments, consultations and training with professionals in YJSs, and their work in custodial settings in the YSE. ECPs also identified valuable elements of their role, including: identifying unidentified SEN/D needs to ensure support and approaches were individualised to align with CYP's needs, to promote access; and empowering professionals to consider alternative approaches and perspectives in their work, which were facilitated through activities in distal systems, such as consultation, training and problem-solving approaches. Further, ECPs' access to schools and LA SEN/D departments, and knowledge of educational processes and legislation, also demonstrated their role within the mesosystem through facilitating links between the YJS with education. ECPs' theoretical knowledge was also translated into practice, although ECPs felt their role was often restricted by the lack of understanding in YJSs about their role, which often meant ECPs were called upon for generic education information, or assessment-heavy involvement. This reflected potential

organisational differences in the macrosystem of YJSs. It was also apparent that the level of risk present in, and unpredictable nature of YJSs, restricted ECPs' involvement undertaking preventative work, linked to the element of Time, which was identified as a potentially valuable and essential area of practice, from their perspectives. ECPs emphasised the need for prioritising strategic initiatives in future to develop policies, processes and practices, particularly in relation to reducing exclusions, as well as a greater emphasis on preventative work, and finding innovative ways to engage with families and communities, to influence proximal processes through mediating variables involved in offending trajectories. These features of ECP practice are reflected in relation to Bronfenbrenner's (2005) PPCT model throughout Chapter 4, Section 4.5.

ECPs' skills are applicable to work in YJSs; however, ECPs must ensure they work within their own, and YJSs, boundaries. There were some identified tensions and ethical dilemmas relating to ECPs' youth justice work that require careful consideration. At an individual level, ECPs reported concerns about their range of work, and the ethics surrounding informed consent and therapeutic work with CYP mandated to work with ECPs in YJSs. At an organisational level, ECPs opportunities to engage with YJSs are often affected by socio-political factors, such as EPS and LA priorities (Lee and Woods, 2017), as well as YJSs budgets (Miller et al., 2015). Further, professional factors such as ECPs abilities to negotiate work with YJSs, and their own feelings of competence and creativity to deliver services to meet the needs of the youth justice population, also affected the scope of their youth justice work. These findings reflect the importance of research contributions such as this study, to demonstrate how ECPs are working in this area to provide ECPs with ideas for practice with YJSs, inspire confidence and competence in ECPs' skills for those

considering engaging in youth justice work, and highlight areas requiring further consideration and attention. This suggests important implications for training courses and continuing professional development, to ensure ECPs consider vital aspects of youth justice work before engaging in, and navigating this area of work, as there is little research and evidence in the literature to inform and guide ECP practice with YJSs.

Although the ECPs who participated in this research had not necessarily worked with their current YJS for long, none were newly qualified, and the majority had worked in multiple YJSs, or had relevant prior experience working with LAC as ECPs, and working in forensic and adult prison contexts before training as ECPs. Further, their time in their current YJS is not necessarily accurately reflected in their time allocation, as at least three ECPs reported working beyond their designated days with their respective YJS (as discussed in Chapter 3, Section 3.6.3). Therefore, their contributions in this research reflect valuable knowledge and experience in this field of work.

5.3. <u>Implications for ECP Practice and Future Research</u>

There are a number of implications and reflections deduced from the data that provide potential implications for ECP practice requiring further consideration and development, and directions for future research. In order to develop guidance for ECP practice in youth justice contexts, and contribute to future policy to implement change on a larger scale, understanding ECP roles and contributions to YJSs is vital to consider how ECPs are practicing, and what factors influence their work. This knowledge can support ECPs to create their roles in relation to youth justice work in future ECP practice.

The implications for ECP practice and future research directions are considered below, presenting a comprehensive, and multi-layered approach to working with YJSs, and are presented within the overarching framework of Bronfenbrenner's (2005) PPCT model. Due to their influences on proximal processes, implications relating to the Process and Person elements of the PPCT model are considered together. The two additional aspects of the model, Context and Time, are then discussed in turn.

5.3.1. <u>Process and Person</u>

The following sections consider how ECPs can offer support that influences CYP and their experiences through proximal processes.

5.3.1.1. *<u>Promoting Educational Inclusion</u>*

ECPs in this study recognised the value of their presence within YJSs, where CYP have often fallen through the gaps, and have not typically had the same access to services as their peers, due to non-attendance, and high levels of exclusions (NAYJ, 2021). Education is widely recognised as a protective factor from offending (see Taylor, 2016a; Taylor, 2016b), and with their position in education, ECPs in this study recognised their significant role in promoting inclusion. Given that many CYP experience challenges accessing, attaining and engaging in education (O'Carroll, 2016), ECPs' knowledge of various educational processes, and typically well-established links with a variety of educational settings, could also be advantageous. Therefore, there is an important role for them in supporting YJWs' links and relationships with professionals in education, as well as helping YJWs better understand processes related to exclusions, which are

seemingly a frequent challenge in their work. It is anticipated that these variables, involved in mediating CYP's proximal processes, can promote positive support structures that will help improve CYP's experiences of education.

Further, to promote CYP's protective factors by increasing their access to education, training and employment, ECPs in this research discussed their involvement in strategic initiatives, such as LA panels to reduce CYP who are NEET, which involved multi-agency partners, including YJSs. These are important recommendations for ECP practice, and offer ideas to develop initiatives to support inclusion, particularly of the most vulnerable, and to potentially forge a link with YJSs where these do not exist, from which to potentially develop a future partnership.

ECPs also described using psychological tools such as Solution Circles in their practice with YJWs, which helped explore and develop YJWs' solutions to potential 'problems'. The success of solution-focused approaches were also noted in previous research (e.g. Jane, 2010; Ryrie, 2006), and could be helpful in future practice to facilitate communication and joint problem-solving between YJWs and educational practitioners. It is anticipated that this could promote a collaborative approach, helping professionals develop a shared understanding of CYP's needs, and generating ideas for next steps. More effective collaboration and engagement between education and YJWs is necessary to support CYP's inclusion and engagement, which has an impact on desistance, reflecting their impact on proximal processes.

5.3.1.2. *Promoting CYP's Views*

ECPs also have an ethical commitment to protect the interests, and promote the views of service user's needs and wishes (HCPC, 2015). ECPs commitment to

gathering feedback from CYP is critical in their work in YJSs, as well as including CYP's views in future research, to ensure their feedback is not neglected. As the findings from this study and previous research have noted, inappropriate and ineffective methods have been employed to support CYP, such as inadequate differentiation that does not always account for their literacy or language needs (Picken et al., 2019; Ryrie, 2006). Therefore, CYP might not have always had opportunities to meaningfully engage with processes, which could have limited their opportunities to share their views and experiences. Therefore, there is a suggested role for ECPs to help ensure CYP's views are captured and promoted, as previous research had also suggested (Howarth-Lees, 2020), through direct and indirect approaches, such as supporting YJWs to implement practices that elicit CYP's views. CYP's feedback can also provide insights into professionals' contributions, such as ECPs', in YJSs and more widely, which are important in identifying gaps in provision (PHE, 2018), and to support organisational development (Cameron and Lart, 2003), further highlighting the importance of CYP's meaningful involvement in processes.

5.3.1.3. *Evaluation*

Evaluation is an important consideration within ECPs' practice, although ECPs in this study did not prioritise evaluating their value-added contributions. These are important future considerations, due to ECPs ethical commitment to working efficaciously (Birch et al., 2015), and to strive to improve their professional practice and raise the profile of ECPs, and EPSs. This is essential to monitor a CYP's responsiveness to the support provided, whether this is through direct or indirect support from an ECP, and therefore relates to proximal processes. Within

youth justice work, ECPs might implement, or support YJWs' implementation and utilisation of effective evaluative tools, which can help identify whether an outcome is being, or has been, achieved. Given the multifactorial nature of CYP's outcomes, and indirect role ECPs might have, ECPs' evaluation might not reflect CYP's outcomes directly, so should indicate their involvement in helping their commissioner (the YJS), meet the needs of CYP. Additionally, the underutilisation of evaluation in ECPs' work in this study also illustrated the need to embed evaluation into ECP practice, suggesting there is an important role for a graduated response in ECPs' work with YJSs. This would help ensure an evaluative approach is incorporated into their work to monitor, and reflexively adapt support, over time (which also links to the chronosystem, or Time element, of the PPCT model). This might also help address the insufficient use of evaluation across wider ECP practice (Leadbetter, 2000), by embedding it into practice through a process such as a graduated response.

5.3.1.4. *Supporting Families and Communities*

Bronfenbrenner's (2005) bioecological model emphasises the critical importance of familial interactions in CYP's development. Within youth justice research, CYP's families are reportedly significant in supporting CYP's desistance, and in preventing offending, and the emotional and physical support they offer to CYP are an essential element in this (Ackland, 2018). ECPs recognised the importance of supporting families and communities in this study, which presents opportunities for community psychology practice (Mackay, 2006). As suggested in the findings, Video Interactive Guidance offers a potentially useful and important tool to use in families with parents/carers, which focuses on proximal processes

through the development of positive relationships and interactions between individuals (NICE, 2008), and can be facilitated by ECPs.

The importance of families and communities in CYP's resettlement provides a further opportunity for ECPs to extend their resettlement support beyond education and YJS professionals (MoJ, 2017), to integrate support for CYP's families in rehabilitative interventions, both in custody and into the community, to create positive transitions (Ackland, 2018). This is also an important consideration as parent's/carer's negative attitudes toward education can affect CYP's engagement in education (Parnes, 2017); therefore, involving families might help strengthen CYP's engagement in learning and school (Stephenson, 2006), again emphasising their role in proximal processes.

ECPs might consider appraising the evidence-base, consulting local services in their LAs, and using the UoB special interest group to discuss innovative approaches to engage more effectively with families and communities, to develop this core element into their practice. There is also an important consideration for ECPs to reflect on their understanding of CYP's cultural backgrounds when undertaking work with CYP, families and in communities (BPS, 2018a), to understand CYP's stories better, which was identified as a significant element within ECP practice in the findings, and ensure ECPs account for their own potential biases and prejudices.

5.3.1.5. *Individual Characteristics*

As previously discussed, CYP's individual characteristics have a role in proximal processes. CYP within YJSs are typically expected to engage in a range of mandatory interventions; therefore, with knowledge of change processes, ECPs

might consider sharing psychological models, such as Prochaska and DiClemente's stages of change (1983), with YJWs to encourage reflections and considerations about CYP's likelihood and ability to change. This might consider how practitioners can support CYP's readiness to change, in order to support CYP's engagement, which will impact on their associated outcomes.

ECPs reported a number of individual characteristics that they recognised as important in their work with YJSs, and impacted on their relationships with YJWs and CYP. These are important considerations for practice, given the importance of relationships and interactions in proximal processes. ECPs stressed the importance of prioritising building positive relationships in their youth justice work, being aware of, and addressing power dynamics, to support engagement. Specifically, ECPs adopted ways of working to address power dynamics and reduce potentially oppressive practice. Therefore, those working in these contexts should consider more informal approaches to engage CYP and appear less authoritative, using humour, and demonstrating patience, honesty, integrity, empathy, and supportive, solution-focused approaches that are not concerned with CYP's offences (which can be novel to many CYP where they have typically interacted with authority figures). These are consistent with the literature (Glasser, 2000; Hall, 2013; Ryrie, 2006). ECPs also reported the need for genuine positive regard when working with YJWs, recognising the difficult job they do, and having informal relationships with them, using humour and sharing personal experiences, which they noted was important to balance power.

5.3.2.   Context

The following sections contain information about how ECPs can contribute to youth justice work at various different levels of CYP's eco-systems.

5.3.2.1. *Ethical Considerations*

YJSs and EPSs have their own unique organisational cultures, and guiding frameworks for practice, reflecting characteristics of the exo- and macrosystem layers of the Context element. To support ECPs' practice, guidance is needed to draw ECPs attention to the professional cultural differences between the two services; whilst YJSs have a legal obligation to CYP, ECPs' involvement depends on CYP's informed consent and voluntary participation. These potential ethical challenges require closer attention, and could also be supported by other psychologists' experiences and guidance from other divisions, such as forensic and clinical psychology, who have documented similar challenges in their youth justice work (Warnock, 2005). This also suggests the need for collaborative service level agreements between YJSs and ECPs, which was reflected in the findings of this study, where ECPs discussed the need to ensure ECPs' roles are understood by youth justice professionals, including key professional boundaries.

Due to the nature of the work in YJSs, it is important that ECPs' practising in this area consider risk assessments in their work. Whilst case managers hold overall case responsibility, ECPs also have a duty of care to reduce the risk of harm to CYP, and safeguarding others at risk of harm, too (HCPC, 2015). This was not discussed in this study, but is an important area for further exploration to understand how risk is managed in YJSs in relation to ECPs' work. This provides potential opportunities for multi-agency learning from YJWs and applied psychologists, such

as forensic psychologists, who have expertise in managing risks (HCPC, 2015) in the youth justice context.

5.3.2.2. *Challenging Narratives*

The effects of stigma in creating cumulative disadvantage for CYP known to YJSs, are noted in research (see Cicchetti and Rogosch, 2002). This reflects values and ideologies within the macrosystem; however, they would also fit well within the Process element, due to the effect they can have on CYP's interactions, access to prosocial activities (i.e. education) and overall experiences. The ECPs participating in this research emphasised their integral role in challenging narratives around this cohort of CYP. ECPs' knowledge and awareness of these CYP's vulnerabilities, is a fundamental and essential feature of their role in YJSs; ECPs have an opportunity to share this knowledge with others, to challenge negative narratives, and in turn, help reduce stigma. Within education, this is important to help increase professionals' understanding of CYP's potential needs, support alternative ways of thinking, inform their approaches, and consequently, support inclusionary practice. This might also indicate the need for training in trauma-informed approaches and attachment awareness, as examples, which could be provided by ECPs. This would offer a comprehensive and theoretical basis to help develop others' understanding of this cohort's needs, as well as offering practical advice to develop practice and support an alternative trajectory.

5.3.2.3. *Guidance for Professional Development and Training*

There is an emergent need for explicit professional guidelines for ECPs with a growing interest in the area, reflecting considerations for ECPs within the

exosystem. ECPs participating in this study reported a lack of understanding about the specific nature of the ECP role in YJSs prior to engaging in this themselves, and felt this reflected a lack of experience and training in this area during their doctoral training or placements. Therefore, there is a need for continuing professional development for ECPs about their potential contributions to YJSs, and the transferable nature of many of their skills to this context, to support their feelings of potential competence and confidence in a novel area. Further, additional training is recommended to equip TECPs with the knowledge, skills and understanding of the ECP role in youth justice work to better prepare them to work with YJSs, including reflections on the organisational and cultural differences, and potential additional ethical considerations in youth justice work. This includes the benefit of clear guidance for ECP practice to achieve more consistency within, and across services (Kelly and Gray, 2000). This would help illuminate ECPs' professional roles and possible functions within YJSs, to help manage expectations, and provide a basis for negotiating ECP services where ECPs are commissioned in YJSs, in line with ethical trading standards (BPS, 2018b).

ECPs' statutory responsibility to CYP in the YSE, according to Section 10 of the CoP (DfE/DoH, 2015), has important implications for all ECPs who have a statutory role, and reflects the need for EPSs to establish partnerships with their local YJSs. As ECPs in this study identified, the complexity of need and vulnerability of CYP known to YJSs suggests that many CYP would benefit from EHCPs to support them in education, particularly those with the most complex needs in YSEs. This is an underdeveloped and under-researched area of ECP practice, and requires further, close attention. The production of guidance for ECPs therefore seems imperative, urging ECPs to consider their statutory responsibilities with

YJSs, who work with some of the most vulnerable CYP in society. This might also reflect a lack of awareness about statutory processes in YJSs, particularly where CYP are not attending a provision. Therefore, this could be a necessary area to develop in LAs, which could include collaboration between SEN/D departments and YJSs, reflecting ECPs' contributions through the exo- and mesosystem. There is also an emergent need to explore and consider the potential (paradoxical) exclusionary effect of EHCPs for CYP known to YJSs. Given ECPs' commitment to challenging exclusionary practice (BPS, 2017), there is a need for ECPs to consider how their statutory psychological advice can support and promote inclusion, particularly for CYP in the YSE who have committed violent offences, which was reflected in this study's findings.

5.3.2.4. *Supervision*

The YJB (2020) have provided guidance for clinical psychologists supervising YJWs, outlining the limits of their role in YJSs, which also provides important considerations for ECPs who offer supportive supervision in YJSs for YJWs. This suggests that the creation of guidance for ECPs is essential to support their understanding, and inform their professional and ethical practice in this area due to level of risk associated with YJWs' work. ECPs participating in this study emphasised the difficult, and often highly stressful, job that YJWs do through their work with CYP known to YJSs. Therefore, there is an important need to ensure they have the support structures in place that support their wellbeing and ability to do their job, and this could be offered through supervision, facilitated by ECPs. Participants in this study reported the positive engagement from YJWs through various supportive processes they utilised, and previous research has also reported

YJWs' positive experiences of supervision (Jane, 2010; Ryrie, 2006), suggesting this is an important area for further exploration in ECPs' practice with YJSs. Setting up peer supervision through the UoB working group could also help facilitate supportive and educative supervision (Hawkins and Shohet, 2000) for ECPs involved in youth justice work who might not receive adequate supervision in their own LAs. This would offer support to ECPs who are less familiar, or perhaps less confident, in their role with YJSs, as a potentially novel area for many ECPs. There are also important macrosystem considerations, given the cultural differences highlighted between EPSs and YJSs, in order to support the retention of ECPs' distinct professional identity and contributions, as well as boundaries in their work.

5.3.2.5. *EPS-YJS Partnership Formation*

ECPs recognised the inconsistent partnerships with YJSs across LAs, and therefore highlighted key facilitating factors to support the formation of partnerships. Forming new partnerships often requires sharing case studies or presentations to demonstrate ECPs' skills and potential contributions (Winward, 2015). Although two ECPs in this research initially provided voluntary services to YJSs to help form initial partnerships, where this is not practicable, ECPs described other key factors that supported the formation of their partnerships with YJSs. These included increasing their visibility within YJSs, through their attendance at youth justice meetings and training events, and visiting YJS offices. ECPs felt this proximity promoted informal conversations and familiarity with ECPs, which also helped reduce any potential power imbalances between professional groups. Visibility was also highlighted as a significant factor in maintaining relationships with YJSs, and ultimately supported ECPs integration into YJS teams after partnerships had been formed.

Given the core responsibility of YJSs in promoting CYP's access and engagement in education (YJB, 2011), ECPs might also promote their position in education to encourage EPS-YJS links. Facilitating links with education is important in YJSs, as effective liaison and collaboration with education is essential to increase CYP's access to education (Harrington and Bailey, 2005). Therefore, the recognition that ECPs could support the formation of links, could motivate YJSs who are keen to strengthen this area of youth justice practice, which is reportedly missing from their current approach (Taylor, 2016a; YJB, 2006). Additional opportunities to form partnerships with YJSs might also include making youth justice work part of EPSs local offer. ECPs in this study felt strongly about the provision of equitable support to the cohort of CYP known to YJSs, particularly given the value of ECP expertise that can complement and support the essential multi-agency approaches necessary in youth justice work. This was also recognised by Ryrie (2006), and is a consideration for potential future EPS-YJS partnerships. Where this is not practical, there is a continued need for ECPs to consider their statutory responsibilities to CYP in custody, in relation to Section 10 of the SEN/D CoP (DfE/DoH, 2015).

5.3.2.6.   *Trading and Commissioning*

Linked to the formation of EPS-YJS partnerships, with a shift towards traded models of service delivery within many EPSs, there is a need to consider how youth justice work could fit within the context of traded services, with considerations at the level of the exosystem. This is particularly important given the current demand for ECPs, that greatly outweighs the number of ECPs available (DfE, 2019), which could lead to a concern about the capacity EPSs have to deliver services to commissioners, such as YJSs. Concerns amongst ECPs about whether their

services would be continually recommissioned were reflected in the findings, and indicated the reality of potential funding cuts that could end partnerships. The range of socio-political factors implicated in commissioning services, also reflects the differing opportunities available to ECPs across LAs, where different local pressures and trading arrangements could affect ECPs' involvement with organisations such as YJSs. Where ECPs have reduced capacities, there is the potential for commissioning ECP work focused on capacity-building, through functions such as consultation, training and organisational development strategies, supporting practice developments, for example. These recommendations are consistent with previous research findings, in which ECPs' work within YJSs was predominantly within various ecosystems, and is consistent with this study's findings too, where ECPs were primarily working in ways that could empower professionals, and enhance their skills and knowledge.

As previously described, the valuable contributions ECPs can provide was recognised by participants in this research, and there was some agreement that services capturing some of the most vulnerable CYP in society should not be commissioned. This reiterates the question posed by Wyton (2013) of 'who should or could pay' (p.129). This is a question that requires consideration, and the creation of professional guidance that might offer clarity and direction to EPSs where the formation of partnerships is unclear, yet there is a responsibility to provide support to a highly vulnerable group – but whose? This question is no clearer from the findings within this study, where differing models of service delivery and commissioning were utilised. However, where EPSs are increasingly reliant on commissioning for ECP services, as Woods (2014a) discussed, offering ECP

support to YJSs as part of the core EPS offer might not be practicable in the current socio-political context.

Commissioning services also requires evaluative measures to demonstrate impact and value, which was reflected in the data. Whilst ECPs reported that they did not typically utilise evaluative tools in their daily practice, ECPs in commissioned YJSs had explicit methods of measuring outcomes in their work to demonstrate their effectiveness. This supported them to secure commissioning, and ensure recommissioning, through tight, focused evaluation measures, which could reflect the impact and value of ECPs' contributions over time, which are important considerations for future practice.

5.3.2.7. *Research*

The findings from this study recognise the complex, interacting nature of multiple systems that influence CYP's development; however, this research did not seek to explore how ECPs' contributions are qualitatively distinct to other professionals in this context. Further work is recommended by ECPs' working with YJSs, and in research, to extend the understanding of the range of agencies working in this context, to better understand the contributions they offer, and how these operate together for the most effective outcomes (PHE, 2019). This requires a plan, do, review approach, to monitor and update approaches and goals (ibid.) and is important work to ensure the best outcomes for CYP. Future research might also explore the comparisons between ECP, clinical and forensic work in YJSs, for example, to build on Warnock's (2005) research, and provide a current picture of applied psychology in this context. This could include how (or whether) different psychology disciplines offer distinct contributions to YJSs, and could also provide a

basis for shared learning from one another, to provide novel contributions to knowledge.

5.3.2.8. <u>Dissemination of Findings</u>

Disseminating research can affect others' practice and thinking. It is important that I share the findings, and importantly the implications, from this research in different ways, at different levels. It is anticipated this will help develop an awareness and understanding about how ECPs can support and contribute to youth justice work, and will provide a foundation to explore ECP input with YJSs further. Initially, as discussed with participants during the study, I will provide written feedback to each participant through a short summary of the findings, outlining key and unique contributions that have been deduced from the research. There are also a number of other levels at which I can share and promote this research, such as the LA I work in, professional groups and doctoral programmes I have current links with, and with wider LAs and networks beyond these. Within my practice I propose to share my findings with the EPS I work in, and the LA YJS, to promote the broad range of potential work ECPs can do. Joint collaborative project work between the EPS and YJS has helped establish a partnership between the services, which provides a positive point from which to consider and explore additional areas for ECP involvement within the ECP team and with youth justice professionals. For example, one of the EPSs' priorities relates to utilising and sharing supervision models within ECPs' work, which is an important consideration where the demand for ECPs cannot necessarily be met in many LAs. This provides an interesting potential offer to provide support such as problem-solving, and psychologically informed discussions, that have been discussed as being well-received elements of

ECP practice by participants in this research, as well as in previous findings (e.g. Jane, 2010; Ryrie, 2006).

Beyond the LA in which I work, there are opportunities to disseminate my research through the youth justice special interest group meetings at the UoB, although the timeframe for this is unspecified. The group are currently collaborating to contribute to the literature in this domain, with hopes to influence ECP practice at a national level, making this a significant and central platform to share current practice and discuss research developments. There are also opportunities to share this research at psychology events, such as the Division of Educational and Child Psychology conference. These provide opportunities to share the findings with ECPs who are interested in, and perhaps less familiar, with ECP practice with YJSs. It is anticipated that sharing this research will: illustrate and promote the scope and remit for ECPs' work with YJSs, and provide important considerations for practice, such as cultural, ethical, and other professional factors, that can affect multi-disciplinary partnerships. It also provides important considerations and potential challenges in the development, formation and maintenance of EPS-YJS partnerships, such as commissioning, which will be advantageous, especially for ECPs who have a developing interest in this area.

Further, I will contact directors and tutors of educational psychology doctoral programmes, where there might be opportunities to share or present these findings to TECPs. This is important as my findings indicated the need to promote TECPs' awareness and thinking about work with YJSs that they might be less familiar with, and the scope for their work within this context, where their skills are transferable. Additionally, I am committed to writing up this study for publication in a peer reviewed journal, so that ECPs and other professionals interested in this area can

reflect on the ways in which ECPs have worked and formed partnerships with YJSs, to inform and promote ECPs developing practice and professional development in this area.

5.3.3. <u>Time</u>

The following implications for ECP practice consider the importance of time in their involvement with YJSs.

5.3.3.1. *<u>COVID-19 Impact</u>*

The COVID-19 pandemic has reportedly intensified particular challenges such as CYP's access to education, (increased) exposure to domestic violence (Organisation for Economic Co-operation and Development, 2021), which are known risk factors for CYP involved with YJSs (Taylor, 2016a). It has also exacerbated certain challenges and inadequacies of services supporting CYP with SEN/D (Ofsted, 2021), which suggests we may be further failing those known to YJSs who were already underrepresented in services. Therefore, it is more essential than ever that services, including ECPs, think creatively and find ways to work effectively with multiple agencies to engage this vulnerable cohort of CYP.

5.3.3.2. *<u>Prevention and Early Intervention</u>*

ECPs in this study highlighted the significance of their role in supporting the early identification of CYP's needs, and early intervention to support CYP at-risk of offending. ECPs discussed their support through direct and indirect approaches at a number of levels, working with CYP, their families, in communities and schools, and with other professionals. Some studies have previously brought attention to the

potential preventative role ECPs might have to reduce CYP's risks of offending, including universal approaches in schools (Swift, 2013). ECPs in this study identified the need for preventative support that also transcends the school system, advocating for a greater amount of family-based work in the future. Specifically, ECPs recommended helping families to support CYP's speech and language development, emotional wellbeing, and to promote CYP's educational engagement and attainment, as these are all identified as important protective factors from offending (PHE, 2019). Although ECPs reported challenges engaging in preventative work in their youth justice work, this is potentially work that ECPs could promote and support in their typical practice within schools and communities, and indicates a possible direction for future practice. This could also suggest a role for ECPs in raising awareness and providing training, to develop people's understanding about the contributing factors associated with increased risks of offending, in schools, families and wider community settings.

5.3.3.3. *Resettlement Transitions*

Related to ECPs' statutory responsibilities, ECPs in this study also reported their involvement in CYP's resettlement from the YSE, back into the community. This represents a significant transition that requires adequate preparation, for the CYP, their family, and their education provider or employer. ECPs in the study discussed their involvement in ensuring CYP's needs were appropriately reflected in their EHCPs, and through resettlement planning meetings. They worked with the CYP, SEN/D professionals, family, and YJWs to identify the most appropriate provision to support resettlement, and identify necessary steps to support the CYP's preparation to re-enter the community, and experience this transition

positively. This offers further considerations for ECPs in their statutory roles with YJSs.

5.3.3.4. *Considerations for CYP 18-25 years*

The challenges in the adult criminal justice system in understanding and identifying individual needs are consistent with youth justice (Furlong, 2018), and given ECPs' statutory responsibilities for CYP include ages of 0-25, there is a potential role for them to work with young adults aged 18 to 25 (Collins, 2019), which was also recommended by Ackland (2018). This poses further issues for consideration and suggests further exploration is needed to understand ECPs' potential role in adult services, and whether this would mirror their work in YJSs.

5.4.   **Methodological Reflections and Research Limitations**

Reflections regarding the choice and use of research design and methodology in this current study are subsequently presented, which considers both the strengths and limitations of the research. Considerations of the research design include: participant recruitment, case study design and methodology, including the interview process and data analysis.

5.4.1.   Recruitment

Although participants were selected from five different LAs, giving a variety of experiences, their contributions are not representative of all ECPs across England. Due to the specificity and voluntary nature of the sample, which used a purposive sample of ECPs working with YJSs, might reflect a level of bias, as participants were not seeking remuneration. However, previous research describing

ECPs' breadth of practice has related to individual ECPs or been restricted to a single LA; therefore, this research does provide important, current information about ECP practice across five LAs.

5.4.2.   Participant Sample

Although a limited sample of six ECPs were included in this research, this was not a particular limitation of this research, and was consistent with the epistemological aims of this research, allowing an in-depth exploration of ECPs' experiences to provide rich detailed data, as generalising accounts was not a specific aim or desired outcome of the research (Thomas, 2021). Overall, focusing on ECPs to gather their perceived distinct contributions to YJSs was important to widen the knowledge base in this area, as no other studies were available at the time this research was undertaken that had explored a range of ECPs' views of their youth justice work.

5.4.3.   Data Collection

Utilising videoconferencing to undertake two of the interviews that were not feasible in-person, required additional considerations to ensure the nuances captured in non-verbal cues were not lost (Stephens, 2007; Sedgwick and Spiers, 2009). Whilst there was one technical difficulty during an interview, this caused minimal disruption to the flow of the interview. Other than this, the interviews were engaging, animated, insightful and enjoyable – both for me, and reportedly for the participants according to their feedback. As videoconferencing allowed me to widen the scope of my research, this suggests it is a relative strength of the research, rather than a limitation.

5.4.4.   Multiple Case Study

Using a multiple case study design captured six ECPs' perspectives of their involvement with YJSs, providing rich, in-depth descriptions. However, the scope was limited to six ECPs across five YJSs, due to the volume of information gathered from each ECP and time it takes to analyse it. Further, the five different LAs only represent 8% of the 154 YJSs (or YOTs) in England and Wales, and are therefore not indicative of ECPs' activities or contributions across all YJSs. Additionally, one ECP's experience of working in their YJS may not represent another's experience in the same service.

Due to the epistemological position of the research, it is not possible to make direct, specific recommendations or guidance; however, inferences can be made, and social constructionist perspectives have contributed to enriching practice in health, community and educational fields, drawing attention to good practice and areas requiring development, and innovating practices (Gergen, 2012).

5.4.5.   Breadth of Study

I chose to gain a broad picture of ECP practice in relation to youth justice work, which represents a large focus given the five key functions in ECP practice outlined by Currie (2002), the different levels of practice, and multiple dimensions of ECPs' contributions described by Cameron (2006). Therefore, this might have limited the depth of exploration and description relating to individual areas of practice, in place of the breadth and scope represented by this research. For example, some participants provided suggestions and ideas that lacked specificity; therefore, if I had more scope, I would have explored areas or suggestions further. Specifically, ECPs discussions relating to family and community work presented an

interesting area I would have liked to explore further, given it is an underdeveloped area of research in typical ECP practice, as discussed in McGuiggan's (2021) recent paper. Therefore, future directions might involve exploring these two areas (family and youth justice work) together, to develop practice in this domain.

5.4.6.   Data Analysis

Utilising qualitative analysis, namely TA, provided me with rich accounts from participants, and an in-depth exploration of the topic area. However, due to subjectivity involved in qualitative analysis, these reflect my interpretations as the researcher. Therefore, it is possible the data might be interpreted in other ways by different people, resulting in different conclusions. Steps were taken to minimise my influence, to ensure the trustworthiness and quality of the research, as discussed previously in Chapter 3, Section 3.9. Specifically, I provided a transparent analysis, following explicit guidelines formulated by Braun and Clarke (2006), to ensure rigour and credibility. Additionally, I presented my findings and discussion together, aligning the data with the RQ and relevant literature, and included frequent, brief quotes to increase the dependability of the research (Castleberry and Nolen, 2018).

 5.5.   Reflections

As a reflexive practitioner, and a TECP still shaping my identity within educational psychology practice, I have reflected on what I have learnt through conducting this study, and how it has contributed to the development of my thinking and practice.

My understanding of the role applied ECPs can play in YJSs has developed since undertaking this research. Engaging with the available literature discussed in

Chapter 2, confirmed the ways in which I understood ECPs might work with YJSs through my own experiences working with CYP in this cohort, and through interactions with other ECPs working in this area. Having the opportunity to commit my focus and attention to engaging with participants' views and experiences in working with YJSs, also gave me a deeper understanding of the functions and goals of ECPs working with CYP known to YJSs. Specifically, this helped me make more explicit connections between the values ECPs hold, the challenges CYP in this cohort experience, and how ECPs can utilise their knowledge and skills to help, and identify gaps and challenges in this area that require further consideration and development.

This research was completed over an extended timeframe. Whilst I found this challenging in many ways, such as leaving significant gaps of time between completing the interviews and writing-up my findings, for example, these turned into relative strengths of the research, as I engaged with my data time and time again, using my reflective journal to write down new insights as I gained a deeper understanding and appreciation for the data.

Initially, the scope of the research and RQs were too wide, with too many areas of interest, and required refining during the research process. This emphasised the importance of recognising the boundaries and remit of my research, which is a highly applicable skill for real-world practice where my role as a practitioner psychologist involves time-limited involvement, and requires clear boundaries to manage the scope of my work. Utilising a GANTT chart to plan my work was also useful, and a generalisable skills for practice, as an important tool to help me plan, review, and work to timeframes in my future practice.

Due to my desire and commitment to ensuring ECPs' views and experiences were accurately represented through the analysis, I spent a significant period of time analysing, re-analysing and refining themes. However, this reduced the amount of time I had planned for other aspects of the research; therefore, I reflected on Braun and Clarke's (2006) assertion that generating themes can be endless, going on 'ad infinitum', and reflected on the rigorous analytic process I had already undertaken, the feedback and input I had received in relation to themes, which instilled confidence that my analysis was comprehensive and representative. This commitment to ensure participant's views are promoted is essential in my professional practice, to ensure I represent and consider a range of perspectives and experiences of the world, to inform my own interpretation and formulation of a given situation or 'problem' (Kincheloe, 2006).

Further, as a practitioner psychologist, I have always been aware of the impact of 'labels', and how I use language to describe individuals and concepts as a result. Following my initial research proposal, I recognised that I felt uncomfortable using the frequently used terms 'YOT' or 'offender'; instead, I elected to use 'YJS' and 'CYP known to YJSs', for example, rather than using labels such as 'offender'. This is important in my practice as a TECP and future ECP, as I am aware of the power language can have, and I endeavour to utilise language and narratives that promote inclusivity. This is particularly important given ECPs' roles in challenging negative, potentially harmful, narratives, and to continue my commitment to practice in an anti-oppressive manner.

Finally, undertaking interviews with ECPs using Zoom has also prepared me for the increasing use of videoconferencing in professional practice, providing me with considerations regarding the potential loss of nuanced non-verbal signals, for

example, as well as strengths such as being able to establish and continue contact with individuals and CYP, and finding innovative ways to continue to develop my practice using technological advancements that will be increasingly applicable, and potentially engaging, for a wide range of CYP.

6. REFERENCES

Ackland, H. (2018) **An exploration of young offenders' life trajectories through narrative.** Doctoral thesis, University of Birmingham. Available from: https://etheses.bham.ac.uk//id/eprint/8696/1/Ackland18AppEdChildPsyD vol 1.pdf [Accessed 22 January 2021].

Adler, J. R., Edwards, S., Scally, M. et al. (2016) **What works in managing young people who offend? A summary of the international evidence.** London: Ministry of Justice. Available from: https://www.njjn.org/uploads/digital-library/MoJ what-works-in-managing-young-people-who-offend feb-2016.pdf [Accessed 9 May 2021].

Allen, A. and Hardy, J. (2017) "The future of educational psychology". In C. Arnold and J. Hardy (eds.), **British educational psychology: The first hundred years.** Revised edn. Leicester: The British Psychological Society. pp. 212-224.

Almond, T. (2012) Asset: An assessment tool that safeguards or stigmatizes young offenders? **Probation Journal,** 59(2): 138-150.

Archibald, M. M., Ambagtsheer, R. C., Casey, M. G. et al. (2019) Using Zoom videoconferencing for qualitative data collection: Perceptions and experiences of researchers and participants. **International Journal of Qualitative Methods**, 18: 1-8.

Association for Educational Psychologists (AEP), Division of Educational and Child Psychologists (DECP) and National Association of Principal Educational Psychologists (NAPEP) (2009) **The evaluation of educational services in light of outcomes for children.** Durham: AEP.

Atkinson, C., Squires, G., Bragg, J. et al. (2014) Facilitators and barriers to the provision of therapeutic interventions by school psychologists. **School Psychology International,** 35(4): 384-397.

Audit Commission (2010) **Against the odds: Re-engaging young people in education, employment or training.** Audit Commission. Available from: https://www.bl.uk/collection-items/against-the-odds-reengaging-young-people-in-education-employment-or-training-summary [Accessed 8 May 2021].

Bateman, T. (2016) **The state of youth custody.** The National Association for Youth Justice. Available from: https://thenayj.org.uk/wp-content/uploads/2016/10/NAYJ-Briefing-State-of-Youth-Custody-2016.pdf [Accessed 30 April 2021].

Bateman, T. (2017) **The state of youth justice.** The National Association for Youth Justice. Available from: https://uobrep.openrepository.com/bitstream/handle/10547/622241/State-of-Youth-Justice-report-for-web-Sep17.pdf?sequence=3 [Accessed 30 April 2021]

Bateman T and Hazel N (2015) **Custody to community: How young people cope with release.** Beyond Youth Justice. Available from: http://www.beyondyouthcustody.net/wp-content/uploads/BYC-Custody-to-community-How-young-people-cope-with-release.pdf [Accessed 21 April 2021].

Baxter, J. and Frederickson, N. (2005) Every child matters: Can educational psychology contribute to radical reform? **Educational Psychology in Practice,** 21(2): 87-102.

Beaver, R. (2011) **Educational psychology casework: A practice guide**. London: Jessica Kingsley Publishers.

Bercow, J. (2008) **The Bercow report: A review of services for children and young people (0-19) with speech, language and communication needs**. Available from: https://www.basw.co.uk/resources/bercow-report [Accessed 27 April 2021].

Berger, P. L. and Luckmann, T. (1991) **The social construction of reality: A treatise in the sociology of knowledge.** London: Penguin Books.

Berridge, D., Brodie, I., Pitts, J. et al. (2001) **The independent effects of permanent exclusion from school on the offending careers of young people.** The Research, Development and Statistics Directorate. Available at: http://troublesofyouth.pbworks.com/f/occ71-exclusion.pdf [Accessed 4 April 2022].

Beyond Youth Custody (2016) **Trauma and young offenders: A review of the research and practice literature.** Beyond Youth Custody. Available at: http://www.beyondyouthcustody.net/wp-content/uploads/Trauma-and-young-offenders-a-review-of-the-research-and-practice-literature.pdf [Accessed 8 May 2021].

Birch, S., Frederickson, N. and Miller, A. (2015) "What do educational psychologists do?" In **Educational psychology**. Routledge. pp. 19-46.

Boyatzis, R. E. (1998) **Transforming qualitative information: Thematic analysis and code development.** Sage Publications.

Boyle, C. and Lauchlan, F. (2009) Applied psychology and the case for individual casework: Some reflections on the role of the educational psychologist. **Educational Psychology in Practice,** 25(1): 71-84.

Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. **Qualitative Research in Psychology,** 3(2): 77-101.

Braun, V. and Clarke, V. (2012) "Thematic analysis". In H. Cooper, P. M. Camic, D. L. Long et al. (eds.) **APA handbook of research methods in psychology, vol 2: research designs: quantitative, qualitative, neuropsychological, and biological.** Washington, DC: American Psychological Association. pp. 57-71.

Braun, V. and Clarke, V. (2013) **Successful qualitative research: A practical guide for beginners.** London: Sage Publications.

Braun, V. and Clarke, V. (2016) (Mis)conceptualising themes, thematic analysis, and other problems with Fugard and Potts' (2015) sample-size tool for

thematic analysis. **International Journal of Social Research Methodology**, 19(6): 739-743.

Braun, V., Clarke, V. and Gray, D. (2017) "Innovations in qualitative methods." In **The Palgrave handbook of critical social psychology**. Palgrave Macmillan, London. pp. 243-266.

British Educational Research Association (BERA) (2018) **Ethical guidelines for educational research.** 4th edn. Available at: https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online [Accessed 9 January 2022].

British Psychological Society (BPS) (2009) **Code of Ethics and Conduct**. Leicester: British Psychological Society.

British Psychological Society (BPS) (2015) **Guidance for educational psychologists (EPs) when preparing reports for children and young people following the implementation of the Children and Families Act 2014.** Leicester: The British Psychological Society Publications

British Psychological Society (BPS) (2017) **Practice Guidelines.** 3rd edn. The British Psychological Society. Available from: https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Practice%20Guidelines%20%28Third%20Edition%29.pdf [Accessed 2 July 2021].

British Psychological Society (BPS) (2018a) **Code of ethics and conduct.** The British Psychological Society.

British Psychological Society (BPS) (2018b) **Ethical trading: Guidelines for practice for educational psychologists.** 2nd ed. The British Psychological Society.

British Psychological Society (BPS) (2019) **Standards for the accreditation of Doctoral programmes in educational psychology in England, Northern Ireland and Wales**. The British Psychological Society.

British Psychological Society (BPS) (2021) **Code of human research ethics.** 3rd edn. Available at: https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Human%20Research%20Ethics.pdf [Accessed 9 January 2022].

Bronfenbrenner, U. (1979) **The ecology of human development: Experiments by nature and design**. Cambridge, MA: Harvard University Press.

Bronfenbrenner, U. (1988) "Interacting systems in human development. Research paradigms: Present and future." In N. Bolger, A. Caspi, G. Downey and M. Moorehouse (eds.), **Persons in contexts: Developmental processes.** Cambridge, UK: Cambridge University Press. pp. 25-49.

Bronfenbrenner, U. (1989) Ecological systems theory. **Annuals of Child Development,** 6: 187-249.

Bronfenbrenner, U. (1994) "Ecological models of human development." In, M. Gauvain and M. Cole (eds.), **Readings on the development of children.** 2nd ed. New York, NY: Freeman. pp. 37-43.

Bronfenbrenner, U. (2005) **Making human beings human: Bioecological perspectives on human development.** Thousand Oaks, CA: Sage Publications.

Bronfenbrenner, U. and Ceci, S. J. (1993) "Heredity, environment, and the question "how?": A first approximation." In R. Plomin and G. E. McClearn (eds.), **Nature, nurture and psychology.** American Psychological Association. pp. 313-324.

Bronfenbrenner, U. and Evans, G. W. (2000) Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. **Social Development,** 9(1): 115-125.

Bronfenbrenner, U. and Morris, P. A. (1998) "The ecology of development processes". In W. Damon and R. M. Lerner (eds.), **Handbook of child**

psychology: Vol. 1. Theoretical models of human development. 5th ed. New York, NY: Wiley. pp. 993-1027.

Bronfenbrenner, U. and Morris, P. A. (2006) "The bioecological model of human development". In W. Damon and R. M. Lerner (eds.), **Handbook od child psychology: Vol. 1. Theoretical models of human development.** 6th ed. New York, NY: Wiley. pp. 793-828.

Bryan, K., Freer, J. and Furlong, C. (2007) Language and communication difficulties in juvenile offenders. **International Journal of Language and Communication Disorders,** 42(5): 505-520.

Bryman, A. and Cassell, C. (2006) The researcher interview: a reflexive perspective. **Qualitative Research in Organizations and Management: An International Journal,** 1(1): 41-55.

Buck, D. (2015) Reconstructing educational psychology reports: An historic opportunity to change educational psychologists' advice. **Educational Psychology in Practice,** 31(3): 221-234.

Burman, E. (1994) "Interviewing". In P. Bannister, E. Burman, I. Parker et al. (eds.) **Qualitative methods in psychology: a research guide.** Milton Keynes: Open University Press. pp. 49-71.

Buser, M. (2013) Tracing the democratic narrative: Big society, localism and civic engagement. **Local Government Studies**, 39: 3-21.

Bynner, J. (2004) Literacy, numeracy and employability: Evidence from the British birth cohort studies. **Literacy and Numeracy Studies,** 13(1): 31-48.

Cameron, R. J. (2006) Educational psychology: The distinctive contribution. **Educational Psychology in Practice**, 22(4): 289-304.

Cameron, A. and Lart, R. (2003) Factors promoting obstacles hindering joint working: a systematic review of the research evidence. **International Journal of Integrated Care,** 11(2): 9-17.

Castleberry, A. and Nolen, A. (2018) Thematic analysis of qualitative research data: Is it as easy as it sounds? **Currents in Pharmacy Teaching and Learning**, 10: 807-815.

Checkland, P. and Scholes, J. (1993) **Soft systems methodology in action.** London: Wiley.

Chitsabesan, P. and Bailey, S. (2006) Mental health, educational and social needs of young offenders in custody and in the community. **Current Opinion in Psychiatry,** 19(4): 355- 360.

Chitsabesan, P., Kroll, L., Bailey, S. et al. (2006) Mental health needs of young offenders in custody and in the community. **The British Journal of Psychiatry**, 188(6): 534-540.

Cicchetti, D. and Rogosch, F.A., (2002) A developmental psychopathology perspective on adolescence. **Journal of Consulting and Clinical Psychology**, 70(1): 6.

Clarke, V. and Braun, V. (2013) **Successful qualitative research: A practical guide for beginners**. London: Sage Publications.

Clarke, V. and Braun, V. (2014) What can "thematic analysis" offer health and wellbeing researchers? **International Journal of Qualitative Studies on Health and Well-being**, 9: 1-2.

Cohen, L., Manion, L. and Morrison, K. (2011) **Research methods in education**. 7th edn. London: Routledge.

Collins, J. (2019) **How can practitioners support the special educational needs and disabilities of young people and young adults on community-based sentences?** Doctoral thesis, UCL Institute of Education.

Creswell, J. W. (2013) **Qualitative inquiry and research design: Choosing among five approaches.** 3rd edn. Thousand Oaks, CA: Sage Publications.

Creswell, J. W and Miller, D. L. (2000) Determining validity in qualitative inquiry. **Theory into Practice**, 39(3): 124-130.

Cresswell, J. W. and Plano Clark, V. L. (2011) **Designing and conducting mixed-method research.** 2nd edn. Thousand Oaks, CA: Sage Publications.

Crime and Disorder Act (1998) **Chapter 37.** UK. Available from: https://www.legislation.gov.uk/ukpga/1998/37/pdfs/ukpga 19980037 en.pdf [Accessed 28 April 2021].

Currie (2002) **Review of provision of educational psychology services in Scotland.** Scottish Executive. Available from: http://www.aspep.org.uk/wp-content/uploads/2014/05/Currie-Report-2002.pdf [Accessed 17 May 2021].

Davidson, C. (2014) **Restorative justice and the prevention of youth reoffending.** Doctoral thesis, University of Newcastle.

Dawson, J. and Singh-Dhesi, D. (2010) Educational psychology working to improve psychological well-being: an example. **Emotional and Behavioural Difficulties,** 15(4): 295-310.

Denscombe, M. (2014) **The good research guide: For small-scale social research projects**. 5th edn. Maidenhead: Open University Press.

Denzin, N. and Lincoln, Y. (2005) **Handbook of qualitative research**. 3rd edn. Thousand Oaks, CA: Sage Publications.

Denzin, N. K. and Lincoln, Y. S. (2008) **The landscape of qualitative research**. 3rd edn. Thousand Oaks, CA: Sage Publications.

Department for Education (DfE) (2010) **Children with special educational needs 2010: An analysis.** London, England: Department for Education.

Department for Education (DfE) (2011) **Developing sustainable arrangements for the initial training of educational psychologists**. London, England: Department for Education.

Department for Education (DfE) (2017) **Children accommodated in secure children's homes at 31 March 2017: England and Wales**. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/upload s/attachment data/file/616481/SFR23-2017 Text.pdf [Accessed 21 April 2021].

Department for Education (DfE) (2019) **Research on the educational psychologist workforce. Research report.** The Institute for Employment Research, University of Warwick. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/upload s/attachment data/file/912884/Research on the Educational Psychologist Workforce March 2019.pdf [Accessed 12 April 2022].

Department for Education and Department of Health (DfE/DoH) (2015) **Special educational needs and disability code of practice: 0 to 25 years.** Available from: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 [Accessed 21 April 2021].

Department for Education and Employment (DfEE) (1997) **Excellence for all children: Meeting special educational needs.** Green Paper. London: Department for Education and Employment.

Department for Education and Employment (DfEE) (2000) **Educational psychology services (England): Current role, good practice and future directions.** Report of the working group. London: DfEE Publications.

Department for Education and Skills (DfES) (2001a) **Special educational needs: Code of practice.** Nottingham: DfES Publications.

Department for Education and Skills (DfES) (2001b) **Promoting children's mental health within early years and school settings.** Nottingham: DfES Publications.

Department for Education and Skills (DfES) (2003) **Every child matters.** Norwich: DfES. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/upload s/attachment data/file/272064/5860.pdf [Accessed 8 May 2021].

De Shazer, S. (1985) **Keys to solution in brief therapy**. New York, NY: W. W. Norton.

Division of Educational and Child Psychology (DECP) (1998) **The professional practice of educational psychologists.** Leicester: British Psychological Society.

Division of Educational and Child Psychology (DECP) (2002) **Professional Practice Guidelines.** Division of Educational and Child Psychology. Leicester: British Psychological Society.

Division of Educational and Child Psychology (DECP) (2010) **Professional supervision: Guidelines for practice for educational psychologists.** Leicester: British Psychological Society.

Dunsmuir, S., Brown, E., Iyadurai, S. et al. (2009) Evidence-based practice and evaluation: From insight to impact. **Educational Psychology in Practice,** 25: 53-70.

Elliot, J. (2005) **Using narrative in social research: Qualitative and quantitative approaches.** Washington, DC: Sage Publications.

Evangelou, M., Taggart, B., Melhuish, E. et al. (2008) **What Makes a successful transition from primary to secondary school? Findings from the effective pre-school, primary and secondary education 3-14 (EPPSE) project.** Department for Children, Schools and Families Research Brief. Available from: https://ro.uow.edu.au/cgi/viewcontent.cgi?article=3431&context=sspapers [Accessed 28 April 2021].

Fallon, K., Woods, K. and Rooney, S. (2010) A discussion of the developing role of educational psychologists within children's services. **Educational Psychology in Practice,** 26(1): 1-23.

Farrell, P., Woods, K., Lewis, S. et al. (2006) **Function and contribution of educational psychologists in light of the 'Every Child Matters: Change for Children' agenda**. London: DfES.

Farrington, D. P. (1996) **Understanding and preventing youth crime.** York, UK: Joseph Rowntree.

Fontana, A. and Prokos, A. H. (2007) *The interview: From formal to postmodern.* Left Coast Press.

Forest, M. and Pearpoint, J. (1996) **Solution circles: Getting unstuck, a creative problem solving tool.** Available from: https://inclusion.com/inclusion-resources/training-tools/solution-circle/ [Accessed 21 June 2021].

Frederickson, N. (2002) Evidence-based practice and educational psychology. (Special issue). Educational Psychology and Evidence. **Educational and Child Psychology,** 19: 96-111.

Fugard, A. J. and Potts, H. W. (2015) Supporting thinking on sample sizes for thematic analyses: a quantitative tool. **International Journal of Social Research Methodology,** 18(6): 669-684.

Furlong, F. (2018) **Exploring the perceptions of criminal justice personnel towards young people with learning difficulties and the subsequent potential for educational psychology involvement within the justice system.** Doctoral thesis, University of Cardiff. Available from: https://orca.cardiff.ac.uk/120943/1/Frank%27s%20Thesis%20-%20Post%20Viva%20%281%29.pdf [Accessed 22 January 2021].

Games, L. F. C. (2014) **Factors that prevent offending in a cohort of children identified as potential offenders**. Doctoral thesis, University of Manchester.

Games, F., Curran, A. and Porter. S. (2012) A small-scale pilot study into language difficulties in children who offend. **Educational Psychology in Practice**, 28(2), 127-140.

Gelsthorpe, L. and Morris, A. (2002) "Restorative youth justice: The last vestiges of welfare?" In J. Muncie, G. Hughes and E. McLaughlin (eds.), **Youth justice: Critical readings.** London: Sage Publications. pp. 238-254.

Gergen, K.J. and Gergen, M.M. (1984) "The social construction of narrative accounts". In **Historical social psychology**. Lawrence Erlbaum Associates. pp. 173-190.

Gergen, K.J. (2012) **Toward transformation in social knowledge.** New York, NY: Springer.

Gersch, I. S. (2004) Educational psychology is an age of uncertainty. **The Psychologist,** 17: 142-145.

Gillham, B. (1978) **Restructuring educational psychology**. Taylor and Francis.

Gillham, B. (2005) **Research interviewing: The range of techniques**. Poland: Open University Press.

Glasser, W. (2000) School Violence from the Perspective of William Glasser. **Journal of the ASCA, Professional School Counselling**, 4: 77-80.

Golafshani, N. (2003) Understanding reliability and validity in qualitative research. **The Qualitative Report**, 8(4); 597-607.

Gorard, S. (2013) **Research design: Creating robust approaches for the social sciences**. London: Sage Publications.

Graffigna, G. and Bosio, A. C. (2006) The influence of setting on findings produced in qualitative health research: A comparison between face-to-face and online discussion groups about HIV/AIDS. **International Journal of Qualitative Methods,** 5(3).

Greig, A. (2007) A framework for the delivery of cognitive behavioural therapy in the educational psychology context. **Educational and Child Psychology,** 24(1): 19-35.

Guba, E. G. and Lincoln, Y. (1989) **Fourth generation evaluation.** Newbury Park, CA: Sage Publications.

Gudjonsson, G. H. and Haward, L. R. (2016) **Forensic psychology: A guide to practice.** Routledge.

Guest, G., MacQueen, K. M. and Namey, E. E. (2012) **Applied thematic analysis**. Thousand Oaks, CA: Sage Publications. pp. 3-20.

Gunnarsdottir, H., Hensing, G. and Hammarstrom, A. (2021) Poor school connectedness in adolescence and adulthood depressiveness: A longitudinal theory-driven study from the Northern Sweden cohort. **The European Journal of Public Health, 31**(4): 797-802.

Hall, S. (2013) **An exploration of the current working relationship between the educational psychologist and the young offender in England.** Unpublished doctoral thesis, University of East London.

Hampson, K. S. (2018) Desistance approaches in youth justice: The next passing fad or a sea-changes for the positive? **Youth Justice,** 18(1): 18-33.

Harrington, R. and Bailey, S. (2005) **Mental health needs and effectiveness of provision for young offenders in custody and in the community**. London: YJB.

Hawkins, P. and Shohet, R. (2000) **Supervision in the helping professions: An individual, group and organizational approach**. Open University Press.

Health and Care Professions Council (HCPC) (2015) **Standards of proficiency: Practitioner psychologists**. London, England: HCPC.

Health and Care Professions Council (HCPC) (2016) **Standards of conduct, performance and ethics**. London, England: HCPC.

Her Majesty's Government (HMG) (1998) **Crime and Disorder Act.** London: HMSO.

Hill, V. (2017a) "Working across diverse contexts with wider populations: The developing role of the educational psychologist". In Arnold, C. and Hardy, J. (eds.), **British educational psychology: The first hundred years.** Revised edition. Leicester: The British Psychological Society. pp. 190-211.

Hill, V. (2017b) "An evolving discipline: Exploring the origins of educational psychology, educational selection and special education". In C. Arnold and

J. Hardy (eds.), **British educational psychology: The first hundred years.** Revised edition. Leicester: The British Psychological Society. pp. 33-52.

Hjelm, T. (2014) **Social constructionism: Approaches to the study of the human world.** New York, NY: Palgrave Macmillan.

HM Inspectorate of Probation (2016) **Desistance and young people**. Manchester: HM Inspectorate of Probation. Available from: https://www.justiceinspectorates.gov.uk/hmiprobation/wp-content/uploads/sites/5/2016/05/Desistance and young people.pdf [Accessed 3 May 2021].

Hollin, C. R. (1989) **Psychology and crime: An introduction to criminological psychology.** London Routledge.

Hollin, C. R. and Hatcher, R. M. (2017) "Working with young offenders". In K. Browne, A. R. Beech, L. A Craig et al. (eds.), **Assessments in forensic practice: A handbook.** John Wiley and Sons Ltd. pp. 354-369.

Howarth-Lees, D. (2020) **Working together: Educational psychology and youth justice services.** Doctoral thesis, University of Manchester.

Hurry, J., Brazier, L., Wilson, A. et al. (2010) **Improving the literacy and numeracy of young people in custody and in the community**. London: National research and Development Centre for Adult Literacy and Numeracy.

Hurry, J. and Moriarty, V. (2004) **The national evaluation of the youth justice board's education, training and employment projects**. University of East London, UK. Available from: https://dera.ioe.ac.uk/5928/1/ETEfull.pdf [Accessed 27 April 2021].

Inderbitzin, M. (2009) Re-entry of emerging adults: Adolescent inmates' transition back into the community. **Journal of Adolescent Research,** 24(4): 452-476.

Jane, E.C. (2010) **Psychology for engaging vulnerable young people; The role of the community educational psychologist in supporting professionals who work with young people.** Doctoral thesis, University of Exeter.

Joffe, H. and Yardley, L. (2004) "Content and thematic analysis". In D. F. Marks and L. Yardley (eds.), **Research methods for clinical and health psychology**. California: Sage Publications. pp. 56-68.

Kelly, D. and Gray, C. (2000) **Educational psychology services (England): Current role, good practice and future directions: The research report**. Nottingham: DfEE Publications.

Kincheloe, J. L. (2006) A critical politics of knowledge: analyzing the role of educational psychology in educational policy. **Policy Futures in Education,** 4(3): 220-235.

Kvale, S. (1996) **Interviews.** London: Sage Publications.

Laming, L. (2016) **In care, out of trouble. How the life chances of children in care can be transformed by protecting them from unnecessary involvement in the criminal justice system.** Prison Reform Trust. Available from: http://www.prisonreformtrust.org.uk/Portals/0/Documents/In%20care%20out%20of%20trouble%20summary.pdf [Accessed 18 April 2021].

Lane, D. and Corrie, S. (2006) **The modern scientist-practitioner: A guide to practice in psychology**. London: Routledge.

Leadbetter, J. (2000) Patterns of service delivery in educational psychology services: Some implications for practice. **Educational Psychology in Practice,** 16(4): 449-460.

Lee, K. and Woods, K. (2017) Exploration of the developing role of the educational psychologist within the context of 'traded' psychological services. **Educational Psychology in Practice,** 33(2): 111-125.

Levitas, R., Pantazis, C., Fahmy, E. et al. (2007) **The multi-dimensional analysis of social exclusion.** Department for Communities and Local Government. Available from: https://repository.uel.ac.uk/download/469129f180d3060ed6707d32474ae3d29ac0b9635ca19758f989a09936a3a319/1819926/multidimensional.pdf [Accessed 9 May 2021].

Liddle, M. (1998) **Wasted lives: Counting the cost of juvenile offending**. London: NACRO.

Lincoln, Y. S. and Guba, E. G. (1985) **Naturalistic inquiry.** Newbury Park, CA: Sage Publications.

Lipsey, M. (1995) "What do we learn from 400 research studies on the effectiveness of treatments with juvenile delinquents". In J. McGuire (ed.), **What works: Reducing reoffending.** Chichester: Wiley.

Lösel, F. and Schmucker, M. (2005) The effectiveness of treatment for sexual offenders: A comprehensive meta-analysis. **Journal of Experimental Criminology,** 1(1): 117–146.

MacKay, T. (2002) The future of educational psychology. **Educational Psychology in Practice,** 18(3): 245-253.

MacKay, T. (2007) Educational psychology: the fall and rise of therapy. **Educational and Child Psychology,** 24(1): 7-18.

Mackay, T. and Boyle, J. M. (1994) Meeting the needs of pupils with learning difficulties. What do primary and secondary schools expect of their educational psychologists? **Educational Research**, 36(2): 187-196.

Maliphant, R. (1997) A commentary on the past, present and future development of educational psychology services. **Educational Psychology in Practice,** 13(2): 101-111.

Maruna, S. (2001) **Making good: How ex-convicts reform rebuild their live.** Washington, DC: American Psychological Association.

Masten, A. S. and Curtis, W. J. (2000) Integrating competence and psychopathology: Pathways toward a comprehensive science of adaptation in development. **Developmental Psychopathology,** 12(3): 529-550.

Maxwell, J. A. (1996) **Qualitative research design: An interactive approach.** Sage Publications.

Maxwell, J. A. (2012) "What is realism, and why should qualitative researchers care?" In **A realist approach for qualitative research**. London: Sage Publications. pp. 3-14.

McAra, L. and McVie, S. (2007) Youth justice? The impact of system contact on patterns of desistance from offending. **European Journal of Criminology**, 4(3): 315-334.

McGuiggan, C. (2021) Stepping over the boundary: An exploration of educational psychologists' work with families. **Educational Psychology in Practice,** 37(1): 1-18.

McIntosh, M. J. and Morse J. M. (2015) Situating and constructing diversity in semi-structured interviews. **Global Qualitative Nursing Research**, 2: 1-12.

Mercer, J. (2007) The challenges of insider research in educational institutions: Wielding a double-edged sword and resolving delicate dilemmas. **Oxford Review of Education,** 33(1):1-17.

Ministry of Justice (MoJ) and Department for Education (DfE) (2016) **Understanding the educational background of young offenders: Joint experimental statistical report.** London: Ministry of Justice and Department for Education. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment data/file/577542/understanding-educational-background-of-young-offenders-full-report.pdf [Accessed 21 April 2021].

Ministry of Justice (MoJ) (2011) **Breaking the cycle: Government response**. London: Ministry of Justice.

Ministry of Justice. (2013) **Youth Justice Statistics 2011/12 England and Wales**. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/279905/yjb-stats-2011-12.pdf [Accessed 6 June 2021].

Ministry of Justice (MoJ) (2014) **Transforming youth custody: Government response to the consultation.** London: Ministry of Justice. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/273402/transforming-youth-custody-consultation-response.pdf [Accessed 29 April 2021].

Ministry of Justice (MoJ) (2015) **Youth justice statistics 2013/15: England and Wales**. London: Ministry of Justice.

Ministry of Justice (MoJ) (2016) **The government response to Charlie Taylor's Review of the youth justice system.** Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/576554/youth-justice-review-government-response-print.pdf [Accessed 20 April 2021].

Ministry of Justice (MoJ) (2017) **Exploratory analysis of 10-17 year olds in the youth secure estate by black and other minority ethnic groups.** September 2017. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641481/Exploratory-analysis-of-10-17-year-olds-in-the-youth-secure-estate-by-bame-groups.pdf [Accessed 7 June 2021].

Minor, K. I., Wells, J. B. and Angel, E. (2008) Recidivism among juvenile offenders following release from residential placements: Multivariate predictors and gender differences. **Journal of Offender Rehabilitation,** 46(3-4): 171-188.

Mishler, E.G. (1986) **The analysis of interview-narratives.** In T. R. Sarbin (Ed.) **Narrative psychology: The storied nature of human conduct**. Praeger Publishers/Greenwood Publishing Group. pp. 233–255.

Morse, J. M. (2008) Confusing categories and themes. **Qualitative Health Research**, 18(6): 727-728.

Morse, J. M. (2011) Molding qualitative health research. **Qualitative Health Research**, 21(8): 1019-1021

Moy, G. E., Briggs, A., Shriberg, D. et al. (2014) Developing school psychologists as agents of social justice: A qualitative analysis of student understanding across three years. **Journal of School Psychology,** 52: 323-341.

NAPEP (2015) **The educational psychologist workforce survey 2015: June 2015**. Available from: https://docplayer.net/13029141-The-educational-psychology-workforce-survey-2015.html [Accessed 26 April 2021].

Nastasi, B. K., Overstreet, S. and Summerville, M. (2011) School-based mental health services in post-disaster contexts: A public health framework. **School Psychology International**, 32(5): 533-552.

National Association for Youth Justice (NAYJ) (2021) **NAYJ Response to Education Inquiry: January 2021.** NAYJ Justice for Children in Trouble. Available from: https://thenayj.org.uk/cmsAdmin/uploads/nayj-response-to-education-inquiry-final.pdf [Accessed 29 April 2021].

National Institute for Clinical Excellence (NICE) (2008) **Promoting children's social and emotional wellbeing in primary education**. Public Health Guidance 12. London: NICE Publications.

Newton, J. A. (2014) **Exploring the usefulness of narrative approaches in educational psychology practice when working with young people who have offended.** Doctoral thesis, UCL Institute of Education.

Nolen, A. and Talbert, T. (2011) Qualitative assertions as prescriptive statements. **Educational Psychology Review**, 23(2): 263–271.

Novick, G. (2008) Is there a bias against telephone interviews in qualitative research? **Research in Nursing and Health,** 31(4): 391-398.

Ofsted (2021) SEND: **Old issues, new issues, next steps.** Research and analysis: Ofsted. Available from: https://www.gov.uk/government/publications/send-old-issues-new-issues-next-steps/send-old-issues-new-issues-next-steps [Accessed 19 June 2021].

OLASS (2004) **The offenders learning journey: Learning and skills provision for juvenile offenders in England**. London: DfES.

Organisation for Economic Co-operation and Development (OECD) (2020) **Combatting COVID-19's effect on children**. Policy Responses to Coronavirus (COVID-19). Available from: https://www.google.com/search?q=what+is+OECD%3F&rlz=1C5CHFA en GB726GB730&oq=what+is+OECD%3F&aqs=chrome..69i57j0l9.2108j1j7&s ourceid=chrome&ie=UTF-8 [Accessed 20 June 2021].

Ozarow, L. (2012) **An exploratory study of how youth offenders perceive their experience of education**. Doctoral thesis, University of East London.

Palinkas, L. A., Horwitz, S. M., Green, C. A. et al. (2016) Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. **Administration and Policy in Mental Health and Mental Health Services Research,** 42(5): 533-544.

Parnes, H. (2017) **Educational psychologists and youth offending services: Working together to improve the educational outcomes of young offenders**. Doctoral thesis, UCL Institute of Education.

Patton, M. Q. (2001) **Qualitative research and evaluation and methods**. 3rd edn. Beverly Hills, CA: Sage Publications.

Pearce, G. and Ayres, S. (2012) Back to the local? Recalibrating the regional tier of governance in England. **Regional and Federal Studies,** 22(1): 1-24.

Picken, N., Baker, K., D'Angelo, C. et al. (2019) **Process evaluation of AssetPlus. Cambridge, UK: RAND Europe**. Cambridge, UK: RAND. Available from:

https://assets.publishing.service.gov.uk/government/uploads/system/upload s/attachment_data/file/856884/AssetPlus_finalreport.PDF [Accessed 26 March 2022].

Powell, A. (2018) **NEET: Young people not in education, employment or training**. Briefing Paper: House of Commons Library. Available from: https://dera.ioe.ac.uk/32104/1/SN06705._Redacted.pdf [Accessed 4 May 2021].

Prochaska, J. O. and DiClemente, C. C. (1982) Transtheoretical therapy: Toward a more integrative model of change. **Psychotherapy: Theory, Research and Practice,** 19(3): 276-288.

Prochaska, J. O., Norcross, J. C. and DiClemente, C. C. (2013) Applying the stages of change. **Psychotherapy in Australia,** 19(2): 10-15.

Public Health England (2014) **Local action on health inequalities: Reducing the number of young people not in employment, education or training (NEET).** Public Health England. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/upload s/attachment_data/file/356062/Review3_NEETs_health_inequalities.pdf [Accessed 7 May 2021].

Public Health England (2019) **Collaborative approaches to preventing offending and re-offending in children (CAPRICORN): A resource for local health and justice system leaders to support collaborative working for children and young people with complex needs**. Available from: [Accessed 6th June 2021].

Ragin, C. C. (1992) "Introduction: Cases of "what is a case?". In Ragin C. C. and Becker H. S. (eds.), **What is a case? Exploring the foundations of social inquiry.** Cambridge: Cambridge University Press. pp. 1-18.

Reicher, S. (2000) Against methodolatry: Some comments on Elliott, Fischer and Rennie. **British Journal of Clinical Psychology,** 39(1): 1-6.

Reynolds, J., Kisito, J., Ezumah, N., et al. (2011) Quality assurance of qualitative research: A review of the discourse. **Health Research Policy and Systems**, 9(43): 1-10.

Robson, C. (2011) **Real world research**. 3rd edn. Wiley.

Robson, C. and McCartan, K. (2016) **Real world research.** 4th edn. United Kingdom: John Wiley and Sons.

Rosa, E. M. and Tudge, J. (2013) Urie Bronfenbrenner's theory of human development: Its evolution from ecology to bioecology. **Journal of Family Theory and Review,** 5(4): 243-258.

Rutter, M., Giller, H. and Hagell, A. (1998) **Antisocial behaviour by young people.** Cambridge: Cambridge University Press.

Ryan, G. W. and Bernard, H. R. (2003) Techniques to identify themes. **Field Methods**, 15(1): 85-109.

Ryrie, N. (2006) Working with a youth offending team: Personal perspectives on challenges and opportunities for the practice of educational psychology. **Educational and Child Psychology**, 23(2): 6-14.

Sampson, R. J. and Laub, J. H. (1993) Crime and deviance in the life course. **Annual Review of Sociology,** 18(1): 63-84.

Sandelowski, M. (1995) Sample size in qualitative research. **Research in Nursing and Health**, 18(2): 179-183.

Schulze, J. E. (2017) **Exploring educational psychologists' views of social justice**. Doctoral thesis, University of Manchester.

Schulze, J., Winter, L. A., Woods, K. et al. (2017) Investigating the significance of social justice in educational psychology practice – A systematic literature review. **Educational and Child Psychology,** 34(3): 57-73.

Schwandt, T. A. (2001) **Dictionary of qualitative inquiry**. 2nd edn. Thousand Oaks, CA: Sage Publications.

Scraton, P. and Haydon, D. (2002) "Challenging the criminalization of children and young people: Securing a rights-based agenda." In J. Muncie, G. Hughes and E. McLaughlin (eds.), **Youth justice: Critical readings.** London: Sage Publications.

Sedgwick, M. and Spiers, J. (2009) The use of videoconferencing as a medium for the qualitative interview. **International Journal of Qualitative Methods,** 8(1): 1-11.

Sharp, S., Frederickson, N. and Laws, K. (2000) Changing the profile of an educational psychology service. **Educational and Child Psychology,** 17(1): 98-111.

Sheridan, S.M., Kratochwill, T.R. and Bergan, J.R. (1996) "Models for working with parents". In **Conjoint Behavioral Consultation**. Springer, Boston, MA. pp. 19-32.

Shriberg, D., Bonner, M., Sarr, B. J. et al. (2008) Social justice through a school psychology lens: Definition and applications. **School Psychology Review,** 37(4): 453-468.

Shriberg, D. and Clinton, A. (2016) The application of social justice principles to global school psychology practice. **School Psychology International,** 37(4): 323-339.

Skinner, E. and Pitzer, J. (2012) "Developmental dynamics of student engagement, coping and everyday resilience." In A. Reschly, S. Christenson and C. Wylie (eds.), **Handbook of research on student engagement.** New York: Springer.

Sloper, P. (2004) Facilitators and barriers for co-ordinated multi-agency services. **Child: Care, Health and Development,** 30: 571-580.

Smith, R. and Gray, P. (2018) The changing shape of youth justice: Models of practice. **Criminology and Criminal Justice**, 19(5): 554-571.

Smith, J. A., Flowers, P. and Larkin, M. (2009) **Interpretative phenomenological analysis: theory, method and research**. London: Sage Publications.

Social Exclusion Unit (2003) **Better education for children in care**. London: Social Exclusion Unit.

Solity, J. (2017) "Psychology for all: Everything you need to know about why it all went wrong and how to put it right." In Arnold, C. and Hardy, J. (eds.), **British educational psychology: The first hundred years.** Revised edition. Leicester: The British Psychological Society. pp. 83-107.

Squires, G., Farrell, P., Woods, K. et al. (2007) Educational psychologists' contribution to the Every Child Matters agenda: The parent's view. **Educational Psychology in Practice,** 23(4): 343-361.

Stephens, K. K. (2007) The successive use of information and communication technologies at work. **Communication Theory,** 17: 486-507.

Stephenson, M. (2006) **Young people and offending: Education, youth justice and social inclusion**. Devon: Willan Publishing

Stobie, I. (2002) Processes of change and continuity in educational psychology. Part 1. **Educational Psychology in Practice,** 18(3): 203-212.

Stokes, D. and Bergin, R. (2006) Methodology or "methodolatry"? An evaluation of focus groups and depth interviews. **Qualitative Market Research: An International Journal**, 9(1): 26-37.

Sullivan, M.L. (2004) Youth perspectives on the experience of re-entry. **Youth Violence and Juvenile Justice,** 2(1): 56–71.

Swift, S. (2013) **Thoughts, feelings and perceptions of an inner-city London community regarding the role of the school in preventing and protecting children and young people from crime.** Doctoral thesis, UCL Institute of Education.

Taflan, P. (2017) **An analysis of 12–18-year-olds' perceptions of their experiences in secure training centres and young offender**

institutions. 2016–17. HM Inspectorate of Prisons Children in Custody. Available from: justiceinspectorates.gov.uk/hmiprisons/wp-content/uploads/sites/4/2017/11/6.3903 HMIP Children-in-Custody-2016-17 FINAL WEB 221117.pdf [Accessed 21 April 2021].

Talbot, J. (2010) **Seen and heard: Supporting vulnerable young children in the youth justice system**. Available from: http://www.prisonreformtrust.org.uk/portals/0/documents/seenandheardfinal%20.pdf [Accessed 28 April 2021].

Taylor, C. (2016a) **Review of the youth justice system. An interim report of emerging findings.** UK: Ministry of Justice. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment data/file/498736/youth-justice-review.pdf [Accessed 16 May 2021].

 Taylor, C. (2016b) **Review of the youth justice system in England and Wales**. London: Ministry of Justice. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment data/file/577103/youth-justice-review-final-report.pdf [Accessed 26 April, 2021].

Thomas, G. (2017) **How to do your research project: A guide for students.** Sage Publications.

Thomas, G. (2021) **How to do your case study.** 3rd edn. London: Sage Publications.

Thomas, G. and Myers, K. (2015) **The anatomy of the case study.** London: Sage Publications.

Tudge, J., Payir, A., Merçon-Vargas, E. et al. (2016) Still misused after all these years? A reevaluation of the uses of Bronfenbrenner's bioecological theory of human development. **Journal of Family Theory and Review,** 8(4): 427-445.

Tudge, J., Mokrova, I. L., Hatfield, B. E. et al. (2009) Uses and misuses of Bronfenbrenner's bioecological theory of human development. **Journal of Family Theory and Review,** 1(4): 198-210.

United Nations (1989) **Convention on the rights of the child.** Geneva, United Nations.

Unruh, D., Povenmire-Kirk, T. and Yamamoto, S. (2009) Perceived barriers and protective factors of juvenile offenders on their developmental pathway to adulthood. **Journal of Correctional Education**: 201-224.

Vaismoradi, M., Jones, J., Turunen, H. et al. (2016) Theme development in qualitative content analysis and thematic analysis. **Journal of Nursing, Education and Practice**, 6(5): 100-110.

Warnock, S. (2005) **The role of the psychologists working in the youth justice system**. Doctoral thesis, University of Warwick.

Welsh, B. C. and Farrington, D. P. (2010) "Effective programmes to prevent delinquency". In J. R. Adler and J. M. Gray (eds.), **Forensic psychology: Concepts, debates and practice.** 2nd edn. New York, NY: Willan Publishing. pp. 410-435.

Whiting, L. S. (2008) Semi-structured interviews: guidance for novice researchers. **Nursing Standard**, 22(23): 35-40.

Williams, J. M. and Greenleaf, A. T. (2012) Ecological psychology: Potential contributions to social justice and advocacy in school settings. **Journal of Educational and Psychological Consultation,** 22(1-2): 141-157.

Winward, V. K. A. (2015) **Educational psychologists' changing role and distinctive contribution within the context of commissioned services.** Doctoral thesis, University of Manchester.

Woods, K. (2012) "The role and perspectives of practitioner educational psychologists". In L. Peer and G. Reid (eds.), **Special educational needs:**

A guide for inclusive practice. London, England: Sage Publications. pp. 255–272.

Woods, K. (2014a) "'In this together': Developing university–workplace partnerships in initial professional training for practitioner educational psychologists". In O. McNamara, J. Murray and M. Jones (eds.) **Teacher learning in the workplace: Widening perspectives on practice and policy. Part 2: Insights from practice across professions and nations**. London, England: Springer. pp. 87–101.

Woods, K. (2014b) The preparation of practitioner educational psychologists in England. **International Journal of School and Educational Psychology**, 2(3): 198–204.

Wright, S. and Liddle, M. (2016) **Young offenders and trauma: Experience and impact. A practitioner's guide.** Beyond Youth Custody. Available from: http://www.beyondyouthcustody.net/wp-content/uploads/BYC-Trauma-experience-and-impact-practitioners-guide.pdf [Accessed 19 April 2021].

Wyton, H. (2013) **Developing the work of the educational psychologist in a youth offending team.** Doctoral thesis, University of Manchester.

Yardley, L. (2008) "Demonstrating validity in qualitative psychology"**.** In J. A. Smith (Ed.) **Qualitative psychology**. 2nd edn. London: Sage Publications.

Yin, R. K. (2003) Designing case studies. **Qualitative Research Methods,** 5: 359-386.

Youth Justice Board (YJB) (2005) **Risk and protective factors.** London: YJB.

Youth Justice Board (YJB) (2006) **Barriers to engagement.** London: YJB. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/353968/yjb-barriers-ETE-report.pdf [Accessed 8 May 2021].

Youth Justice Board (YJB) (2011) **YOT Education Practitioners.** London: YJB.

Youth Justice Board (YJB) (2013) **National standards for youth justice services. April 2013**. London: YJB. Available from: https://www.basw.co.uk/system/files/resources/basw_30236-6_0.pdf [Accessed 20 April 2021].

Youth Justice Board (2014) **Policy implementation guidance. Addressing mental health problems of children and young people in the youth justice system**. Welsh Government. Available from: https://gov.wales/sites/default/files/publications/2019-05/addressing-mental-health-problems-of-children-and-young-people-in-the-youth-justice-system.pdf [Accessed 21 April 2021].

Youth Justice Board (YJB) (2017) **Youth justice board for England and Wales. Business plan 2017-18**. London: YJB. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/660018/yjb-business-plan-2017-18.pdf [Accessed 21 April 2021].

Youth Justice Board (YJB) (2019) **Standards for children in the youth justice system 2019.** Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780504/Standards_for_children_in_youth_justice_services_2019.doc.pdf [Accessed 20 May 2021].

Youth Justice Board (YJB) (2020) **Why enhanced case management is 'child first'.** London: YJB. Available from: https://webcache.googleusercontent.com/search?q=cache:IXnCMzy8GGsJ:https://yjresourcehub.uk/trauma-and-wellbeing/item/download/991_be523a13cc562c08197d30ff1f804a20.html+&cd=2&hl=en&ct=clnk&gl=uk [Accessed 26 April 2021].

Youth Justice Board (YJB) and Ministry of Justice (MoJ) (2017) **Key characteristics of admissions to youth custody April 2014 to March 2016: England and Wales.** London: YJB/MoJ. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/upload

s/attachment data/file/585991/key-characteristics-of-admissions-april-2014-to-march-2016.pdf [Accessed 29 April 2021].

Youth Justice Board (YJB) and Ministry of Justice (MoJ) (2021) **Youth justice statistics 2019/20: England and Wales.** London: YJB. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment data/file/956621/youth-justice-statistics-2019-2020.pdf [Accessed 29 April 2021].

7. APPENDICES

Appendix 1: <u>Key literature relating to ECP work with YJSs</u>

Overview of published papers and doctoral theses relating to ECPs work with YJSs identified and included in Chapter 2.

Author (date)	Research focus	Participant sample	Data collection method
Warnock (2005)	Exploring the role and scope of applied psychologists work in YJSs, including any issues encountered in this setting	1. 19 psychologists (postal survey) 2. 9 psychologists (telephone interviews) Total: 57% clinical 14% ECPs 11% forensic 7% counselling 11% dual trained	1. Postal surveys 2. Telephone interviews
Farrell et al. (2006)	Review of ECPs' contributions in light of the Every Child Matters agenda, encompassing ECPs'	• Principal ECPs and ECPs • A range of stakeholder groups including YJSs, LA officers, schools (secondary, PRUs,	• Questionnaires: • Telephone interviews

	contributions to YJSs, specifically, those detained	special), and professionals from Her Majesty's Prison Service	
Ryrie (2006)	Reflective account outlining the key functions of an ECP working in a YJS	*n* = 1 • 1 ECP working in a YJS	Reflective account; single case study
Jane (2010)	Implementing a Solution Focused peer supervision model for six months, and exploring professionals' perceptions of its impact and ECP support using action research	*n* = 7 • 2 YJWs • 3 professionals in integrated youth support services • 2 youth intervention officers (from the police)	• Action research using peer supervision to obtain feedback • Semi-structured interviews before and after implementing peer supervision for 2 x per month over 6 months • TECP reflective diary
Ozarow (2012)	Explorations of CYP's educational experiences	• 7 CYP (14-18 years) • 5 CYP (14-18 years)	2 x semi-structured interviews

Wyton (2013)	Developing and implementing a consultation model through action research, and reviewing ECP input	1. 208 questionnaires to youth justice staff (YJWs, managers and heads of service)
		2. 6 prevention team staff
		   5 YJWs
		   3 support workers
		3. 6 YJWs + prevention team staff
		4. 5 YJWs involved in consultations with ECPs
			1. Online questionnaire
			2. 3 x initial focus groups
			3. 7 x 1 hour consultations
			4. 1 x feedback focus group to review YJWs' experiences of the ECP consultations

Swift (2013)	Exploration of community stakeholders' perceptions of the school's role in protecting CYP and in crime prevention	n = 74
		
		1. 42 CYP (10-14 years)
		   8 teachers
		   2 teaching assistants
		   6 youth workers
		   5 charity youth group mentors
		   4 police officers
		2. 3 learning mentors
		   1 head teacher
		   1 youth service manager
		   1 head of youth crime prevention
		   1 gang and serious violence leader
			1. 12 x focus groups (7 were school focus groups by year; 5 included participants according to job role)
			2. Semi-structured interviews

Hall (2013)	Exploration of factors that facilitate ECPs working relationships with CYP in the youth justice system	1. 20 ECPs + 2. 8 ECPs	1. Online questionnaire + 2. Interviews
Davidson (2014)	Exploration of enabling factors in restorative justice interventions to reduce offending	*n* = 4 • 4 youth justice team case managers	Group interview
Newton (2014)	Exploring the application of Narrative approaches with CYP in the youth justice system	*n* = 6 • 3 CYP from a PRU (14-15 years) • 3 CYP known to the YJS (14-15 years)	2 x individual interviews (per participant) to establish their story using narrative analysis
Games (2014)	Identifying factors that prevent CYP engaging in offending behaviours	*n* = 5 • 5 CYP (10-15 years old)	Individual semi-structured interviews
O'Carroll (2016)	Exploration of the facilitators and barriers involved in educational inclusion and engagement	*n* = 21 • 7 YJWs • 7 education, employment or voluntary sector professionals • 7 CYP (15-17 years)	Semi-structured interviews

Parnes (2017)	Using action research to develop and implement a self-review framework for YJSs	*n = 9* 1. 9 YJWs 2. 99 case records	1. Semi-structured interviews and thematic analysis 2. Case record analysis
Ackland (2018)	Using a narrative approach to explore CYP's life stories and trajectories, to better understand factors that affect desistance	*n* = 3 • 3 CYP previously in custody	1. 3 individual narrative interviews with CYP
Furlong (2018)	Explorations of criminal justice professionals' perspectives about CYP with learning difficulties in the justice system	*n = 12* • 1 chairwoman for child protection meetings • 1 volunteer support worker • 4 barristers • 2 family law solicitors • 2 police officers • 1 case manager • 1 youth crime officer	Semi-structured interviews

Collins (2019)	Exploring how practitioners support CYP with SEN/D on community-based sentences, with implications for ECP practice	*n* = 9 • 9 professionals from a YJS • 6 professionals from the National Probation Service (NPS) • 3 professionals from further education colleges (FE)	Semi-structured interviews, analysed using thematic analysis to identify differences between the three services: the YJS, NPS, and FE.
Howarth-Lees (2020)	Exploration of YJWs views about how ECPs can support them to elicit and promote CYP's views	*n = 9* • 9 YJWs	Semi-structured interviews using activity theory as a framework; analysed using thematic analysis

Appendix 2: <u>Settings that make up the Youth Secure Estate in England</u>

Setting in the YSE	Description of the setting
Youth Offending Institute (YOI)	Accommodating boys aged 15-17 years, in a similar design to an adult prison; there are 5 establishments with a total of 900 places (Taflan, 2017; MoJ, 2016).
Secure Training Centre (STC)	STCs are smaller settings for vulnerable CYP, facilitating 60-80 boys and girls aged 12-17 years; there is a higher ratio of staff to CYP due to CYP's vulnerabilities.
Secure Children's Homes (SCH)	SCHs are the smallest settings accommodating 117 CYP, with only 7-38 beds per setting, catering for the most vulnerable 10-17 year olds with complex needs and SEN/D, including developmental difficulties and psychiatric diagnoses (Ministry of Justice, 2016). CYP are typically placed in SCHs for their welfare under the Children Act 1989, to protect themselves and/or others (Department for Education, 2017; DfE).
Secure Hospitals	CYP are moved to tier 4 mental health wards in secure hospitals if they ae detained under the Mental Health Act (1983).

Appendix 3: <u>Approved Ethics Committee application</u>

<div style="border:1px solid black; text-align:center">

**UNIVERSITY OF BIRMINGHAM
APPLICATION FOR ETHICAL REVIEW**

</div>

Who should use this form:

This form is to be completed by PIs or supervisors (for PGR student research) who have completed the University of Birmingham's Ethical Review of Research Self Assessment Form (SAF) and have decided that further ethical review and approval is required before the commencement of a given Research Project.

Please be aware that all new research projects undertaken by postgraduate research (PGR) students <u>first registered as from 1st September 2008</u> will be subject to the University's Ethical Review Process. PGR students first registered before 1st September 2008 should refer to their Department/School/College for further advice.

Researchers in the following categories are to use this form:

1. The project is to be conducted by:
   o staff of the University of Birmingham; or
   o postgraduate research (PGR) students enrolled at the University of Birmingham (to be completed by the student's supervisor);
2. The project is to be conducted at the University of Birmingham by visiting researchers.

Students undertaking undergraduate projects and taught postgraduate (PGT) students should refer to their Department/School for advice.

NOTES:

➤ An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: aer-ethics@contacts.bham.ac.uk. Please **do not** submit paper copies.
➤ If, in any section, you find that you have insufficient space, or you wish to supply additional material not specifically requested by the form, please it in a separate file, clearly marked and attached to the submission email.
➤ If you have any queries about the form, please address them to the Research Ethics Team.

<div style="border:2px solid black">

☒ **Before submitting, please tick this box to confirm that you have consulted and understood the following information and guidance and that you have taken it into account when completing your application:**

- **The information and guidance provided on the University's ethics webpages** (https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-of-Research.aspx)

- **The University's Code of Practice for Research** (http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf)

</div>

<table>
<tr><td colspan="2" align="center">UNIVERSITY OF BIRMINGHAM
APPLICATION FOR ETHICAL REVIEW</td><td>OFFICE USE ONLY:
Application No:
Date Received:</td></tr>
</table>

1. TITLE OF PROJECT

Educational and Child Psychologists' distinct psychological contributions to working with Youth Offending Teams in England

2. THIS PROJECT IS:

Un vers ty of B rm ngham Staff Research project ☐
Un vers ty of B rm ngham Postgraduate Research (PGR) Student project ☒
Other ☐ (P ease spec fy):

3. INVESTIGATORS

a) PLEASE GIVE DETAILS OF THE PRINCIPAL INVESTIGATORS OR SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	Dr Huw Williams
Highest qualification & position held:	EdPsyD / Academic and Professional Tutor
School/Department	Department of Disability, Inclusion and Special Needs, School of Education
Telephone:	███████
Email address:	███████████

Name: Title / first name / family name	Dr Anita Soni
Highest qualification & position held:	EdPsyD / Academic and Professional Tutor
School/Department	Department of Disability, Inclusion and Special Needs, School of Education
Telephone:	███████
Email address:	███████████

b) PLEASE GIVE DETAILS OF ANY CO-INVESTIGATORS OR CO-SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	**N/A**
Highest qualification & position held:	
School/Department	
Telephone:	
Email address:	

c) In the case of PGR student projects, please give details of the student

Name of	Louise Rayfield	Student No:	██████
Course of	Applied Educational and Child Psychology Doctorate	Email address:	████████████
Principal supervisor:	Dr Huw Williams		

4. ESTIMATED START OF PROJECT   Date: | June 2019 |

ESTIMATED END OF PROJECT   Date: | September 2019 |

5. FUNDING

List the funding sources (including internal sources) and give the status of each source.

5.1. Funding Body	5.2. Approved/Pending /To be submitted
N/A	**N/A**

If you are requesting a quick turnaround on your application, please explain the reasons below (including funding-related deadlines). You should be aware that whilst effort will be made in cases of genuine urgency, it will not always be possible for the Ethics Committees to meet such requests.

Due to personal circumstances and pressures on my placement over the last academic year, I have not made progress in my research. Now in the final year of my applied doctoral course, there is increasing pressure to begin my research so that I am able to submit my finished thesis in draft format by the end of my course in September 2019, otherwise I will incur a substantial fee to re-register for a fourth year at the university. Therefore, any support the Ethics Committee can provide in reviewing my request in a timely manner would be very much appreciated.

6.   SUMMARY OF PROJECT

Describe the purpose, background rationale for the proposed project, as well as the hypotheses/research questions to be examined and expected outcomes. This description should be in everyday language that is free from jargon. Please explain any technical terms or discipline-specific phrases.

Key words and abbreviations:
  - *Youth Offending Team (YOT) / Youth Offending Service (YOS)*
  - *Educational and Child Psychologist (ECP)*
  - *Local Authority (LA)*

Purpose
The research will focus on developing our understanding about the work Educational and Child Psychologists (ECPs) undertake when working with Youth Offending Teams (YOTs) across a range of Local Authorities (LAs) in England, from the perspectives of ECPs and professionals within the YOTs. Semi-structured interviews will allow detailed exploration of individuals' perceptions about what ECPs contribute to YOTs, what impact their work has, and will explore the working relationships between ECPs and YOT professionals. It is expected this research will add to a currently under-developed knowledge base relating to this area of work.

Background and rationale
The following section will outline some of my motivations for proposing this research, and also indicate the limited amount of research – especially peer-reviewed literature – in this area, which further strengthen my rationale for contributing further knowledge in this domain.

Personal motivations
My interest in the contributions ECPs make in YOTs has developed through my practice as an Assistant ECP, and more recently as a Trainee ECP. In both roles, I have worked with young people known to Youth Offending Services (YOSs), but in different capacities based on the Local Authorities (LAs) in which I have worked. Where in some places ECPs are embedded in YOTs, the links between ECPs and YOTs are not yet well developed in other LAs – if at all. This discrepancy across different LAs has also been explored during some university sessions which led to some intriguing findings: where some YOSs have a service level agreement with their ECP services to provide traded services, there are some ECP services who provide input as part of their core, statutory work. The latter appears to be less common, due to the nature of trading within ECP services.

Role of the Educational and Child Psychologist
ECPs have a range of skills to support children and young people between the ages of 0 to 25 years in a wide range of settings, to promote positive outcomes in their education and beyond in all areas of their development. ECPs work at multiple levels and have a unique role in applying psychology at an individual, family, community and organisational level through five key approaches: assessment, intervention, consultation, training and research (Boyle and MacKay, 2007; MacKay, 1999). ECPs view development holistically, considering multiple factors that may contribute to a young person's current challenges at multiple levels (Bronfenbrenner, 1979). Given the nature of the difficulties experienced by young people typically known to YOTs, it seems ECPs have an important role in ensuring young people can access education, that their special educational needs are identified and met, and that additional support, including therapeutic input, and advice is offered or sought where appropriate.

Working with YOTs: challenges and opportunities for educational psychology

One of the only available published articles relating to ECPs' involvement with YOTs from Ryrie (2006) aimed to encourage ECPs to work with young people who offend by identifying the similarities between ECPs typical work, by drawing on their own experience. For example, Ryrie outlined the links between offending behaviour and a range of factors including non-attendance (Audit Commission, 1996), social exclusion (Harrington and Bailey, 2005), and low academic achievement (Farrington, 1986; Liddle, 1998; Rutter et al., 1998) - all areas within ECPs' remit. As such, Ryrie concluded that ECPs:

> "…have a considerable role to play in working not only with young people who offend, but also with the teams created to work with offenders".

However, 13 years on from this publication, there is still a paucity of literature or information about the involvement EPs have with YOTs, range of work they undertake – if any - or evidence to show the impact of any work.

ECPs working in a Youth Offending Team

Wyton's (2013) thesis used action research to look at the unidentified Special Educational Needs (SEN) of the Youth Offending population. Wyton felt that the available literature had not yet explored what YOTs specifically found useful about ECP involvement, so to add to this knowledge base, they conducted focus groups with staff from a YOT in phase 1 of the research, and held consultations between an Educational Psychologist (EP) and a member of the YOT about how to develop the work being done to support individual young people, which made up phase 2 of the research. Wyton then used Thematic Analysis (Braun and Clarke, 2006) to analyse the results and demonstrate how consultation could be used as a successful delivery model by ECPs to support YOTs.

Relationship between ECPs and young people who offend

Hall's (2013) thesis explored the work ECPs had done with young people who offend through questionnaires (n=47), as well as the factors ECPs felt were necessary to build a successful relationship with these young people using individual interviews (n=8). Hall emphasised the need to look at how young people known to YOTs are being supported, and what more needs to be done given the vulnerability of this population, with a high number of deaths amongst young people who have offended (including 141 suicides recorded in 2011; Youth Justice Board; YJB, January, 2012), and high rates of recidivism (YJB 2009/10). Although Hall did gather some information from LAs relating to the type of work undertaken by EPs with YOTs, this was limited as it was gathered through questionnaires that did not allow the researcher to probe, or participants to elaborate, on their answers. Therefore, further research is still needed to investigate ECPs roles with YOTs and explore the type of work they undertake in more depth, alongside factors that facilitate and act as barriers to their work.

Educational outcomes for young people who offend

Parnes's (2017) thesis was prompted by the poor educational outcomes of young people known to YOTs, which they felt justified the involvement of ECPs whose aims are to improve outcomes for young people. Parnes was also prompted to complete this research given that the multi-

agency practices between EPs and YOTs is not well developed and required attention. Their aim was to better understand how ECPs could support young people's education, and the challenges and opportunities to accessing education, with a view to developing an evidence informed self-review framework to inform YOS practice. Parnes used action research, which began with analysing YOT case notes to look at the extent ECPs were involved with specific casework, and any impact this had. Parnes then conducted semi-structured interviews with 9 professionals in the YOT, and used Thematic Analysis to identify five key factors that support positive educational outcomes for young people who offend:

1. Roles
2. Strengths
3. Young people factors
4. Systemic factors
5. Needs (of the service)

Barriers and facilitators for educational inclusion

O'Carroll's (2016) thesis used quantitative and qualitative data. In phase 1, Asset data and other YOT data was processed, before they conducted semi-structured interviews at phase 2 with YOT workers (*n*=7), stakeholders within education or training settings that young people who have offended attend (*n*=7), and some young people who have offended (*n* = 7). From the findings, O'Carroll concluded that ECPs are well placed to support educational attainment and outcomes at all levels of the system, and that relationships were both identified as a barrier and a potential facilitator, whilst '*strong support networks is seen as a protective factor for young people'.*

In summary, the above research focused on educational psychology involvement in YOTs consists largely of theses, typically using either ECP or YOT professional groups – not both together – and involving one LA, therefore not considering the contributions ECPs make across England.

Research questions
1. What do ECPs and professionals within YOTs understand the distinct contribution of ECPs working with YOTs to be?
2. What is the perceived impact of ECPs' work with YOTs, and how is this measured?
3. What facilitates ECPs collaborative working with professionals in YOTs and how is this working relationship maintained?

Expected outcome(s)
- Hearing and promoting the views of ECPs and YOT professionals;
- Better understand what work ECPs undertake with YOTs (from both the perspectives of ECPs and YOT professionals) across a variety of LAs in England;
- Reflect on and compare how ECP's work is commissioned by YOTs in different LAs;
- Reflect on the impact ECPs' involvement has, and how this is measured;
- Provide information about how ECPs do, and can, work with YOTs; and
- Add to the limited research base.

7. CONDUCT OF PROJECT

Please give a description of the research methodology that will be used

Research designs and methodology

The research will consist of semi-structured interviews with a total of up to 8 ECPs and professionals in YOTs, such as managers or case workers, to allow rich, exploratory data collection (Stokes and Bergin, 2006). Specifically, semi-structured interviews will be used, allowing freedom to express themselves without the influence of their colleagues, with open-ended questions to allow the researcher to focus and guide the discussion to explore the participants' personal experiences (Burman, 1994).

The research will use Thematic Analysis to analyse the information gathered through interview as an inductive process to illuminate key themes, priorities and/or points of action. The benefits of using Thematic Analysis included its flexibility and ability to provide a rich and comprehensive interpretation of data (Braun and Clarke, 2006).

Epistemological position

My epistemology lies within a social constructionist position, as I do not believe there is one objective, unified 'truth'; instead, within social constructionism it is understood that people's experience – or construction - of reality is based on symbolic interactions of individual experiences and interpretations that occur within a particular environment, and are historically and culturally specific (Burr, 2003). As Gubrium and Holstein (2008) described:

> *'The leading idea [of social constructionism] always has been that the world we live in and our place in it are not simply and evidently 'there' for participants. Rather, participants actively construct the world of everyday life and its constituent elements.' (p.3).*

8. DOES THE PROJECT INVOLVE PARTICIPATION OF PEOPLE OTHER THAN THE RESEARCHERS AND SUPERVISORS?

Yes ☒ No ☐

Note: 'Participation' includes both active participation (such as when participants take part in an interview) and cases where participants take part in the study without their knowledge and consent at the time (for example, in crowd behaviour research).

If you have answered NO please go to Section 18. If you have answered YES to this question please complete all the following sections.

9. PARTICIPANTS AS THE SUBJECTS OF THE RESEARCH
Describe the number of participants and important characteristics (such as age, gender, location, affiliation, level of fitness, intellectual ability etc.). Specify any inclusion/exclusion criteria to be used.

I propose that up to 8 participants will be interviewed for the study. The following inclusion and exclusion criteria will be applied:

Inclusion criteria
- ECPs actively working with a YOT;
- YOT professionals actively working in a YOT alongside an ECP;
- Working in/with YOTs in England.

.
Exclusion criteria
- Not actively working as an ECP within a YOT;
- Not actively working as a professional in a YOT alongside an ECP;
- Working outside of England.

10. RECRUITMENT

Please state clearly how the participants will be identified, approached and recruited. Include any relationship between the investigator(s) and participant(s) (e.g. instructor-student).

Note: Attach a copy of any poster(s), advertisement(s) or letter(s) to be used for recruitment.

A purposive sample of participants will be identified through the Youth Offending Working Group run by Dr Huw Williams and Dr Dipak Choudhury at the University of Birmingham. Through the Working Group, ECPs and YOT professionals have already provided contact details to Dr Williams asking to be contacted and sent information about any relevant research being undertaken in this field. Therefore, Dr Williams is able to provide phone numbers and/or email addresses for individuals who have consented for their details to be shared for the purposes of participating in research, so that I (the research) can then send the information sheet and consent form, and individuals can make an informed decision about whether or not they would like to take part in the research.

As there are limited numbers of professionals from YOTs in the Working Group, I will also ask the ECPs I successfully recruit whether they are able to ask YOT professionals they work with if they would be happy for their contact details to be shared with me (the researcher) so that I am able to send them information about the research. If they consent to passing on their contact details, the ECP can provide me (the researcher) with these so that I can send the information sheets and consent forms (as described above; see Appendix B and C). I will also check with the relevant local authority whether there are any additional governance procedures I will need to follow in order to access the YOTs, too.

11. CONSENT

a) Describe the process that the investigator(s) will be using to obtain valid consent. If consent is not to be obtained explain why. If the participants are minors or for other reasons are not competent to consent, describe the proposed alternate source of consent, including any permission / information letter to be provided to the person(s) providing the consent.

All professionals who would like to take part in the research will be given an information sheet outlining the purpose of the research, what their role would entail, and how their data will be used. Every participant will be required to provide their consent to all of the elements outlined in the information sheet in order to take part in the research. Participants will be given opportunities to ask the researcher any questions they might have, and will also have the details of the researcher's University tutor should they wish to discuss any aspects of the research with them.

Note: Attach a copy of the Participant Information Sheet (if applicable), the Consent Form (if applicable), the content of any telephone script (if applicable) and any other material that will be used in the consent process.

b) Will the participants be deceived in any way about the purpose of the study?
Yes ☐ No ☒

If yes, please describe the nature and extent of the deception involved. Include how and when the deception will be revealed, and who will administer this feedback.

N/A

12. PARTICIPANT FEEDBACK
Explain what feedback/ information will be provided to the participants after participation in the research. (For example, a more complete description of the purpose of the research, or access to the results of the research).

Participants who take part in the research will receive a summary of the results at the end of the project. The findings of this research will also be shared with the Educational Psychology Service within the Local Authority I am currently on placement, as a way of supporting them to create and forge links between their ECPs and the YOT. Colleagues will also be given access to an electronic version of my thesis, if they wish to read it. This also applies to professionals from all of the other Local Authorities involved in my research, who will have opportunity to read the thesis.

Further, this research will also be formally reported as part of my thesis for my Doctorate in Applied Educational and Child Psychology at the University of Birmingham.

13. PARTICIPANT WITHDRAWAL
a) Describe how the participants will be informed of their right to withdraw from the project.

Participants will be made aware that they can withdraw from the research at any point, up until 4 weeks after the final data collection. At this point the researcher will begin the data transcription and analysis process. This will be outlined in the information sheet and when participants are interviewed.

b) Explain any consequences for the participant of withdrawing from the study and indicate what will be done with the participant's data if they withdraw.

The participants will not experience any consequences if they wish to withdraw from taking part in the research. If participants indicate their desire to withdraw from the research after their interview has been transcribed, all data (both transcription – partial or full - and audio-recording) will be destroyed and erased from electronic storage devices. Further, any field-notes that were made will be shredded. In turn, participant data would not be included within the data analysis.

14. COMPENSATION
Will participants receive compensation for participation?
i) Financial   **Yes ☐ No ☒**
ii) Non-financial   **Yes ☐ No ☒**
If **Yes** to **either** i) or ii) above, please provide details.

N/A

If participants choose to withdraw, how will you deal with compensation?

N/A

15. CONFIDENTIALITY

a)   Will all participants be anonymous?   **Yes ☐ No ☒**

b)   Will all data be treated as confidential?   **Yes ☒ No ☐**

Note: Participants' identity/data will be confidential if an assigned ID code or number is used, but it will not be anonymous. Anonymous data cannot be traced back to an individual participant.

Describe the procedures to be used to ensure anonymity of participants and/or confidentiality of data both during the conduct of the research and in the release of its findings.

Interview data will only be accessible to me (the researcher) and my supervisor (Dr Huw Williams). Confidentiality will be given as ID codes will be assigned to individual participant transcripts. Any and all identifying information will be redacted from transcripts and the written report to ensure confidentiality. Professionals will only be referred to by a pseudonym and/or their general title, e.g. Educational and Child Psychologist or YOT worker. Transcripts will all be stored securely on an encrypted USB in line with the Data Protection Act (2018) and University of Birmingham regulations (*see storage, access and disposal of data for specific information relating to this*). Further, a quiet venue will be chosen to conduct the interviews, ensuring as much privacy as possible.

If participant anonymity or confidentiality is not appropriate to this research project, explain, providing details of how all participants will be advised of the fact that data will not be anonymous or confidential.

N/A

16. **STORAGE, ACCESS AND DISPOSAL OF DATA**
Describe what research data will be stored, where, for what period of time, the measures that will be put in place to ensure security of the data, who will have access to the data, and the method and timing of disposal of the data.

Data ownership and storage
The University of Birmingham will own the data. Data will be stored on BEAR Research Data Storage at University's secure online storage site in accordance with the Data Protection Act (2018). I will have remote access to the storage.

Interview data will be voice-recorded directly onto a password-protected and encrypted MacBook Pro that only the researcher has access to. iCloud features will be disabled on the MacBook Pro as this is an insecure data storage platform. If the backup recording is not required, or after it has been transferred to the Mac, it will be erased. The interview data will then be transferred to be stored on BEAR Research Data Storage at university's secure online storage site. The researcher will have secure remote access to the storage and the Mac-version of the data will be erased.

Written notes will be attributed to individual participants through a pseudonym. Transcription data will stored on the researcher's Mac (with iCloud disabled) and a backup copy will be stored on a USB stick (both password-protected and encrypted). Printed versions of the transcription data with pseudonyms, used for data analysis, will be securely stored in a locked filing cabinet that only the researcher has access to. These will be shredded when finished with.

In line with university ethical guidelines, all data (electronic recordings, field notes and typed transcripts) will be kept for ten years in the university's BEAR Data Archive. During this time the researcher, supervisors and university examiners may have access to the data. After ten years has subsided, all electronic data will be erased along with any backup versions.

Thesis availability
Once completed, participants will be able to request a copy of the thesis containing their data from the University of Birmingham 'e-theses' repository, or directly from the research who can provide a copy electronically.

I will provide a summary of my research findings to each participant prior to any publication in a journal.

17. OTHER APPROVALS REQUIRED?
e.g. Criminal Records Bureau (CRB) checks or NHS R&D approvals.

☐   YES   ☒   NO   ☐   NOT APPLICABLE

If yes, please specify.

N/A

18. SIGNIFICANCE/BENEFITS
Outline the potential significance and/or benefits of the research

By finding out what, if anything, is distinct about ECPs work with YOTs, it is anticipated this research might have an impact on future educational psychology practice, specifically the work they do for, and can offer to, YOTs and the young people known to the Criminal Justice Service. This could result in recommendations relating to guidance for ECPs working in YOTs, and provide a framework for other Local Authorities to consider the benefits of creating links between ECP Services and YOTs where they do not currently exist. It is also anticipated that this research will be fed back at the YOT Working Group held at the University of Birmingham help bi-annually, where ECPs are invited to discuss and share their work and reflections on working with YOTs.

19. RISKS

    a) Outline any potential risks to **INDIVIDUALS**, including <u>research staff, research participants, other individuals not involved in the research</u> and the measures that will be taken to <u>minimise</u> any risks and the procedures to be adopted in the event of mishap

Risks to researcher
Risks to the researcher are minimal. I (the researcher) may have to travel to various locations around England depending on the participant locations, so to minimise any potential risks, I will endeavour to arrange interviews that are in nearby locations on the same or consecutive days to reduce travelling. Although the emotional or personal risk to me (the researcher) is also minimal, I will utilise supervision with Dr Williams should I need to.

Risks to participants
There is no physical risk to participants in this research. Although minimal, there is a possibility some emotional responses may be evoked given the nature of some of the cases participants may have been involved with. This could lead to short-term emotional discomfort during the interview process and for a short time afterwards. To reduce the potential for emotional discomfort, the interview will also conclude with positively framed questions and the opportunity for reflection. The risk for emotional discomfort is further reduced by my, the researcher's, training in therapeutic and counselling skills as part of the doctoral course. This enables me to build trust and rapport with participants, conduct interviews sensitively and attune to emotional needs. If a participant appears to become emotional distressed by the interview then it will be paused while the emotional needs of the participant are met. They will also be reminded of their right to withdraw from the interview and/or entire research process if they feel this would be best for them.

> **Risks to individuals not involved in the research**
> I do not foresee any potential risks to anyone else not involved in the research.

b) Outline any potential risks to **THE ENVIRONMENT and/or SOCIETY** and the measures that will be taken to <u>minimise</u> any risks and the procedures to be adopted in the event of mishap.

> No further measures are deemed necessary as it is not anticipated that there will be any risks to the environment and/or society,

20. ARE THERE ANY OTHER ETHICAL ISSUES RAISED BY THE RESEARCH?

Yes ☐ **No** ☒

If yes, please specify

> **N/A**

21. EXPERT REVIEWER/OPINION

You may be asked to nominate an expert reviewer for certain types of project, including those of an interventional nature or those involving significant risks. If you anticipate that this may apply to your work and you would like to nominate an expert reviewer at this stage, please provide details below.

5.3. Name
N/A
5.4. Contact details (including email address)
N/A
Brief explanation of reasons for nominating and/or nominee's suitability
N/A

22. CHECKLIST

Please mark if the study involves any of the following:

- Vulnerable groups, such as children and young people aged under 18 years, those with learning disability, or cognitive impairments ☐

- Research that induces or results in or causes anxiety, stress, pain or physical discomfort, or poses a risk of harm to participants (which is more than is expected from everyday life) ☐

- Risk to the personal safety of the researcher ☐

- Deception or research that is conducted without full and informed consent of the participants at time study is carried out ☐

- Administration of a chemical agent or vaccines or other substances (including vitamins or food substances) to human participants. ☐

- Production and/or use of genetically modified plants or microbes ☐

- Results that may have an adverse impact on the environment or food safety ☐

- Results that may be used to develop chemical or biological weapons ☐

Please check that the following documents are attached to your application.

	ATTACHED	NOT APPLICABLE
Recruitment advertisement **N/A**	☐	☐
Participant information sheet Appendix A	☒	☐
Consent form Appendix B	☒	☐
Questionnaire **N/A**	☐	☒
Interview Schedule Appendix C	☒	☐

23. DECLARATION BY APPLICANTS

I submit this application on the basis that the information it contains is confidential and will be used by the
University of Birmingham for the purposes of ethical review and monitoring of the research project described
herein, and to satisfy reporting requirements to regulatory bodies. The information will not be used for any
other purpose without my prior consent.

I declare that:
- The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- I undertake to abide by University Code of Practice for Research (http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf) alongside any other relevant professional bodies' codes of conduct and/or ethical guidelines.
- I will report any changes affecting the ethical aspects of the project to the University of Birmingham Research Ethics Officer.
- I will report any adverse or unforeseen events which occur to the relevant Ethics Committee via the University of Birmingham Research Ethics Officer.

Name of principal investigator/project supervisor:	Louise Rayfield
Date:	20.5.19 (amended for re-submission 28.6.19)

Please now save your completed form, print a copy for your records, and then email a copy to the Research Ethics Officer, at aer-ethics@contacts.bham.ac.uk. As noted above, please do not submit a paper copy.

Audit Commission (1996) *Misspent Youth. Young People and Crime*. London: Audit Commission.

Boyle, J. M. E. and MacKay, T. (2007) Evidence for the efficacy of systemic models of practice from a cross-sectional survey of schools' satisfaction with their educational psychologists. *Educational Psychology in Practice, 23*(1).

Braun, V. and Clarke, V. (2006). Using Thematic Analysis in psychology. *Qualitative Research in Psychology, 3,* 77-101.

Bronfennbrenner, U. (1979) *Ecology of human development*. Harvard University Press: Cambridge, MA.

Burman, E. (1994). Interviewing. In P. Namister, E. Burman, I. Parker, M. Taylor & C. Tindall (Eds.), *Qualitative Methods in Psychology* (pp. 49-71)*.* Buckinghamshire: Open University Press.

Farrington, D. P (1986) Age and crime in M. Tonry and N. Morris (Eds), *Crime and Justice: An Annual Review of Research, (pp.189-250).*

Hall, A. M. (2013) An exploration of the current working relationship between the Educational Psychologist and the Young Offender in England. Unpublished thesis.

Harrington, R. and Bailey, S. (2005) *Mental health needs and effectiveness provision for young offenders in custody and the community.* London: Youth Justice Board.

Liddle, M. (1998) *Wasted Lives: Counting the Cost of Juvenile Offending.* London: NACRO.

MacKay, T. (1999) *Quality assurance in education authority psychological services: self-evaluation using performance indicators.* Edinburgh: Scottish Executive Education Department.

Ministry of Justice (2016) Review of the youth justice system: an interim report of emerging findings from the review of the youth justice system. Online article https://www.gov.uk/government/news/review-of-the-youth-justice-system (accessed 16th May 2019).

Ministry of Justice and Youth Justice Board (2016) Youth custody report: September 2016. Accessed at https://www.gov.uk/government/statistics/youth-custody-data.

O'Carroll, J. (2016) Identifying barriers and facilitators for educational inclusion for young people who offend. *Unpublished thesis.*

Parnes, H. (2017) Educational psychologists and youth offending services: Worming together to improve the educational outcomes of young offenders. An action research project. *Unpublished thesis.*

Rutter, M., Giller, H. and Hagell, A. (1998) *Antisocial behaviour by young people.* Cambridge: Cambridge University Press.

Ryrie, N. (2006) Working with a Youth Offending Team: personal perspectives on challenges and opportunities for the practice of educational psychology. *Educational and Child Psychology, 23*(2).

Stokes, D. and Bergin, R. (2006). Methodology or 'methodolatry'? An evaluation of focus groups and depth interviews. *Qualitative Market research: An international Journal, 9,* 26-36.

Taylor, C. (2016) Review of the Youth Justice System in England and Wales. Acccessed at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attac

hment_data/file/577105/youth-justice-review-final-report-print.pdf (on 20th May 2019).

Wyton, H. (2013) Developing the work of the educational psychologist in a youth offending team. *Unpublished thesis.*

Research Information Leaflet

Educational and Child Psychologists' distinct psychological contributions to working with Youth Offending Teams in England

Given your interest in being contacted about research at the Youth Offending Working Group at the University of Birmingham, you are invited to take part in a piece of research undertaken by me, Louise Rayfield, as a requirement to complete my Doctorate in Educational and Child Psychology at the University of Birmingham.
Please read the information below and complete the informed consent form if you would like to take part.

Description of the research:
The research will focus on developing our understanding about the work ECPs undertake with YOTs, from the perspectives of ECPs and professionals within YOTs. Semi-structured interviews will allow detailed exploration of:
➢ Individuals' perceptions about what ECPs contribute to YOTs;
➢ What impact their work has; and
➢ Will explore the working relationships between ECPs and YOT professionals.

Purpose of the research
There is limited research available looking at the links between ECPs and YOTs, and the contributions ECPs make through their work with YOTs. The current literature base consists mostly of theses, typically using either ECP or YOT professional groups – not both together – and involving one local authority (LA) , therefore not considering the contributions ECPs make across England. Therefore, it is expected this research will bridge some of these gaps, considering ECP and YOT professionals' views across a range of LAs in England in order to add to a currently under-developed knowledge base relating to this area of work.

Details of the research
It is expected that participants would engage in a semi-structured interview with me, lasting around 60 minutes to gain their views and perceptions about the work ECPs undertake with YOTs, and information about how ECPs and YOTs are working together. The interviews will be voice-recorded and stored securely so that I can analyse them afterwards.

Participant requirements
➢ Qualified Educational and Child Psychologists currently working with a YOT in England
➢ Professionals in a YOT currently working with Educational and Child Psychologists in England

How the outcomes of the research will be communicated:
Participants who take part will receive a summary of the results. The findings of this research will also be shared with the Educational Psychology Service within the LA I am currently on placement, as a way of supporting them to create and forge links between their ECPs and YOT. Further, this research will also be formally reported as part of my thesis for my Doctorate in Applied Educational and Child Psychology at the University of Birmingham.

If you have any questions or queries, please contact me, Louise Rayfield (Trainee Educational and Child Psychologist). My details are provided at the end of the attached consent form.

Thank you for your interest, and I hope you will be able to support me with this research.

Appendix B within Application for Ethical Review

Participant Informed Consent Form

I, _____(name) _____ (job role) consent to take part in an individual interview to talk about Educational and Child Psychologists' contributions to working with Youth Offending Teams in England (as described in the Research Information sheet).

This research is being carried out by Louise Rayfield (Trainee Educational and Child Psychologist; see details below).

I have read the information sheet and understand that (**please tick**):

The individual interview will last approximately <u>60 minutes</u>.	
My taking part is entirely voluntary. If I decide to, I have the <u>right to leave</u> the interview at any point without explanation.	
Once I have provided information during the interview, I have a right to withdraw my contribution up to two weeks afterwards. After that, it will not be possible to remove my data as analyses will be underway.	
My <u>views and identity will be kept confidential</u> unless I say anything that suggests I or another are at risk from harm, in which case Louise would seek guidance from their research supervisor and follow the necessary safeguarding procedures.	
My views shared in the interview will be <u>audio-recorded</u> using a Dictaphone app so that Louise can listen back to the information and analyse the findings accurately. Louise might also make some handwritten notes. All hand-written notes and audio recordings will be typed-up using fake names to make sure I remain anonymous. The original recordings and notes will then be deleted. The notes and recordings will be kept safely, so that only Louise has access to them. The anonymised transcripts will only be available to Louise, Louise's University Supervisor and any University assessors. All electronic versions of anonymous documents will be stored on the University of Birmingham secure network.	
Computer records will be kept on a Secure Network. Data will be stored in line with the Data Protection Act (2018) and Freedom of Information Act (2000).	
The <u>results of this study</u> will be: • shared with individual participants; • shared with professionals in the Educational Psychology Service and Youth Offending Team in the LA Louise is on placement; • reported as part of Louise's University assignment, with the audience of university tutors and possibly an external examiner; and • possibly submitted for publication.	
I agree to <u>anonymised quotes</u> being reported. The name of the local authorities may be mentioned in the report for the local authority, but not in the report for the University of Birmingham. Individuals will only be referred to by their role (i.e. 'YOT professional'). Any data which could lead to the identification of any individual participant would be deleted or edited in ways which ensured participant anonymity.	

Signed………………………………………………   **Date**.…………………………..

Please return the completed form to Louise using the email address below. If you have any questions, please do not hesitate to contact Louise by phone: ██████████ (personal), or email: ████████████████████

Further, if you have any concerns or complaints relating to this study, please contact: **Dr** ██████████ (Louise's academic supervisor at the University of Birmingham) by phone: ████████ ████, or email: ██████████████

Appendix C within Application for Ethical Review

<u>Semi-structured interview schedule</u>

	Areas to explore (RQs)	**Interview questions**	**Probe questions**
Questions for ECPs	1. What do individuals understand the distinct contribution of Educational and Child Psychologists working with Youth Offending Teams to be?	o What skills do you possess that you feel are important when working with YOTs? o What type of work do you do with the YOT? o How do you maintain clarity about your role and boundaries?	o *How do these differ from other professionals in YOTs?* o *What's the focus of your work?* o *Has this always been the case?* o *Do you think this is the work you should be doing?* o *Do you think this work is valuable? And valued by YOT professionals, young people, families, the community?* o *Do you access/utilise supervision for your YOT work?*
	2. What is the perceived impact of Educational and Child Psychologists' work with Youth Offending Teams, and how is this measured?	o As an ECP working in a YOT, what do you feel the benefits of you work are?	o *Do you feel YOT professionals understand your role?* o *Do you feel YOT professionals utilise your skills fully and/or appropriately?* o *How did you/do you help others to understand your role?*
	3. What facilitated Educational and Child Psychologists collaborative working with professionals in Youth Offending Teams and how is this working relationship maintained?	o How long have ECPs worked with the YOT? o How do you know what impact your work has had? o What do you think might be some of the reasons, or barriers, discouraging other ECPs' in other services from working with YOTs in their LAs? o How did you come to work with the YOT?	o *How did this come about?* o *Do you use any form of evaluation? By who? How often?* o *Do you have a service level agreement with the YOT?* o *How do you receive referrals?* o *What is the route from referral to your active involvement?*

Appendix 4: <u>Participant research information sheet</u>

Research Information Leaflet

Educational and Child Psychologists' distinct psychological contributions to working with Youth Offending Teams in England

Given your interest in being contacted about research at the Youth Offending Working Group at the University of Birmingham, you are invited to take part in a piece of research undertaken by me, Louise Rayfield, as a requirement to complete my Doctorate in Educational and Child Psychology at the University of Birmingham.

Please read the information below and complete the informed consent form if you would like to take part.

Description of the research:
The research will focus on developing our understanding about the work ECPs undertake with YOTs, from the perspectives of ECPs and professionals within YOTs. Semi-structured interviews will allow detailed exploration of:
➢ Individuals' perceptions about what ECPs contribute to YOTs;
➢ What impact their work has; and
➢ Will explore the working relationships between ECPs and YOT professionals.

Purpose of the research
There is limited research available looking at the links between ECPs and YOTs, and the contributions ECPs make through their work with YOTs. The current literature base consists mostly of theses, typically using either ECP or YOT professional groups – not both together – and involving one local authority (LA) , therefore not considering the contributions ECPs make across England. Therefore, it is expected this research will bridge some of these gaps, considering ECP and YOT professionals' views across a range of LAs in England in order to add to a currently under-developed knowledge base relating to this area of work.

Details of the research
It is expected that participants would engage in a semi-structure interview with me, lasting around 60 minutes to gain their views and perceptions about the work ECPs undertake with YOTs, and information about how ECPs and YOTs are working together. The interviews will be voice-recorded and stored securely so that I can analyse them afterwards.

Participant requirements
➢ Qualified Educational and Child Psychologists currently working with a YOT in England
➢ Professionals in a YOT currently working with Educational and Child Psychologists in England

How the outcomes of the research will be communicated:
Participants who take part will receive a summary of the results. The findings of this research will also be shared with the Educational Psychology Service within the LA I am currently on placement, as a way of supporting them to create and forge links between their ECPs and YOT. Further, this research will also be formally reported as part of my thesis for my Doctorate in Applied Educational and Child Psychology at the University of Birmingham.

If you have any questions or queries, please contact me, Louise Rayfield (Trainee Educational and Child Psychologist). My details are provided at the end of the attached consent form.

Thank you for your interest, and I hope you will be able to support me with this research.

UNIVERSITY OF BIRMINGHAM

Appendix 5: Participant informed consent form

Participant Informed Consent Form

I, _____(name) _____ (job role) consent to take part in an individual interview to talk about Educational and Child Psychologists' contributions to working with Youth Offending Teams in England (as described in the Research Information sheet).

This research is being carried out by Louise Rayfield (Trainee Educational and Child Psychologist; see details below).

I have read the information sheet and understand that (**please tick**):

The individual interview will last approximately <u>60 minutes</u>.	
My taking part is entirely voluntary. If I decide to, I have the <u>right to leave</u> the interview at any point without explanation.	
Once I have provided information during the interview, I have a right to withdraw my contribution up to two weeks afterwards. After that, it will not be possible to remove my data as analyses will be underway.	
My <u>views and identity will be kept confidential</u> unless I say anything that suggests I or another are at risk from harm, in which case Louise would seek guidance from their research supervisor and follow the necessary safeguarding procedures.	
My views shared in the interview will be <u>audio-recorded</u> using a Dictaphone app so that Louise can listen back to the information and analyse the findings accurately. Louise might also make some handwritten notes. All hand-written notes and audio recordings will be typed-up using fake names to make sure I remain anonymous. The original recordings and notes will then be deleted. The notes and recordings will be kept safely, so that only Louise has access to them. The anonymised transcripts will only be available to Louise, Louise's University Supervisor and any University assessors. All electronic versions of anonymous documents will be stored on the University of Birmingham secure network.	
Computer records will be kept on a Secure Network. Data will be stored in line with the Data Protection Act, 2018 and Freedom of Information Act, 2000.	
The <u>results of this study</u> will be: • shared with individual participants; • shared with professionals in the Educational Psychology Service and Youth Offending Team in the LA Louise is on placement; • reported as part of Louise's University assignment, with the audience of university tutors and possibly an external examiner; and • possibly submitted for publication.	
I agree to <u>anonymised quotes</u> being reported. The name of the local authorities may be mentioned in the report for the local authority, but not in the report for the University of Birmingham. Individuals will only be referred to by their role (i.e. 'YOT professional'). Any data which could lead to the identification of any individual participant would be deleted or edited in ways which ensured participant anonymity.	

Signed.. Date.............................

Please return the completed form to Louise using the email address below. If you have any questions, please do not hesitate to contact Louise by phone: ▮▮▮▮▮▮▮ (personal), or email: ▮▮▮▮▮▮▮

Further, if you have any concerns or complaints relating to this study, please contact:
▮▮▮▮▮▮ (Louise's academic supervisor at the University of Birmingham) by phone: ▮▮▮▮▮▮, or email: ▮▮▮▮▮▮

Appendix 6: <u>Participant sign-up sheet</u>

Registration of interest for research

I, _____(name)_____(job title) _____ (Local Authority base) would be interested in taking part in a piece of research about EP involvement with Youth Justice Services being carried out by Louise Rayfield, Trainee Educational Psychologist, for her thesis.

I would like to hear more and give permission for Louise Rayfield to contact me further about this research using the following contact details:

Telephone: _____

Email: _____

Signed: _____

Date: _____

Appendix 7: <u>Interview schedule</u>

	Areas to explore (RQs)	Interview questions	Probe questions
Questions for ECPs	1. What do individuals understand the distinct contribution of Educational and Child Psychologists working with Youth Offending Teams to be?	• What type of work do ECPs do with the YOT?	o *What's the focus of your work?* o *How does the work differ from other professionals in YOTs?* o *Has this always been the case?* o *Do you think this is the work you should be doing? If not, describe the work you feel ECPs should be completing.* o *Do you access/utilise supervision for your YOT work?*
		• How are referrals made to you?	o *Are you involved in case consultation prior to a referral being made to you?* o *Are all referrals relevant/appropriate?*
		• What skills do you feel ECPs possess that you feel are important when working with YOTs?	o *Do you feel YOT professionals utilise your skills fully and/or appropriately?* o *Do you feel you have sufficient training to understand the Criminal Justice System and court?*
		• Do you feel YOT professionals understand your role?	o *How did you/do you help others to understand your role?* o *How do you maintain clarity about your role and boundaries?*

273

		• Do you feel fully integrated within the YOT?	
		• Are there barriers you face working with YOTs? If so, how might these be improved?	
		• Describe your relationship (as an ECP) in YOT in 3 words? (Summary of above discussion)	
		• Describe your distinct role (as an ECP) in YOT in 3 words? (Summary of above discussion)	
	2. What is the perceived impact of Educational and Child Psychologists' work with Youth Offending Teams, and how is this measured?	• As an ECP working in a YOT, what do you feel the benefits of your work are? • How do you know what impact your work has had? • Are there ways you feel ECPs could be used more effectively in YOT teams?	o *Do you think this work is valuable? And valued by YOT professionals, young people, families, the community?* o *Do you use any form of evaluation? By who? How often?*
	3. What facilitated Educational and Child Psychologists collaborative working with professionals in Youth Offending Teams	• How long have ECPs worked with the YOT? • How many ECPs do you have working with/in the YOT?	o *How did this come about?* o *Do you have a service level agreement with the YOT?*

	and how is this working relationship maintained?		
		• How did you as an individual come to work with the YOT?	o *How long have you specifically worked with the YOT?* o *Has your work, or role, changed during this time?* o *How do you receive referrals?* o *What is the route from referral to your active involvement?*
		• What do you think might be some of the reasons, or barriers, for other ECPs'/ESP Services not working with YOTs in their LAs?	
		• What might facilitate more effective working arrangements, if you feel ECPs should be working with YOTs?	
		• How do you see your role changing/developing in the next 2 years? / 5 years?	o *What are the push/pull factors?*

Appendix 8: <u>Example transcription</u>

<div style="border:1px solid">

Participant 4 Transcription: Francesca*

Date of interview: 20.12.19
Location: Video call
Duration: 1:19:16
*[Including some initial and
final conversation not*

</div>

[Start of interview]

Interviewer: So yep, the first section is about what you understand your distinct contribution to be working with the YOT in your authority. So what type of work do EPs tend to do in the YOT you're linked with?

Francesca: So my role at the moment, I'm in the YOT half a day a week, but actually I work a lot more than half a day a week…

Interviewer: OK.

Francesca: …so we're going to formally increase that to a day from January which is positive. So this time… the time I've been spending in the YOT is the first time my local authority has had an EP working in them. So at the moment my job has been basically tidying up lots of the stuff we hadn't previously done. So we've got a few young people in custody who have EHCPs and we didn't previously have our SEND and YOT protocol in place, and it wasn't actually being actioned, so one part of my job was getting the protocol agreed with SEN so we would agree what our statutory responsibilities would be for the young people with EHCPs both in custody and in the community on orders. So we agreed that - and the reason I'm talk you through that is because that's been the bulk of my work this term…

Interviewer: That's fine.

Francesca: …so we agreed with SEN if a young person had an EHCP and was in custody they would be entitled to at least 2 visits from SEN and myself together, and that would be the initial planning remand meeting that me and SEN would attend along with the YOT worker, the social worker, parent and someone from the YOI or the STC. And then they would have another meeting close to release where we would be looking at how that EHCP would be implemented back in the community, and if anything needed to be changed. So this term because all of four young people that have bene in custody and are in custody with plans, didn't go in necessarily during this term, we weren't able to have the initial planning remand meeting as we've set out in the policy, but we've had our initial SEN EHCP meeting just a little bit further down the line into their time on remand. So I've been visiting lots of the STCs and YOIs around the country to see some of our young people, and at the moment that's been the bulk of my work like I said, getting meetings set up with parents, SEN, YOT workers in the community, YOT workers in the YOIs, and looking at the EHCP and seeing if they're actually- if they're accurate for one. One hasn't been updated for 4 years who I went to see last week…

Interviewer: Oh gosh, OK.

Francesca: …so that needed a little bit of work. And then seeing if there are any changes we needed to make, if the young person wanted to change their section A, and then making sure the document actually served its purpose. So that's been the biggest part of my job this term.

Interviewer: Yep.

Francesca: But I've also been doing lots of other stuff as well. So I've also done some consultation work for young people that do not have EHCPs, but are in custody. So I went to see a young man who they were concerned about lots of aspects of his development – learning and communication – and he was on trial for a very serious offence - it was murder - and I went to visit him to do some consultation work to see if there was anything that the YOT worker could include in her pre-sentence report, so anything I could support her with in her formulation about the offence and about the young person. So I've done that for 3 young people. One of them, like I said, was a very serious offence in that it was yep that, and we've had two others that were in court for other offences.

Interviewer: Ok.

Francesca: I've also done a couple of other EHC needs assessment advices for young people who are known to YOT, but have just had requests submitted. There's been lots of training, staff kind of discussions. It's been busy [laughs].

Interviewer: That does sound busy, especially with half a day a week.

Francesca: Yeah it's not half a day a week [laughs]. Not at all.

Interviewer: Can I pick up on a few of those things and ask you a little bit about those?

Francesca: Yep of course.

Interviewer: So in terms of the EHCPs, do you find that the EHCP - what's in those - is being implemented in the STCs, YOIs?

Francesca: It depends sometimes where they are to be honest. From what I have seen from the education reports from the STCs and YOIs they're actually doing really well. So for lots of these young people, being in secure accommodation and being remanded, is actually- it's been a while since they were engaging in education so they have to be there all day, and the reports I've see are really positive about how the young people have been engaging. And I've not yet seen direct reference to… in like the education reports I've not seen them directly reference to strategies in a plan, for example, but I have seen in the education reports they've often got has this child got identified SEN needs or an EHCP, and that information will be in the report. So the staff are aware, but yeah… I'm not sure how to answer that fully.

Interviewer: Yeah, from my understanding EHCPs are kind of frozen when young people are in custody? I don't know much about it, it's just from conversations I've had previously. So they're kind of frozen when they're in custody, so it's my understanding from some authorities that places don't really implement or take any value from EHCPs while the young people are there? But because the young people - like you've just said, it might be the first time they've been engaging in education for a long time because they're in a setting and might not have been attending a setting for so long – you know, I think it's an opportunity where young people can be reengaged and lots can be done, and therefore if EHCPs aren't being looked at or implemented, then I don't know how settings are managing to kind of engage and help those young people.

Francesca: I'm not sure…

Interviewer: So [*inaudible*] as much as a question but...

Francesca: Yeah, no no it's an important point. But from the STCs and the YOIs and young people I've worked with, EHCPs are definitely not frozen. They are still active documents, the local authorities maintain that statutory responsibility to ensure that the provision is being delivered in line with what the STC and YOI are offering, so they're still very active documents, they should still be having their annual reviews. You're not allowed to cease a plan when someone's in custody. So they should be looking at them. And in the ones I've been in they are.

Interviewer: Well that's good to hear elsewhere. And yeah it was from an SEN department actually who said about them being frozen before in a previous local authority I've been in. So interesting.

Francesca: Oh well tell them to read the Code of Practice because there's a doc… a bit in there on children in custody.

Interviewer: Yeah well that's what I thought about what is going on in this place, so yeah that's why I think more work needs to be done around this as well to that we're making sure that the right practice is happening, and we're doing what we should be doing.

Francesca: Yeah.

Interviewer: And do you find that most young people in custody have an EHCP in your experience, or have you been asked to initiate an EHCP request for a young person in custody?

Francesca: Yes so the young person that I was involved in some consultation work with – it was my first formal YOT case – he doesn't have a plan but has significant needs. And we talked… so I worked with like the YOT worker, the Social Worker, the Virtual School, and they were all like how on earth does this young person not have a plan? He has significant educational needs, mental health needs, speech and language needs. So at the moment they're trying to get the parent on board to, on board with the request because as you can imagine if your young person is in that situation it can be quite hard to think about how other people can help you when you feel like you've not been helped before.

Interviewer: Mmm. And what's your view on why that young person might not have had those needs identified before?

Francesca: He was permanently excluded in year 7, was then supposed to be attending our alternative provision and, yep that wasn't a consistent… he didn't attend consistently and unfortunately the needs were not formally picked up.

Interviewer: Yeah and I think that's what happens quite frequently, these young people just slip through don't they and bypass different services.

Francesca: Yep.

Interviewer: Ok so in your consultation you talked about, those that you do, what do they tend to look like? Do you work with professionals, parents, young person? All of them? Do you do different assessments? What do you generally do?

Francesca: All of the above. So I… it's literally like any other consultation but the child is just in a different setting [laughs]. So exactly what we always do: talk to parents, talk to the YOT workers because they'll be the ones who ask for involvement, they're usually the problem-holder or initial kind of client because they're the ones who bring the case to you. But yeah, it's literally as always except for no classroom observations – I've not yet managed to get in to observe any education in prison yet, but it's on the list.

Interviewer: That would be interesting.

Francesca: But in terms of assessment I've done; so one young person I went to visit who'd never been seen by an EP before, I… we did lots as he was actually really engaged so I did some verbal kind of… I never do that BAS but I did some verbal ability subtests on, you know, the BAS. I think it was word definitions and verbal similarities. So we did that. Then we did the listening comprehension from the WIAT because we were basically looking at how he was understanding and using language because he was obviously gonna be on trial so thought that was important to look at. We also did just lots of talking, so the usual stuff you'd do, like scaling – what is it like in here, what was your education like before - because they have to be in education they have a lot to say about what they're doing at the moment. And then… what else did I do? Oh I also did some Dynamic Assessment with this young person as well because I wanted to be able to feed into how the staff were working with him in the setting, so we did some Complex Figures and he did really well, and it was also nice to leave this young person with that positive experience of actually doing something really well rather than being sat and talked at and tested by adults that have come to visit. So that was fun. Another one I went to see in custody who hadn't been seen by an EP, again lots of talking about views, aspirations, life in the community, life in prison, and then we did… this young person had lots of difficulties with attention and focus so he did the BRIEF questionnaire for me and it was good in terms of getting the quantitative data, but the most helpful stuff was the chat around it, so he was like reading the questions out loud and whether he agreed or not, and he was giving me examples so that gave me like really rich data. And this young person also did the BECK for me. Again, I'm not one person who's tied to quantitative measures but it's the discussion you have, like they read the questions… like one of them said 'I tell the truth: never' so we had a really good chat about that [laughs].

Interviewer: Interesting [laughs].

Francesca: Yeah so I had to ask him if I could trust anything he's said in these questionnaires if he doesn't tell the truth, but, yeah that was quite fun.

Interviewer: Yeah that would make for an interesting conversation [laughs]. With those- when you're working with the young people do you tend to get quite good engagement from them then?

Francesca: Me personally, yes. I've been… I don't know if it's luck of the draw or caught them on a good day, but on prison visits I've managed to have the young people with me in the room for longer than an hour.

Interviewer: That's brilliant. What do you think it is maybe that, that means they engage with you in particular?

Francesca: I think there's a few things. So for a lot of them they're feeling really stable, so the stability custody provides them is something they've not experienced before. So some of the young people didn't have particularly stable home lives and didn't have particularly consistent routines about where they would sleep at night, and I guess the safety and security of being on

remand gives you that structure that means you might feel more settled. Erm, it might be a bit of an escape, they might just be a bit bored of everything going on in the prison and coming to chat to someone is something different to do. Erm, what else? I don't really talk about the offence so… I say I don't really, I *don't* talk about the offence so I'm not there to talk about what they did, whether they're sorry for it. You know, I'm not there to do a sentencing interview, I'm not there for that, I've got a completely different angle, so I think that's quite refreshing that I'm not coming in and saying, you know, what did you do, why did you do it? I think they're quite surprised I'm asking how school was for them, and what they'd like to do in the future, and for their views. I think it's just a different experience.

Interviewer: Hmm.

Francesca: But I don't know, I'd have to ask them [laughs].

Interviewer: But I think that's quite interesting isn't it, like because you are coming in and focusing really on how things are gonna be better for the future, you know, how are you gonna be better supported so that you can progress and things can change and get better. Is there a particular way you introduce yourself or your role to them?

Francesca: Oh good question…

Interviewer: Because they will have had a few professionals, like you've just said you're a different kind of professional. So I'm just wondering how they might know you're they're for like a different reason?

Francesca: So it's how we explain our role to children and young people all the time I guess, that I'm, you know… I say that I'm a psychologist but I work with young people or with parents, children, what-not… I say I'm in the youth offending team but I also say I work in schools because lots of them went to my alternative provision I was at this morning, so when I say I also work there I think they realise 'oh she's not just from the YOT, she actually is in schools' so I think that helps them a little bit because I know the same people that they do, so yeah. It's in the sell. I'm not sure how I do it exactly but…

Interviewer: Yeah well you obviously have that… because I think that's something I've asked other EPs as well, what attributes maybe, or what skills an EP might need to bring to kind of their role working with YOTs, because it's… from talking to lots of different people some people are really interested in working in that area, and some people don't feel as comfortable. So I guess from your perspective do you feel there's something about the type of person that might want to do… to work with young people involved with YOTs?

Francesca: I think, yeah, as you've probably noticed from your training, everyone has their particular interest and the things they're passionate about. So I'm sure there's someone on your course who loves early years and someone that loves autism, you know. Everyone has their interest and in order to give… I guess to be really engaged and passionate about something, you need to be interested in it.

Interviewer: Yeah.

Francesca: And then I guess working with this population it can make a lot of people feel de-skilled. So I've had a lot of colleagues say 'please don't go off sick because I wouldn't be able to do this, I feel really de-skilled, I wouldn't know what to do'. And I don't know… I don't believe that's true, I believe anyone can do it because we're all psychologists and they're all children, so just

because they're in a different setting, they're all still children we can work with. But maybe it's because it's something people aren't used to, so you just have to be able to give it a go and not be afraid to get things wrong and if a child doesn't come out of his cell to talk to you, you don't take it personally because it's not about you. I guess you do need to be really committed though because it is a lot of work and it's not straight forward. You're not just going to the same school, you know, I'm in Milton Keynes one day then in Kent the next, and then a day in Feltham. So it is… I guess you just have to be passionate about it to do it and do it successfully.

Interviewer: Yeah.

Francesca: Sorry that was a really long-winded way of answering your question!

Interviewer: No, no, that's fine. And in terms of, you mentioned earlier about YOT professionals referring into you, what does that referral process look like? How do they refer into you? Is there a threshold, or…?

Francesca: So we were actually talking about this yesterday. So within my youth offending service we have a team that's called the wellbeing team, so that's: me, speech and language therapist, CAMHS nurse, substance misuse worker and a youth justice liaison diversion officer. So we're the sub-team within the YOT that do the additional specialist stuff with the young people and we are currently writing our referral pathway, because we haven't got it yet. But at the moment the way these young people have come in so far is, like I said, most of them have been statutory - in terms of they've been EHC's - but the other ones where it's been consultation, it's come because a YOT workers has had to write a pre-sentence report and they've had kind of niggling concerns about these young people and they were like 'oh XXXX can you get involved so I can, you know, get more information to support my PSR [pre-sentence-report]'. That's how those have come about, so it's not been a straight line. But there will be a straight line at some point.

Interviewer: So that's something you're working on. Like you said, you know, you're only just starting up this work with them really, and I'll ask a bit more about that later on. Ok , so you've talked about the focus on your work being mostly EHCPs and consultation, and you also mentioned training, so I just wondered how that had come about, what kind of training you've been doing for who?

Francesca: Yeah so I… so I officially started there in September, but I actually started working with the YOT in February last year. So this was more of a getting to know your services and me just going over, meeting the team and figuring out what gaps there might be. So from kind of February 'til September I wasn't doing any individual work, it was purely now and again I'd pop in and do some training, I'd come in and just chat to them. So that's where most of the training came around. So we did some training – so it was myself, the speech therapist and the youth justice worker – we did training around intervention planning, we did training around kind of tools of engagement and different ways to engage young people, we did training on SEN and like the processes, what an EHCP is, all that lovely stuff. And then we've got a few different ones planned, and last week then – I couldn't go because I had to go to a tribunal meeting, but – I helped plan the away-day training around Lego groups and genograms which was…

Interviewer: Oh brilliant.

Francesca: …it looked great, I was gutted I couldn't go. But yeah, all those kind of things going on.

Interviewer: So is that something that was requested by the YOT, or something you, the speech and language therapist thought might be useful?

Francesca: A bit of both. So the YOT managers often say… they talk about where there might be a gap and say can we pop along and do a workshop, can we plan something, or they might say 'what can you do in a slot if we gave you an hour?' So it's a bit of both.

Interviewer: Ok, a bit of give and take. That's quite nice you've got- you can put some of your interests in and things you think will be useful. And what about how the work differs from other professionals in YOT? So you've mentioned there's the speech and language therapist, obviously things the YOT professionals are doing themselves, so yeah how does the kind of work of an EP differ to what they're doing?

Francesca: How does it differ? Well they've obviously got statutory obligations haven't they, so they're- the YOT workers are there to ensure they're meeting the requirements of their YRO and make sure that all those statutory things are in place, and make sure they're complying with their orders and what-not. So the EP role is really different because we don't have- apart from obviously the EHC process, but even then if a young person doesn't want to talk to us they haven't got to, whereas with a YOT worker, you have to talk to your YOT worker [laughs]. So that's different. And we just come from… we come at it from a completely different lens. So the young people are opting to engage with us, whereas with a YOT worker they have to. So I guess that makes… that makes me feel really lucky they're engaging with me, and more relaxed and less pressured because I haven't go to write a really big pre-sentence report to make sure they don't get long sentence. I dunno, it's a really difficult question.

Interviewer: Hmm, yeah…

Francesca: It differs in a lot of ways because we can just focus on education, development, overall wellbeing, whereas the YOT workers do always have the youth justice stuff to think about, whereas I don't really have to think about that.

Interviewer: Yeah 'cause I guess you're…

Francesca: If that makes sense?

Interviewer: Yeah you're doing the EHCP stuff, and I guess where you're doing other things that we've mentioned with young people, like your consultations, what's that generally for, and how do you report that information? Is it generally to support the pre-sentence reports, is it to support initiating EHCPs? Both? Other?

Francesca: Both and other. So with the first one it was… the first one was basically they've been concerned about this young person for ages and had never been able to get anybody, like they hadn't had an EP before so no one could do it. And then by the time I'd started he had… the pre-sentence report was due a few weeks later so they asked if I could see him and so I'd be able to provide more detail about his needs for the pre-sentence report. But as much as that was like the reason they wanted my involvement, they also wanted it before that anyway, so even before the offence they wanted EP involvement. So the same as any other request for consultation it's 'cause they want a deeper understanding of a child's needs and how they can support them. So yeah it might have happened quickly because of the PSR but they wanted to understand him more anyway, so.

Interviewer: Yeah.

Francesca: Yeah so it solves multiple purposes often.

Interviewer: Mmm, ok. And when you said about the work from February… So is that February 2019?

Francesca: Yep.

Interviewer. Yeah. So you said from February until September you weren't doing any individual work…

Francesca: Yep.

Interviewer: …what is it that kind of changed the focus of your work? Why did it come about that you started working with young people themselves?

Francesca: Because I was actually commissioned.

Interviewer: Ok.

Francesca: So in February 'til September we didn't have an SLA, we had a… I was basically talking to my managers and saying we need to develop a working relationship with this service. So they gave me… without telling YOT, they said 'right XXXX, use a couple of days here and there to start developing this relationship and see where you can get to' so that's just it, I wasn't officially part of the team yet, it was just developing that relationship.

Interviewer: You were just establishing yourself within there?

Francesca: Yep.

Interviewer: And what was the kind of understanding from YOT professionals about the EP role before? Did they know anything about what it is that you do, or SEN in general? What was kind of your feeling for that?

Francesca: Yeah the understanding's… it varies across the team still. So some people weren't aware of an EHCP and what one was. The EP role, the usual people… the usual views, they just thought we come in and do cognitive assessments and that we just work in schools. But I did… I met with them lots and did a sessions saying what I could and couldn't do, when I first started with the team so they know… they're getting there in terms of knowing what the EP can be used for.

Interviewer: And has that come through that training then, or through other things?

Francesca: Yeah through the training, but also through the pieces of work. So when I did the first piece of casework, they… where they actually get to see, ok what does it look like, what does EP involvement look like. So doing that first bit of work really helped them because then the lightbulb almost went off and they thought 'ah ok that's how it can help us'. Yeah, I guess seeing it in action has been more helpful for them than me just telling them.

Interviewer: Yeah that makes sense doesn't it. Ok, and before February was there no involvement from EPs at all?

Francesca: Nope.

Interviewer: So it's a new thing since then?

Francesca: Yep.

Interviewer: And do you think the work you are doing there at the moment – so that variety you described – do you think that's what you should be doing within YOTs, or do you think there's additional things or other things that you feel you'd be better placed doing? What are your thoughts?

Francesca: There are lots of things I'd like to be doing but like I said, at the moment we're trying to tidy up all the things that haven't been done before. But there's lots of things I'd like to be doing. I'd like to be doing intervention work with my colleagues, with other members of staff in YOT. I'd like to see all young people in custody, not just those with an EHCP because the very nature of them being in custody means they're extremely vulnerable, so I feel like, you know, they shouldn't be forgotten. More work with the staff. Luckily they've got a systemic family therapist who gives them individual supervision which is great. But more… spending more time with the staff doing consultations and things because at the moment everything's having to be really reactive, and we're working on all the high-profile murders 'cause we've had quite a few this year, so we're having to do all that stuff. So you know the staff working with all the children in the community aren't getting as much support from me and the speech and language therapist as they might like to or they should be getting because we're working on the top end at the moment. So there's loads we should be doing, but hopefully soon [laughs].

Interviewer: Yeah, so it's typically those in custody that you're focused on rather than kind of the preventative end, those that are maybe known to just coming into the youth justice service?

Francesca: Yeah.

Interviewer: Ok. And you've mentioned there about the systemic family therapist, did you say they work with the professionals and do supervision or something?

Francesca: Yeah.

Interviewer: Ok, so they're getting… is that weekly, monthly? How often?

Francesca: So they basically get to sign up. So she's there half a day a fortnight, so she's not there that often, but staff are able to sign up to a session with her.

Interviewer: Ok.

Francesca: Yeah so they don't get them often because there's obviously not that many, but they're able to go and have a bit of supervision on some of their cases with her.

Interviewer: Ok. So you don't provide supervision for them?

Francesca: Not yet, because at the moment I'm giving supervision to basically every member of staff in my PRU. So yeah [laughs] it's a lot.

Interviewer: Yeah that might be a bit much. And what about the supervision you get? Do you get any supervision for your work with YOT?

Francesca: So I get, as all main grades get, an hour of supervision to an hour and a half a month, an hour a month, and it's not YOT specific because my supervisor doesn't have YOT experience so this is something I've set up. So in short, no [laughs], but me and some other EPs that work in

YOTs local to me are setting up a kind of work discussion peer supervision situation erm so we can talk more about our work, because we've all said our managers don't really understand fully the work because they're not used to it. So yeah, and I am able to also access the systemic family therapist if I want.

Interviewer: Brilliant. Do you know that might be something – just off topic a little bit – but it might be something useful to talk about if you do come to a special interest group in the future to kind of share how those peer supervisions go, you know, how you support one another, because I think that is quite interesting and probably something others would find really useful to setup up or you know join if you widened it out to be like… yeah, I don't know, but I think it's something useful to think about.

Francesca: Yeah so hopefully we can get those going in the new year because, yeah it's a different type of work to your day to day school visits.

Interviewer: Yeah definitely. Like I can imagine in your typical supervision there might be an hour and a half to discuss about just your YOT work [laughs].

Francesca: Yeah and as well a lot of it's just information-give because my supervisor's really interested and just wanna know what's going on, how's it going. So I'm not like having supervision on it because I'm just telling him what's happening [laughs].

Interviewer: And what about, kind of, I dunno the knowledge you had of YOTs maybe when you started it and now, do you feel like you do have enough knowledge and skills to be working with YOTs, or did you have that at the beginning? How did you acquire it?

Francesca: Yeah so I… so when I was doing my undergrad I was working in XXXXX prison so I worked with… not with prisoners, I kind of worked in the kind of family like… I've lost the word now. I worked in the play area with the children visiting their parents basically. And I worked through a particular charity in that role, so being based within the prison was interesting because I got to see how they function. But I also acquired lots of knowledge from the different settings. So this charity also operated in Feltham [prison] and lots of other settings. So I got lots of kind of information about the criminal justice system through my work there, so although it wasn't directly with prisoners I got lots of information about, yeah the criminal justice system through that work. Erm, and then throughout my time at uni I did a little bit of a research project around… it wasn't like a thesis or anything, it was just like a PBL [problem-based learning] unit around particular group of girls I was working with who were engaging in criminal activity. So a lot of self-directed research. Being a link EP for the PRU also meant lots of my young people have had contact with the criminal justice system, and I've been involved in those kind of cases for a while. So it's just picking up that knowledge through other means, and then engaging in self-directed research, and kind of going on training and CPD around that. But in my first term there I learnt loads, even more. You keep learning as you keep going.

Interviewer: So was there anything on the training course to be an EP around youth justice or anything like that?

Francesca: No apparently we had a session but I don't remember it [laughs]. It was an hour and a half and I think it was more about restorative justice than about youth justice. But one of… we've got some trainees at the moment and one of them said they had a day recently on EPs working in youth justice, but their feedback wasn't… it was more about a particular person's research rather than how an EP actually works in that system. So I think courses are starting to think about it.

Interviewer: And do you think there's anything in particular that would've been helpful before you started within youth justice service that courses could think about for the future?

Francesca: Yeah it would be helpful if they had EPs who actually work in those roles going in and actually delivering a session on what it looks like and thinking about the important information like some of the stuff that was shared on the day back in October, around kind of stats - figures around youth and crime being social constructs – all that stuff just to get people thinking about, yeah, that kind of domain of work. Yeah I definitely think it should be on the course in some way. What do you think?

Interviewer: I think yeah definitely, because it's an area that seems to be neglected in some services more than others, and like you've just said, they're the most vulnerable kids that are known to youth offending services. Like the statistics for those who, you know, have disabilities, learning difficulties, all sorts of different diagnoses, the backgrounds that they're from. It's just kind of a bit mindboggling that we don't work with youth offending teams in a more structured way everywhere, 'cause, yeah some local authorities I've been in, the youth offending teams haven't even heard of an EP or what we do, and there's no links whatsoever. And, yeah, when you compare that to other places where there's so much going on, I think there definitely needs to be more on courses to get EPs thinking and being more away, and trying to bridge gaps where there are gaps really. Hmm.

Francesca: Yeah lots of work to be done.

Interviewer: Definitely. But there's so much good work going on which is why we need to get that out into the world, so people know what's being done and what other people can offer, because it'll get individuals thinking about well, you know, I'd like to do that and I could do that, and just giving ideas about how to do it. Ok, in terms of working… well actually, I know we've touched on this before but I didn't phrase it in this way: we've just talked about EPs who are interested in it, and you've said about having a particular interest in it is what would perhaps bring you into the role…

Francesca: Yep.

Interviewer: …are there any particular skills that you feel EPs possess of need to possess when working with the YOT? Because we've talked about it perhaps not being for everyone, is there… are there particular characteristics of an EP who might successfully work with young people known to a YOT, or professionals in a YOT?

Francesca: It's an interesting question, and I wonder from your interviews whether you've noticed anything yet, whether there are similarities across the EPs?

Interviewer: There are, and they've come up with similar things as well.

Francesca: And are they similar things you're noticing from people you're interviewing?

Interviewer: Yeah, yeah. And people I've met in the past. Yeah definitely.

Francesca: Yeah. Give me… can you just tell me one? [Laughs]

Interviewer: Hang on, let me just get… I wrote down a couple of things. I'll tell you one, just to give you an idea [laughs].

Francesca: Thank you.

Interviewer: Erm… [pause] 'down to earth' was one of them.

Francesca: Yeah I'd agree.

Interviewer: Yeah. Are there any other kind of things you think an EP… what skills they might need? I mean, you know, everyone's… you know, individual differences, every EP is different and is gonna maybe work more successfully in some areas more than others. Erm…

Francesca: Yeah I guess down to earth is a massive one because… you need to be relatable as well. And not relatable in the sense that, you know, you have to have been to prison because I haven't been to prison [laughs] so, you know, I'm not relatable in that sense, but I guess a willingness to relate to the complexity of their experiences and all the factors that have led up to where they are now. You need to be extremely patient in this type of work. You need to be really, really understanding and you need to be really thick-skinned as well like I said. You know, you're not… you can't take things personally because it's never about… if a young person doesn't want to see me or they tell me to do one, it's not about me, and I genuinely know that, but some people might find that a little bit more difficult because they might take things more personally. You need to want to do it and be really passionate about it, and… yeah there's lots of things you need. Because there's lots of people in my team who'll be like 'oh I couldn't do that'…

Interviewer: Yeah.

Francesca: …and I always wonder why, but we all should be able to do it in theory.

Interviewer: Yeah, I think it's that… from discussions I've had in the past years ago, some people feel quite uncomfortable by some of the crimes that have been committed, they find it hard to separate out from- to be empathetic towards a perpetrator versus a victim. This is just things people have told me before…

Francesca: Yeah.

Interviewer: And that's actually come from people who've then worked in YOTs and their views have changed, but that was their perception beforehand because maybe they weren't think of the whole situation. So maybe it takes a certain kind of person to put it in context and as EPs we should really do that in all situations. But yeah, from some conversations I'd had some people do find that more difficult.

Francesca: Yeah and I remember… you've brought me back to something someone said to be recently. So a trainee asked me, you know, 'how is it meeting someone who's murdered someone?' you know, and it didn't even cross my mind because in this work you genuinely have to think child first because it's not about the crime, that's not why I'm there. So, yeah, I guess it's the ability to be completely child-focused regardless of what they've done and not to put… not… yeah, you do have to do that because the TEP was wondering how did I manage engaging with a child who'd murdered someone, and I was genuinely like, oh I didn't think about it because I was there… a young person in a YOI who's committed murder is still a young person. While I know it's terrible what's happened and there are consequences for their actions, it's… yeah, I'm not in the criminal justice system, that's not my job to judge, I'm there for a different purpose, so…

Interviewer: Yeah, they've still got needs, they've still got a future that they'll, you know, that they've got to live, and it's how they're supported. So yeah, I guess there's that perspective that you have on things that perhaps others don't have, or have initially, going into that work maybe.

Francesca: Yeah and some people do, like you said, find it hard to be… to show empathy for these young people 'cause all they can focus on is their action and what they've done, but we know crime is a symptom of something else, so…

Interviewer: Yeah exactly.

Francesca: Yeah.

Interviewer: Yep, so…

Francesca: Sorry a long-winded answer.

Interviewer: No no, thank you. Because it's picked up on quite a few things and quite some similar things, 'cause I think patience had definitely come up and being, erm, kind of realistic, the friendliness, I think… the down-to-earth thing as well is about there are a lot of serious things going on within youth offending services and the professionals working there and you going in need to be quite down-to-earth and be able to have a bit of a laugh and a joke to lighten the situation sometimes…

Francesca: Yeah.

Interviewer: …and not kind of come in quite professional and serious at all time. That's the kind of perception I've got from other people. I don't know if you'd agree?

Francesca: Yeah definitely.

Interviewer: Are you still ok for time?

Francesca: Yeah, yeah course, I'm fine.

Interviewer: Ok just let me know if you…

Francesca: I'm just worried about how much you're going to have to transcribe [laughs].

[*Conversation off-topic about transcribing from 48:25 to 49:00*]

Interviewer: Ok and do you feel quite integrated within the YOT? I mean, how's the set-up? Do you go to the actual offices, do you have a desk, what's the situation with that?

Francesca: Yeah I do feel like I'm part of the team. So technically I'm supposed to be there every other Thursday, but with visits up and down the country you don't get to go to the office a lot.

Interviewer: Yeah.

Francesca: But I am… when I do have YOT office time I will do it at the YOT, so I sit in… I sit with the team and it's hot-desking but most people will sit at their particular desk, so I always gravitate towards a particular corner [laughs]. But yeah, I feel like part of the team.

Interviewer: That's good. And is there a particular way you maintain a kind of clarity around your role, like the boundaries of your role, or do you find sometimes that seeps out and you might be asked to do things outside of your remit?

Francesca: At the moment we're managing it. But like I said, we're developing our pathway to try to make sure people are clear on which one does what basically because they might wonder whether it's the speech therapist or if it's me. So at the moment that's something we're working on to make sure that is clear.

Interviewer: Do you find you do get some referrals that aren't to the right person?

Francesca: Some… well there were some where people just want help and they're not sure what they want and they're just like 'oh can you get involved' and they're not quite sure what they want. So, yeah, that has happened but it's easy to deal with.

Interviewer: Yeah so you just have to unpick a little bit about what it is?

Francesca: Yeah.

Interviewer: And are there any barriers that you face working with the YOT?

Francesca: Time is the biggest one. There's not enough time to do the work. I guess as well it's difficult to be… you wanna be flexible to meet the needs of the young people and kind of give them the service they need, but I've also got a school allocation and a statutory allocation of children that are nothing to do with YOT, so I guess it's balancing everything because with the YOT stuff if it is safeguarding or to do with court you have to be really responsive, and you don't want your other work to suffer as a result of that. So I guess it's a balancing act. So time has been the biggest difficulty for me.

Interviewer: Yeah. And how do you see that improving or changing?

Francesca: So when I'm given more time, so come January when my time is increased, and when this backlog of stuff is done it will be easier to get things done and balance a bit better.

Interviewer: Is it just going to be you working there? There aren't any other EPs?

Francesca: No it's just me for the time being. And because it's a new service we're going to keep it that way for at least a year, but I would hope in the future that I would be able to bring someone else in, but I guess just for clarity and to make sure it all gets set up in the right way it's just easier for one person to do it.

Interviewer: Yeah. So as - this kind of leads on from that – as an EP working in the YOT, what do you feel the benefits are of your work there at the moment?

Francesca: So firstly it's supporting staff to have a deeper understanding of the young person, and supporting them to pull the pieces of the puzzle together to understand what's going on for them in that moment. And that's kind of the biggest one. So having those conversations and seeing staff having those lightbulb moments where they think 'ah ok that's happening' so that's been some of the key kind of benefits. But also, you know, I'm not a numbers person, I remember being like 'I hate the BAS' – I don't really hate the BAS – but in training I'm never gonna do standardised, but there is a place for standardised…

Interviewer: Yep [laughs].

Francesca: …but even that, you know, I don't report scores for age equivalents usually, but in one consultation I did because it was appropriate for the court to know this young person was functioning at this particular level, but you were charging him with an adult crime and giving him an adult sentence, so…

Interviewer: Yeah.

Francesca: ..even the numbers have been helpful for some people.

Interviewer: Mmm. So you do you think that, YOT professionals, young people, families, the community, do you think they find the work valuable? Because you've obviously just said there about reporting things in court, so clearly in those settings that would be a really valuable thing that you've contributed.

Francesca: I think for parents it's been some sort of validation as well. So when they do get seen by a psychologist, and a psychologist shares their concerns and writes it down, they almost feel validated. Like one dad said to me his child got excluded in year 7 and he said 'see he just stopped learning when he got excluded, he hasn't made any progress since then, you know, no one listened to me, I told you his communication was difficult'. So he felt validated when I shared with him some of the findings of my work. So… and like social care have… I've been involved with lots of social workers through this work and I guess they value us for lots of different reasons, but even just bridging the gap between SEN, local authority, and knowing I guess who to ask and who to talk to is helpful.

Interviewer: So a bit of signposting, what you can offer?

Francesca: Yeah. And just poking and prodding. Like the floor I sit on, I sit near SEN so I can just go over and poke them and ask them things.

Interviewer: Oh I see, that's a useful way of bridging the gap then for other people who are outside of that office don't know who to go to.

Francesca: And being the EP for the PRU as well has been helpful, so that's been a massive bonus because the young people all known to the YOT are often… most of them are on roll at the PRU. So that's been really good because they've been able to come to me with education specific questions and I'm able to bridge those gaps as well which has been good.

Interviewer: Mmm. And do you do much with the PRU and the YOT together? Like is there any… because you've just said that a lot of them tend to have gone to the PRU or go to the PRU, is there anything around that?

Francesca: Yep, not yet, but we talked about it yesterday, when are they going to come over and visit me so yes those things will be happening. And I've encouraged the YOT staff to come to the PRU to meet their young people and not always bring them to the YOT office, and spoke to the Head and they're fine with that. So yeah, we are going to be bridging those gaps. But, our Key Stage 4 learners who are mostly known to the YOT, are currently being educated in other local authorities so it's only now that Key Stage 4 are coming back to my local authority so there will be a lot more of that joined up working once they are back.

Interviewer: Ok interesting. In terms of any formal evaluation or measuring impact, have you got anything in place at the moment, or how do you know what impact the work has that you do?

Francesca: [Laughs] I don't yet, so that's something me and the service manager wanted to think about in the new year because we're just at the end of the first term. So that's something we wanted to think about together is how we're going to measure the impact of what we do 'cause we have to. But I guess qualitative information is stuff we're definitely gonna gather, so talking to the staff and asking what they think…

Interviewer: Yeah.

Francesca: …but I need to think about it. But even in all our EP services with schools, we say we're gonna gather data but we're not that good at it are we?!

Interviewer: Yeah it's one of the most difficult things for all EPs and everyone I've spoken to through these interviews there have been varied responses, but a lot of it is just anecdotal stuff which you've just said as well. You know, a dad saying that to you, that's how you know you're having an impact on… at different levels because you're getting that positive feedback.

Francesca: Yeah.

Interviewer: And do the YOT professionals have a particular way they measure impact that you would think of using? I think other EPs have mentioned the only impact measure they've got at the minute is like recidivism which is measured by the YOT professional or whatever?

Francesca: Yeah they do… so we talked about intervention planning because they… if the young people are on YROs they should have an intervention plan, and we talked to the them about how they can put TME into their intervention plans.

Interviewer: Ok.

Francesca: So hopefully they'll start doing that soon but because we've been so busy with other stuff – sorry it sounds like such a cop out – but we've just not been able to really focus on the community intervention work just yet. But it was happening before the serious incidents so it will happen again.

Interviewer: No it's not a cop out at all, I just think it's just interesting to hear because evaluation is such a tricky thing [laughs] and no EP has really got that nailed in any service I've ever been involved with [laughs].

Francesca: Nope [laughs].

Interviewer: Erm and are there any ways you feel you could be used more effectively within the YOT team?

Francesca: Tat's a good question. I think when we streamline our processes within the wellbeing team I think that will help making sure we're used effectively. But I don't think any… everything I've done has been needed so far, but like I say it's all had to be so reactive and just sorting out things that haven't been sorted out at the moment. So if all that had been done then I would have been being used more effectively in more preventative work and supporting education and things. But it's just stuff that's had to have got done, so.

Interviewer: Yeah so that's the hope for the future then that you can do the more preventative work…

Francesca: Yeah definitely.

Interviewer: …and it will be more streamlined with referrals and things like that.

Francesca: Yeah.

Interviewer: That sounds good. And what has facilitated EPs working with the YOT? I know you talked a bit about this and when it came about, but I guess how did you as an individual come to work with the YOT as well? Was it you that drove that, or were you approached?

Francesca: Nope it was completely me. I literally said to my supervisor why do we not have an EP in the YOT, and they said oh I don't know. And I said can I make contact with them and see if we can set something up, and they said go ahead, try, do what you want and come back to us. And that's what I did [laughs]. So I think the service… the head of Service – she's great – she recognised the need for EPs and the value of EPs…

Interviewer: That's good.

Francesca: …so the minute I emailed and said like, oh it would be great to come over and talk to you about how EPs could work with your service, straight away she replied and was like yep let's meet, so that was obviously key because if she wasn't open to have those conversations then it would've been a lot harder. And it meant that lot's of… I did have to do a lot of work in convincing her, but she knew a lot already, so…

Interviewer: Yeah, she had an understanding about what an EP does then?

Francesca: Yeah so the door was already half opened by her knowing that I want an EP in my team, so I just had to go in and kind of negotiate what that would look like, the role, the kind of job descriptions, and then negotiate with my managers about how it would be funded and commissioned, so yeah it was lot's to do but it's done now [laughs].

Interviewer: So you talked about that SLA before, so is that a traded model now? That you are paid by YOT to be there?

Francesca: Yep, yeah. So obviously we'd rather it wasn't that way but at the moment it is.

Interviewer: No, that seems to be the typical way that things are done. There are just a few services that seem to be on a slightly different good-will model or whatever, which is interesting in itself. But the majority are traded because that's just how all of our work is going, isn't it. Are you a traded service for schools as well?

Francesca: Yeah but we actually offer a different rate to YOT and virtual school than we do to our schools.

Interviewer: Ok.

Francesca: Significantly less.

Interviewer: Do you? Has that come from your principal?

Francesca: Yeah so that's something we negotiated because the level of work that YOT needed, if they were paying the same price as a school, they wouldn't have been able to… yeah, yeah. So it was… I guess they felt it could work that way because they're a local authority service rather than a school, they were able to kind of justify why they were able to offer it significantly cheaper because we all work for the same local authority. So, yeah.

Interviewer: Yeah and I think that kind of shows how valuable you think that work is as well, that you'd be willing to drop the rate for them as well, you know we should be doing this.

Francesca: Yeah.

Interviewer: I think that says a lot doesn't it.

Francesca: Yeah.

Interviewer: What do you think are some of the reasons, like the push and pull factors, might be for other services who don't have any links with their YOTs? 'Cause you've mentioned a couple in yours - like time and balancing have been a bit of a barrier - but yeah for other services that don't have links what do you think the push and pull factors might be?

Francesca: Time again is a massive one. You'll know from the AEP alerts that every single service has EP jobs, don't they? You know [laughs] there's vacancies up and down the country.

Interviewer: Yeah, every day.

Francesca: So some services are statutory only, so some services aren't even traded with their schools so don't have the capacity to be working with YOTs and virtual schools and those different services. So I think that's definitely… probably - definitely probably doesn't make sense [laughs] – that's probably the reason some EP services don't have EPs in YOTs yet. Maybe I guess YOTs understanding of the EP role. Some of them might not have worked with psychologists in this way before so they might not know it's an option for them. Yeah I dunno 'cause I was on a course recently with someone that's in a London EP service and they don't have any YOT links, and they were asking how I set it up to see if they could replicate something in their local authority, so… yeah that's why this kind of research is so important to actually raise awareness in both parties, because some EP services don't even think they should be working in YOTs.

Interviewer: Yeah.

Francesca: So it goes both ways – it's EP services and YOTs both need to kind of be on board.

Interviewer: Yeah. And in terms of EP services that don't… yeah that maybe don't feel they should be working with YOTs, what do you think their view on that is, why they shouldn't be working with them?

Francesca: I don't know. I feel like some people - this is just a personal wondering - I wonder if some people feel kind of intimidated by this area of work, because it can make you feel quite de-skilled you know, 'cause you think well what do I do with this young person? You know 'cause nothing in your training necessarily equips you for this direct work, whereas in training you get taught how to assess literacy, you get taught how to have a consultation. And yeah you use all those same skills in YOT but I don't know whether people are just a little bit nervous about the type of settings and the work and they're just not sure.

Interviewer: Mmm.

Francesca: Yeah I dunno, it's… Because the local authority I did my training in, they don't have any YOT links at all, like there's just nothing.

Interviewer: Mmm. And I think that's why I feel it's important to think about: what is it that brought an individual into it, what is it that they feel… the skills and things they feel are important, the understanding they had of YOTs before working with them, to think about, yeah, on training courses what could be focused on really and to broaden that depth of understanding and competence and confidence. Things like that. And…

Francesca: And interest.

Interviewer: Oh sorry, carry on.

Francesca: I was just going to say, we've got three trainees at the moment – two year 2s and a year 3 – and they're the ones constantly at me saying 'when can I come to the YOT, when can I come and do some work?' Whereas my qualified colleagues aren't jumping at me quite as much for those opportunities [laughs]. But the TEPs are super keen and super interested.

Interviewer: Mmm yeah [laughs].

Francesca: So it's interesting that people new into the profession want to do those things are so excited about it.

Interviewer: Yeah I wonder why that is? That's an interesting thought.

Francesca: Well maybe when you're new and just, you know, in training, you see the EP role as just you can do anything 'cause you don't know what the job is gonna look like. But when you've been doing the job for a while you might get a bit comfortable and be like this is what it looks like [laughs].

Interviewer: [Laughs] yeah set in your ways. You've got ways of doing things and you quite like that. No I understand that.

Francesca: Yep.

Interviewer: Ok and thinking about the kind of... the… I don't really need to ask you some of those because we've talked about your role and how that might look. Ok well how do you think you see your role changing or developing in the next few years?

Francesca: So I would hope it moves towards being a more preventative role and would work a lot more in the community. So we talked about this yesterday, so every young person who comes through to the YOT has a wellbeing assessment, so they meet with the youth justice liaison diversion worker to do a bit of a wellbeing check to see if they've got any needs that might warrant CAMHS, me, speech and language therapy and whatnot. So we were talking about in the future how we'd like to split the wellbeing assessments so I might do some, the SALT might do some, so it is a really multi-disciplinary approach to those initial contacts into the YOT. So I think that is gonna be something that will be really good once we get it going, because that would show we are really multi-disciplinary if they are going to see any of us in that initial contact. So that will be good. Oh the stuff at the special interest day – it would be great to be doing more kind of preventative stuff with our year 6's like that '627' project sounded great in XXXXXX. I think what I

look forward to is it calming down a little bit when we've tidied things up a bit because at the moment, like I said a million times, it's really reactive and there's not… things are not kind of going in a smooth direction, I'm just like having to fill in gaps and pick things up.

Interviewer: Mmm yeah.

Francesca: So I hope over time it becomes more… more structured and measured and… yeah [laughs].

Interviewer: Which it sounds like it will with everything going in. You know, the change from what you're doing February to now sounds as if you've come a long way already, and there's so many ideas and thoughts, and it feels as though you're being quite supported in that by both the YOT team and your EP team from the principal. So it sounds very positive. Erm…

Francesca: Yeah, lots of things to do [laughs].

Interviewer: I've got two more kind of summary questions to summarise some things we've talked about, and then I'll ask you if there's anything you want to add or anything I might have missed.

Francesca: Yep.

Interviewer: How would you describe your relationship with the YOT in three words?

Francesca: Optimistic. Yeah everyone is very optimistic about all the things we might be able to do together. Collaborative. I'd say we're working really collaboratively together. And… It's fun as well. I have fun there. I enjoy working with the staff. Like you say when you were saying earlier about it's important to have a laugh, it really is [laughs] 'cause it's hard work and they're dealing with really difficult situations. So yeah, fun would be the last one, I really enjoy it.

Interviewer: That's really nice. Very positive, I like that. And what about your distinct role – I know we struggled with this question earlier thinking about how it's distinct – but how would you describe your distinct role as an EP in a YOT in three words?

Francesca: In three words? Providing a psychological perspective [laughs] that's too many.

Interviewer: Well psychological perspective we can have that as one, yeah.

Francesca: Yep psychological perspective. The systems thinking has been really helpful as well because we bring in that school's element of it, so yeah supporting them to think systemically has been really helpful. And… the focus on the overall wellbeing and education together. And I don't know how I can split that into three words.

Interviewer: No I mean that's three descriptors is perfectly fine as well.

Francesca: Ok.

Interviewer: So thinking about wellbeing and education together. Do you think usually people think about one or the other then?

Francesca: Yeah definitely.

Interviewer: Fabulous that's a really nice summary to kind of bring together what we've talked about. So I think that covers everything I was gonna ask you.

Francesca: Ok.

Interviewer: Is there anything you wanted to add that you kind of feel might be important to know? Or any comments?

Francesca: Not necessarily. I'm just aware of how much stuff you've got to transcribe 'cause I'm very XXXXX and I have a lot to say [laughs].

Interviewer: I like that though, there's more to sift through, it's fine.

Francesca: I dunno. Just that it is a really exciting time to be doing this kind of work because lots of people are starting to pick it up, but in XXXXX we're not doing as well as it sounds like up in the XXXXXXX and what-not 'cause there's lots of services up there that have EPs in whereas like the local authority I live in don't have a YOT EP in there, so yeah… it's an interesting time to be doing this research. It's good.

Interviewer: Yeah I think it's exciting to be someone who's kind of… pioneering it really for your EP service; you're the one driving the EP relationship with the YOT and I think that's really something to be quite proud of really. And I think that makes it really interesting, and you're clearly very passionate about it which is what we need and what we want.

Francesca: What made you kind of explore this area? Is it something you're interested in?

[Off-topic conversation about the interviewer's interest and rationale for the research from 1:12:16 to 1:15:22]

Francesca: And it's a very worthwhile area to be in too. As difficult as it is it's really rewarding, and it is… you know we're the ones in the YOT team trying to remind everyone they're children, they have a future, and that's not over just because they are known to the criminal justice system. We still have a job to do.

Interviewer: Absolutely.

Francesca: And it's pushing that narrative they're still a child which is a lot of our job because people forget it and they use language that depicts them as quite terrifying adults, and it's like no they're 13 [laughs].

[Some further off-topic conversation and thanks given]
[End of interview]

Appendix 9: <u>Example notes of initial ideas and tentative codes from reading/listening to transcripts</u>

P3 continued...

- love an underdog
- sense of humour — real life anecdotes
- have a laugh — ...al person
- social skills to embed self into new team
- flexibility

Personal charac. — realistic expectations
— don't take self too seriously (not uptight.)

all prof. else — down to earth

friendly

patient / perseverence — passion + interest

clothes = casual
- humble — can say when don't know
- open to learning + ask for help/spo.

breaks potential boundaries / dynamics down
- not the 'expert'.

reduces 'threat'
understanding role
- demonstrating value-added
- eval — extracting EP contribution.

challenges — not SLA
- logistical + no trading arrangement
- time / IT systems
- YOTs wanting purely assess. work
- incompatible
- EP involvement... support... — built over time.
- need/want to remind role.

R'ship with YOT — well established
- collaborative
inquisitive
- both ask qs
- willingness + engagement led to buying in additional time (VALUE).
- mutual benefit
- oral feedback

autonomy

P3 Comments + thoughts:

- practitioners are intuitive
  → EPs offer empowerment to give confidence, + knowledge / guidance to help identify needs + tailor / diff. work more effectively

- worked with branches off YOT
  → HSB + exploitation teams

- Regular contact, presentations, showing face, asking qs, staying late + engaging in progs + mtgs helped cos r'ship + respect + understanding of role.

- YP seen as 'underdogs'; challenging views of 'criminals' + putting YP first

Participant 3: Yeah, erm... I think doing two days a month, no, because if there's any problem that arises it can just be in my normal supervision...

| ECP time (volunteered) |
| ECP supervision |

Interviewer: Ok.

Participant 3: ...if I go up to a day a week then I think yeah it will be helpful.

| ECP supervision |

Interviewer: Yeah if you're doing more time. Alright. In terms of, erm, the skills you feel you need, do you feel there are any specific skills an EP needs to work with... in a youth offending team?

Participant 3: Well, in addition to the normal sort of EP skills, erm, I think you need to... not that EP aren't people pers... people people or whatever [laughs], but I think you need to be quite down to earth, and I think you need to be... you can't be uptight in any way, shape or form. I know that's not a skills, but in terms of the young people you work with, you know, they will rock up and they will be... they'll probably rock up an hour late, disengage, you've got to be quite patient, and you've got to have realistic expectations about what you can actually get done. And... so I think maybe in terms of the skill it would be flexibility and ability to be realistic in what you can achieve, and also social skills I think to embed yourself into a new team – not trying to toot my own horn! [Laughs] But you need to persevere, erm, and you need to be friendly I think.

| Prof. skills |

| Personal skills that help: |
| - Friendly |
| - Relaxed |
| - Realistic expectations |
| - Patient |
| - Flexible |

| Social skills, relationship management |

Interviewer: Yeah. And that sounds about what other people have said to be actually. Yeah.

Participant 3: Oh ok, interesting.

Interviewer: Yeah. I think being very down to earth is important, especially when it's that kind of environment where there are quite serious things that have happened or are happening, I think you do have to have, not a sense of humour... well a sense of humour but you do have to be quite light about it, don't you.

| Realistic, understanding, risk aware |

Participant 3: Oh yeah, oh I have a laugh with them. Like we did... I had a laugh with the harmful sexual behaviour group because they said to me 'I've got to work with this young person as if they've done it but they haven't been convicted of it but they...' and I said 'but what if they've really not done it?' and they were like 'I know' and I was like 'it's like making a murderer' and then you like have a chat about Netflix. Whereas if I went there sort of really uptight, like, I don't know, prim and proper woman in a suit...

| Relationships with professionals |

| Engaging prof groups |

| ECP presentation |

Interviewer: Yeah.

Participant 3: ...it just wouldn't have the same effect.

| Personable approach helps relationships |

Interviewer: Yeah. So do you wear something different on your days at the YOT?

Participant 3: Yeah I do. I dress down slightly, erm, because the case managers do. And also when I meet with a young person especially I don't want them to feel I'm any sort of... sort of like authoritative threat. So I do take note oh I'm going to YOT today I can go slightly more casual.

| ECP presentation |

measured? Are there any particular evaluation tools that are used?

Participant 1: Well... Yeah we use TME- we use TME- so we use Target Monitoring and Evaluation approaches as one approach, and we use that not specifically with YOT, we use that in all our casework - although I'm yet to complete a TME I'm just thinking guiltily as I recount that - but we are supposed to use TMEs, erm, and more basically if we see- if we're asked to do an assessment on a kid, you know, from our assessment did they get a plan or didn't they get a plan, erm, recently we've talked about wanting to, you know, wanting to get more YOT cases assessed for plans, but- that's led to another issue there where YOT workers were initially keen on that but they've very quickly become quite cynical to the fact that the more in-depth an assessment is, the more like- unlikely it is that schools or alternative provisions or vocational provisions are to take the young person. So, you know, it's funny we've kind of shot ourselves in the foot really, completely inadvertently, by producing more and more detailed assessments has made them more and more unattractive to providers! Because, for example, if the child's got erm, you know, a tendency for, err, sexualised behaviours then providers will say 'ah we can't possibly deal with that'. Whereas if the assessment was much more superficial and didn't go into areas like that the young person might well be taken on.

Interviewer: Hmm.

Participant 1: So I kinda really struggle with that.

Interviewer: I was gonna say, what do you do to address that?

Participant 1: Well, this is it, it's part of another piece of erm research that's going on with some trainees, as you know.

Interviewer: Oh so that's the focus, okay.

Participant 1: It is vaguely, yeah.

Interviewer: Hmm.

Participant 1: Yeah. Yeah, you know- yeah. What do EPs think of that dilemma, because it is a dilemma.

Interviewer: Yeah. Very interesting. And are there any other ways EPs could be used, maybe more effectively or differently in YOTs? I know you've mentioned case consultation and things like that, but if you're thinking about the impact that they have or could have...?

Participant 1: Erm... (long pause)

Interviewer: So you've mentioned systemic work a lot...?

Participant 1: Yeah so systemic work, so training. I think solution-focused work, Solution Circles... I think a lot of the stuff that we could do- that we do in schools, you know, the kind of- the community- what are they- the CAMs or whatever they were called in XXXXXX, you know, those kind of- you can see those having the potential. It's that old- you know, without being negative, it's that old time- it's the issue of time and provision and resources, erm...

Eval - TME - In all casework + YOT	
TME not used	
Quantitative measures - No. of EHCPs	
EHCP – tensions; exclusionary?	
Detailed assess, exclu. outcomes	
CYP offences - less 'desirable'	
EHCP – tensions; research	
EHCP – tensions; ECP thoughts	
Working with YJ profs: - systemic work - training - solution circles	
Multi-agency mtgs	
Tensions – time, resources, capacity	

Participant 6: So I think having a sense of realism in a way that you do the job is key.

Interviewer: Mmm [agreement].

Participant 6: I don't see youth offending… I don't see practice with young offenders as fundamentally any different from any other area of EP work. The same process of hypothesis testing, formulation, evidence gathering etc. etc. is consistent with what we do in, say, a mainstream school. The difference is, is that you're often working with quite patchy evidence, limited engagement with young people. So it's like being an EP but with, I don't know, 50% of your general skillset not being applicable. You can't go and do a lesson observation for a young person who's not attending school. Or, it's very difficult to go and do a lesson observation within a young offenders institute because it's not a typical classroom, it's not a typical context, so you have to be adaptable to the scenario that's presented to you.

Interviewer: And in terms of the kind of work you think you should be doing, what you've described, is there more that you'd want to be doing? Or do you think what you do is what you should be doing with a youth offending team?

Participant 6: I feel it's probably what I should be doing. But there is a sense occasionally of crisis management and fighting fires. It's, erm… It's the same with all areas of EP practice really – too many children, too few hours in a day. So I would like it to be less crisis management focused and more, erm, considered and predictable work. But I recognise that's not probably achievable [chuckles].

Interviewer: When you say crisis management, what do you mean by that?

Participant 6: Well generally speaking, if a young person finds their way to a young offenders team, they… they're typically not your nine A* pupils who have consistently attended school, with a lovely caring, stable family background. There's always a story. Or most times, there's a story. And by the time the youth offending team get involved, that story have been underway for some time. So you're not starting from scratch. It's not like a referral for a 2 year old who's struggling to communicate. Usually they are older, school attendance has not been great, they've usually had social-economic difficulties in the home, er, worklessness of parents. You know, all the key risk factors for disaffection are usually there, so you're starting from step 10 and trying to catch up with the story that's been going on for a long time.

Interviewer: So is what your saying… does the work feel more intense?

Participant 6: It feels more intense. But like I said a minute ago, you have to recognise small wins are probably not small for the cases we work with. If you've not been attending school for two years and you attend for one day, you might say 'well what about the other four days?' but you shouldn't focus on the distance left to go, it's the distance travelled to get that one day attended. So you have to find comfort in the incremental progress to making it better rather than solving all the problems straight away.

| Realistic |

| Typical ECP practice |

| Formulation, hypothesis-testing – scientist-practitioner |

| Tensions – less/no observation |

| CYP's ed. non-attendance |

| ECP should be involved |

| Crisis, reactive work |

| Hopes: consistent work, less reactive |

| Trajectory for offending |

| Ed attendance, achievement - low |

| CYP's stories + family b'ground – systemic |

| Disaffection, S-E diffs - systemic |

| Story 'underway', est. difficulties, ECP catch up/unpicking |

| Understand the 'story' – appreciate steps of progress |

| Realistic expectations |

| School attendance |

Interviewer: Mmm, So have you got quite a long term role in this do you think?

Participant 5: Ooh, so had... I hope so is my answer. We hope so is our answer. At the moment it's about securing the funding year on year type thing. So we had it for a year and probably around March I will have to deliver this presentation, kind of talk about the outcomes of the project, and then hopefully - if they're reasonable – we'll secure funding for another year. And it's kind of an ongoing... on kind of year on year, ongoing basis thing at the moment.

> ECP involvement – long-term
>
> Securing funding
>
> Presenting findings – ECP role
>
> Annual contract

Interviewer: Yeah because I was going to say, if you're evaluating it is it kind of left to you to gather... from the EP role I guess is to gather my stars, SDQs and whatever else you've got and put that together. How are you putting that together?

Participant 5: Yes so for... I plan to write it up and disseminate it, but in terms of my purposes for securing funding and delivering it to commissioners, it doesn't have to be a whole, you know, 7 page report, it kind just... they'll just probably want to see the outcome stuff on a one page of paper. I've gotta work out how I'm going to present that.

> Research skills, dissemination
>
> Securing funding – presenting outcomes to commissioners

Interviewer: That's what most people want in our reports [laughs].

Participant 5: Yeah absolutely.

Interviewer: Not that we can do that most of the time.

Participant 5: Absolutely. It might be that I do it in a kind of presentation form.

> How to present outcomes

Interviewer: Yeah I was gonna say would you do it in that sort of presentation form?

Participant 5: Yeah possibly, possibly.

Interviewer: Hmm that's really interesting. So I guess you do have quite a distinct role compared to within the other people within that because you're taking on the evaluation and presenting and trying to secure funding for everyone to I guess try and keep moving forward with it.

Participant 5: Absolutely. And I'm doing all the assessments as well, so all these children on the project I'm kind of going out and doing psychological assessments with them.

> Assessments

Interviewer: So what are the typical sort of assessments that you would end up doing with them? Or are they individual?

Participant 5: It varies. It varies but sometimes where there's children who have obvious cognition and learning difficulties, I might do a cognitive assessment, it depends. Erm sometimes... a lot of them are consultations. I pretty much always do consultations with different stakeholders: parents, teachers, erm family support workers involved and things like that. So I do consultations and in those consultations I assess in a way, I kind of triangulate and assess what the child's needs are, and what they struggle with, what they need to develop, what kind of

> Cognitive assessment
>
> Needs led assessment
>
> Consultation; multi-agency involvement, parents/carers
>
> Assessments – triangulation; understanding needs

Appendix 11: <u>Thematic analysis code and category development – Examples relating to RQ2</u>

RQ2: How are ECPs' contributions evaluated, and what impact measures are used?

1. <u>Coding</u>

Codes were assigned to each of the six participant's transcripts following several read-throughs. Following this, I made a list of all the codes identified (with the corresponding participant pseudonym) and organised these according to the research question they related to.

All the codes for each research question were then input into a table and grouped by looking for similar meanings or topics.

As I developed and refined my RQs, some codes were moved around to find their best-fit; for example, some codes initially earmarked for RQ2 were eventually moved to RQ1.

Below it an example group of initial codes, and how they were grouped together to reflect a final code.

Example of initial codes	Example of final code name
Qual judgment offers insight (Ryan) Questionnaire feedback from parents and school (Craig) Qualitative data preferred (Francesca)	**Qualitative measures**

Below are the final codes generated for R2:

RQ:	Final code names from		
2	Challenges extracting ECP contribution	Securing funding	Showcasing ECPs' value
	Rates of re-offending	Education measures	Reductionist approach
	Pre- and post- measures	Longitudinal data	Demonstrated value
	Multi-agency evaluation	Practitioners confidence/outcomes	Target monitoring evaluation
	Anecdotal feedback	Qualitative feedback	Evaluation is multifactorial
	Appreciating progress	Lack of formal evaluation	Evaluation for funding purposes
	Developing evaluation		

2. Category development

Codes were grouped together into a smaller number of categories, according to their interrelatedness. As categories were identified, extracts assigned to the codes were read to check consistency and coherence within the category.

RQ:	Category development	
2		
	Superordinate code / Category	**Subordinate codes**
	Challenges with evaluation	Challenges extracting ECP contribution Reductionist approach Evaluation is multifactorial
	Securing funding	Securing funding Evaluation for funding purposes Developing evaluation Showcasing ECPs' value
	ECP demonstrated value	Demonstrated value
	Informal feedback/evaluation	Anecdotal feedback Appreciating progress Lack of formal evaluation Educational element valued
	Qualitative evaluation	Qualitative feedback Practitioner confidence/outcomes
	(Formal) methods of evaluation	Target Monitoring Evaluation Pre- and post- measures Multi-agency evaluation
	Focus of evaluation	Rates of re-offending Education measures Longitudinal data

3. <u>Theme development</u>

As relationships were identified between them, categories were grouped together to form sub-themes and themes.

RQ:	The table below details the final themes and sub-themes for research question 2, with supporting subordinate categories.		
	Themes	**Sub-themes**	**Categories**
2	**"EPs can add value": Demonstrating impact**	1. Measuring impact 2. Securing funding	Challenges with evaluation Securing funding ECP demonstrated value Informal feedback/evaluation Qualitative evaluation (Formal) methods of evaluation Focus of evaluation

Appendix 12: <u>Example of reflective notes on how to create and achieve</u>

<u>boundaries relating to initial themes</u>

- 'Supporting profe' category → RQ1: part of role if empathy.
  BOUNDARY: include aspect inherent ✓ → RQ3: characteristics that support
  in role, ie empathy, patience, listening   'ships are sep.
  (non-skills)
  BOUNDARY: include additional,
  professional skills, eg down-to-earth
  that help embed, build r'ships.

- 'Problem solving' + 'supporting' + 'empowering'
  → Layers to these, to help segment:
    - identifying situation / prob. clarification — referrals?
    - recog. diffs + support profs do — hard, little reward.
    - unpicking + prob. solving
    - co-constructing / formulation
    ⎰ • empowering to do work / support
    ⎱ • training, giving new know. + skills
    - supporting differentiation / tailoring.
    - supervising — clinical, not managerial

- what to do about RQ4!?
  → motivations + drive to work in YOT seems to fit here
  ↳ ALTHOUGH could also be a theme within RQ3?
      ↳ what facilitates work → personal drive, passion, commitment to
            support most vulnerable
          ↳ Describe as 'personal motivations'?
            ↳ vs. 'personal character' (down-to-earth etc.)

- what fits in RQ2 vs RQ1?
  → Outcomes of work = RQ2 → YO practitioners need to at learn probs, & understand
      engaging in ed, attainment, engaging in   et. Listening
            intervention, appropriately diff. curriculum
  → supporting diff. through identifying needs + sharing assets = RQ1

- Do I need to discuss EP models explicitly or just reference models in table?
  → I guess some elements — what works or not will be addressed ~ RQ3

307

Appendix 13: Example notes from my reflective journal, demonstrating reflexivity in the research process

(Reflexivity)
Reflections on the interview process:

- I was very concerned - especially during / before the first few interviews, but throughout all really - that I was not asking the right questions to gain the info + insights I wanted or anticipated.
  - Am I expecting certain findings? Am I projecting any kind of expectation; asking any leading qus? No I don't believe so. I think I'm anxious about analysing the data + having enough to work with, to showcase important, rich, detailed findings in this area.

- Whilst my initial reaction to one participant was that of arrogance, after reflecting on my initial assumption + reading + re-reading the data from their perspective - in context what were they saying through this 'arrogance' — + I realised it was not arrogance but frustration + concern; they believed in their knowledge, skills + value to help at a higher, wider level then currently afforded the ELP role (+ dictated by the funded model) + saw the need for systemic involvement + wider application of their ECP skills to help others.
  - They didn't want to be boxed in a category away from therapeutic work (or 'that's CAMHS') or strategic work ('as that's seniors' etc) ... a need, desire, passion to be heard + understood, + skills to be put to work + use to bring about +ve change ECPs train for / to bring.
  - Reflected on how I perceived the tone + expression initially as 'expert model'; yet when paying attention to that being my interpretation, +
    instead re-read + listened to context + content as got told it, I realised it was my perception + altering the meaning being conveyed.