



The work of educational psychologists: A cultural-historical analysis using parents' and educational psychologists' views.

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ABSTRACT

As the profession of educational psychology approaches its centenary year it is of interest to reflect on the development of practices and the influences on these. Throughout the history of the profession, educational psychologists have worked within the cultural and political landscape of the time and have worked with a number of partners. The partnerships between parents and educational psychologists (EPs) have received little attention in the literature and provide one example of work practice. This research explores the work of EPs through the views of EPs and parents. Central to the research is an exploration of the cultural and historical influences on the current working practices of EPs.

Cultural historical activity theory (CHAT) was utilised as a framework for data collection and analysis. In addition, the research is partially viewed through a Foucauldian lens, with Foucault's view of history, and the concepts of 'governmentality' and 'disciplinary power' influencing the direction of the research. Seven parents and seven EPs were interviewed, focussing on the work of the EP. Emerging themes were analysed and discussed from cultural and historical perspectives.

Seven meta-themes emerged; expectations, partnership, knowledge, power, professional approach, the profession of educational psychology and distinctive contribution. Conclusions drawn highlight the influence of culture and history on the current work of EPs with implications and suggestions for enhancing future partnerships with parents.

DEDICATION

I would like to dedicate this thesis to my parents, Anne and Tony Soan. Their belief, encouragement and unconditional love have enabled me to achieve dreams.

In loving memory of Anne Soan (06.02.1938 - 15.01.2011)

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GLOSSARY OF TERMS

ASD	Autistic Spectrum Disorder
BAS	British Ability Scales
BSS	Behaviour Support Service
CAF	Common Assessment Framework
CBT	Cognitive Behavioural Therapy
CDA	Critical Discourse Analysis
CDC	Child Development Centre
CHAT	Cultural Historical Activity Theory
CI	Critical Incident
CPD	Continuing Professional Development
CT	Class Teacher
CYP	Children and Young People
DCSF	Department for Children, Schools and Families
DES	Department of Education and Skills
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
EAZ	Education Action Zone
ECM	Every Child Matters
EP	Educational Psychologist
EPIT	Educational Psychologist in Training
EPS	Educational Psychology Service
EY	Early Years
FSW	Family Support Worker

IEP	Individual Education Plan
IQ	Intelligence Quotient
LA	Local Authority
LSAT	Learning Support Advisory Teacher
MoE	Ministry of Education
NICE	National Institute for Clinical Excellence
NNEB	National Nursery Education Board
ONS	Office for National Statistics
OT	Occupational Therapist
PCP	Personal Construct Psychology
PD	Physical Disability
PE	Physical Education
PEP	Principal Educational Psychologist
PGCE	Post Graduate Certificate in Education
SCAT	Social Cultural Activity Theory
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SOL	Self Organised Learning
SALT	Speech and Language Therapist
SW	Social Worker
TA	Teaching Assistant
TAC	Team Around the Child
TEP	Trainee Educational Psychologist

WIAT Wechsler Individual Achievement Test

CHAPTER 1 INTRODUCTION

1.1 Introduction to the thesis

This thesis aims to explore the work of EPs through the views of EPs and parents. The focus for the thesis is an exploration of the cultural and historical influences on the current working practices of EPs. Central to the thesis is the analysis of these working practices from the perspectives of both parents and EPs.

The research uses cultural historical activity theory (CHAT) as a framework for both the collection and analysis of the data. In addition, the research is partially viewed through a Foucauldian lens, whereby history can be viewed in terms of dominant themes and discourses. The Foucauldian concepts of 'governmentality' and 'disciplinary power' have influenced the direction of the research. The combination of these ideas with the theory and framework of cultural historical activity theory provide a unique perspective on the area of study. It aims to explore influences from the past on the present and illuminate opportunities for the future.

1.2 The doctoral journey – practitioner-researcher

This research grew from a combination of interests and unanswered questions in relation to my professional role as an EP. During this time as a practising EP, I had become interested in the history of the profession and the social, cultural and political influences on the shaping of the profession. My reading of Foucault enabled a view of this history which was non-linear and previous university study had highlighted the possibilities of CHAT as a methodological approach to illuminate themes in our practice as EPs that were becoming more dominant in my thinking; that of history,

cultural and social influences on our personal and collective work. My reading and thinking in these areas were influencing the lenses through which I was viewing my practice and I was increasingly interested in the position of the EP and the various partners they engage with. I was particularly interested in the role of the 'professional' within interactions and this seemed particularly relevant when working with parents.

1.3 Background to the research

1.3.1 Educational psychologists

Educational psychology as a profession has existed for nearly 100 years and during this time reviews and commentaries of the profession have provided interesting overviews at points in its history. Reading of these offered a level of consistency in terms of the range of work undertaken by EPs, from the early work of Cyril Burt, the first EP to be employed, to current day constructions of the work of EPs (Fallon et al., 2010). Influences on practice have included government policy and legislation, with some having a significant impact on the activity of the profession (e.g. Warnock, DES, 1978). At the time of the research the Children Act 2004 was being embedded within local authority working practices and this included the work of EPs. Farrell et al (2006) found that an increasing number of educational psychology services (EPSs) were explicitly working to the five outcomes of the Every Child Matters agenda (DfES, 2004). Implications of this legislation included changes in the workforce, with different roles being created, including parent support advisors and family liaison officers and boundaries between workforces were being blurred. The potential for changes in the working practices of EPs emerged with an interest in the 'distinctive

contribution' of the EP (Farrell et al. 2006). This led some commentators to describe a more specialist role for the EPs of the future.

“...The provision of specialist assessment and advice, and specialist intervention, for the most vulnerable and needy CYP (*children and young people*) with long term complex needs of congenital or environmental origins; ...the provision of support to other staff, parents and carers working with these groups, that is those CYP whose needs will be at the targeted and specialist levels in the ECM delivery model.

...Other work for EPs will be commissioned via local community groups such as schools or Children's Trusts, requiring EPSs to adopt a proactive approach to both advertising and selling their services.” (Fallon et al., 2010, p10)

As a practitioner-researcher, I was interested in how the activity of the EP could be viewed within a cultural and historical framework and if this view could contribute to future practice.

1.3.2 Parents

Throughout the thesis the term 'parent' will be used to include those people who are significant carers for children and young people, both biological and non-biological in nature.

Central to the thesis is the nature of the relationship between EPs and parents, with a focus on the work of EPs from both parent and EP perspectives. The extent of the published research relating to this area is scarce, which is interesting in terms of prioritising this area within services, but also possibly alluding to the nature of the work with parents. I was interested in looking at how these relationships may have been formed over time within a cultural and historical framework.

The relationship between parents and the education system can be viewed from a historical perspective (Todd, 2007) and the developing partnerships between education and parents can also be viewed through the policy and legislation of government. A defining historical guidance has been the Plowden Report of 1967(HMSO, 1967), with key principles of developing partnerships with parents and involving them with the education of their children. At the time of the current research, the influences of the Children Act 2004 (HMSO, 2004) were present in the form of Every Parent Matters (DfES, 2007), with the expansion of Sure Start centres and the development of the Parent Support Advisor role. Research has suggested that there has been a gradual increase in the amount of involvement parents have had in the education of their children (Peters et al., 2008).

The nature of the partnerships between parents and professionals is also an interesting area of focus, in particular the partnerships with parents of children with additional needs. Again, there is evidence of guiding policy to inform and influence these partnerships over time (e.g. Warnock, DES, 1978, Special Educational Needs Code of Practice, DfES, 2001). A focus on this leads to the partnership between parents and EPs, as a subgroup of professionals. This can be viewed within the current context of working practices, but also from a cultural and historical perspective. Emerging interests as a practitioner-researcher were the use of knowledge and professional power within the role, which can be aligned with considering the 'distinctive contribution' and the influence of professional power on the nature of the partnerships between EPs and parents.

1.3.3 Cultural historical activity theory

Activity theory has been utilised in a number of different ways within the work of EPs (Leadbetter, 2008). These are as a descriptive tool, an analytical tool and a tool for organisational development. Activity theory can provide a framework for examining the relationship between the micro and macro levels of activity. In the context of this research, this could be related to the work of the EP from the experiences of the EPs and parents and offered as a way of learning to the collective, i.e. the EPS. Activity theory as a theory and framework for practice has developed in many directions and can be traced back to its origins in the work of Vygotsky. One strand of development has been in terms of attempting to distinguish between social cultural activity theory (SCAT) and cultural historical activity theory (CHAT). This distinction has been attributed to the work of Leont'ev (Roth and Lee, 2007) who was interested in the collective nature of activity and this influenced the thinking of Western theorists, in particular, Engeström's second generation of activity theory. It is this utility of the theory that has been adopted for this research, encompassing the cultural and historical elements and the relationship between the individual and the collective.

As is noted in section 3.2 below, it is not easy to define terms within activity theory and this can be seen as both a constraint and an opportunity to further explore its utility and application. Holzman (2006) highlighted the potential for numerous ways of constructing activity theory and Puzyrei (2007) explored the ever changing nature of the theory and this has contributed to the multiple and variable developments over time. This research embraces the multitude of interpretations with a focus on the cultural and historical dimensions of the theory.

Section 3.2, below traces the cultural and historical roots of CHAT. This is done through a focus on the influences on the thinking of Vygotsky and Leont'ev, and subsequent evolutions and developments. The process of exploring these cultural and historical influences on the developing theory have shaped my understanding of the terms 'cultural' and 'historical' in relation to the current research and subsequent analysis. Vygotsky defined culture as;

“...the product of social life and human social activity.” (p164, Vygotsky, 1979)

Following a Marxist conceptualisation of consciousness being a social product, Vygotsky proposed the notion of higher mental functions being external before being internal (Vygotsky, 1997). This was further developed by Leont'ev through the conceptualisation of collective activity (Leont'ev, 1981). The relationship between the individual and the collective was central to the current research and my understanding of culture within it. The individual parents and the individual EPs provided their interpretations of the activity of the EPs within their cultural framework. Through the analysis their interpretations provided a lens on the attitudes and characteristics of their particular social groups at a particular time and place in society. In addition, the political influences on the culture are highlighted within the literature review through an exploration of government policies and their impact on the activity of EPs. Culture and history are interlinked within the research through this exploration, as key points in time can be viewed as influencing the characteristics of both EP and parent activity.

Vygotsky placed history in a central position for his theory development, relating socially organised activity with history. He aligned the cultural development of the individual with the social history of that individual (Scribner, 1985) and therefore relating the cultural and historical developments for the person with the cultural and historical development of their society. There was a linear sequence in changes in social activity offered by Vygotsky (Scribner, 1985), for example, hand-powered tools before machines. 'Historicity' is also presented as a guiding principle by Engeström (1999,a) and is developed further in section 3.5.2, below. Engeström proposed that activity systems developed over long periods of time, both within their local contexts and history and within the broader development of theories and ideas that shaped the activities. In addition, he suggested that activity time was not one-directional, but occurs in cycles of time (Engeström, 1999,a). A further consideration for this research was the influence of Foucault's use of history to understand the construction of knowledges, through examining the dominant discourses and also the resistance to the dominant discourses (Ball, 1990). Within the current research this is present in the literature review in relation to the focus on policy influences on the practices of EPs over time. The historical analysis within this research has aimed to capture the individual and the collective, and the sense of cycles of time. In addition, the notion that, over time, there may be some dominant influences on activity, but also that there may be less dominant discourses that may also have influenced activity.

1.3.4 Foucauldian influences

My reading of Foucault has influenced my thinking as a practitioner and my reading of the literature as a researcher. I decided to utilise the framework of cultural historical activity theory for the reasons noted above. However, it is important to acknowledge the influence of the Foucauldian view of history, the methodology of 'archaeology' and the concepts of 'governmentality' and 'disciplinary power' on the way I made sense of the literature and data within this research. Foucault saw 'archaeology' as a way to understand knowledges and practices that had stabilised over time (Kendall and Wickham, 2004). Foucault was interested in how these practices had come to be, with an interest in searching for the origins of the practices. Foucault also offered the concepts of 'governmentality' and disciplinary practice'. 'Governmentality' was an understanding of the way people have been governed through supervision and knowledge of the populations. It has been seen as a way of viewing professional knowledge and power from a historical perspective (Billington, 1996). Foucault suggested that 'governmentality' can be achieved through the use of 'disciplinary power', which in turn can be achieved through activities of 'hierarchical observations', 'normalising judgements' and 'the examination'. These are practices that EPs have been involved in over the history of the profession.

1.3.5 Contribution to knowledge

The aim of this research is to contribute to the body of knowledge regarding the work of EPs, from the perspectives of EPs and parents. In addition, it aims to focus on the cultural and historical influences on the development of these working practices. The

research will also contribute to the body of research using cultural historical activity theory, with particular focus on the cultural and historical elements.

1.4 Research aims

The research will address the following broad aims:

- An exploration of the general historical, social and cultural influences on the work of the EP;
- An exploration of the particular historical, social and cultural influences on the work of the EP when working with parents;
- An exploration of the relationship between the subject (individual) and the collective (profession)

These aims will be explored further in chapter 2, identifying key research questions.

1.5 Context of the research

This research took place within a local authority EPS. At the time of the research, the EPS provided a service to two local authorities, a shire county and a unitary authority. At this time a team of EPs operated within each of the authorities, with each EP working within a cluster of schools, using a time allocation model of service delivery. Consultation as a mode of service delivery had been introduced to the service approximately ten years prior to the research. Service delivery reflected both national and local agendas and at the time of the research parents traditionally accessed the service via the schools their children attended.

During the lifetime of the research there was a shift in emphasis in terms of utility of CHAT. The original research proposal outlined an interventionist approach whereby the data from the interviews were to be used to support organisational change and development in working practices for EPs. This would have been more closely aligned to the later phases of Engeström's expansive learning cycle (Table 3.2). However, due to a change in my employment, the use of CHAT as an analytical tool became the research focus. This change in focus led to an expansion of the historical and cultural analysis of the data.

1.6 Outline of the thesis

This chapter has provided an introduction to the key areas of interest for the thesis. It has given an overview of the background to the study, including both personal and professional interests. The chapter has outlined the key influences of cultural historical activity theory and Foucauldian approaches in shaping the nature of the enquiry and the methodological tools. The rationale and research aims are also introduced, along with the contribution to knowledge. Finally, the context for the study is provided.

The thesis continues with Chapter 2, the literature review. Here the four strands of the chosen literature are explored to illuminate the cultural and historical influences on the activities of EPs, with particular emphasis on the relationships with parents. The four strands of the literature review are the cultural, historical and social influences on the development of the profession of educational psychology; on the development of the relationship between parents and the education system; on the

development of partnerships between parents and professionals and finally, the relationship between parents and EPs, culminating in the research relating to parents' views of educational psychology practice. This chapter also provides an exploration of the Foucauldian concepts of 'governmentality' and 'disciplinary power'.

Chapter 3 provides a cultural and historical analysis of the chosen methodology of cultural historical activity theory. The chapter outlines the key concepts of the emerging theory offered by Vygotsky and continues with the development of cultural historical activity theory, noting both Russian and Western influences. This historical approach provides insight into the epistemology of the research and a lens through which to view the data. Applications of activity theory are critiqued within research pertinent to EPs. The chapter concludes with an overview of the method for this research.

Chapter 4 presents the data in stages of analysis. Themes are illuminated through quotations taken from the interviews and early analysis provided. The chapter concludes with the presentation of meta-themes which are used to guide the discussion chapter.

Chapter 5 presents the seven meta-themes of **expectations, partnership, knowledge, power, professional approach, the profession of educational psychology** and **distinctive contribution**. Each meta-theme is discussed initially in relation to the research literature, if present and then in relation to the historical literature presented in chapter 2. The use of cultural-historical activity theory offers

further lenses to view the data and the literature. Methodological issues are also discussed in chapter 5.

Chapter 6 concludes the thesis with a summary of the main findings, relating these to the research aims. Implications for practice are explored along with thoughts for future enquiry.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

The literature review outlines the areas of theory, policy and research in relation to the focus for this research. The literature is wide ranging and the aim of this review is to highlight the key themes that will form the basis of the research focus.

There are four main areas to the literature review:

- the cultural, historical and social influences on the development of the profession of educational psychology;
- the cultural, historical and social influences on the development of the relationship between parents and the education system;
- the cultural, historical and social influences on the development of partnerships between parents and professionals and finally;
- the relationship between parents and EPs, culminating in the research relating to parents' views of educational psychology practice.

These areas were chosen for focus because of the underlying interest in exploring the activity of EPs within an historical and cultural context. In addition is an interest in aligning this activity with the views of parents. The four areas provide four integrated strands of theory, policy and research leading to themes of interest, which ultimately guided the choice of focus for the research. My position as researcher will have influenced the choices made for inclusion of papers within the review, in particular, my interest in the historical influences on current practice, the professional use of power and knowledge and the influence of the government on EP practice. As

noted above, my thinking has been influenced in particular by the writing of Vygotsky and Foucault. In addition, the first two phases of Engeström's 'expansive learning cycle'(1999,b) are also inherent in the research (see Table 3.2), but particularly in the literature review. Here the second phase of analysing the literature using a 'historical-genetic' lens is evident. Thus:

“...it seeks to explain the situation by tracing its origination and evolution.”
p383

The search strategy involved an iterative process over the lifetime of the research, utilising the electronic databases available to the University of Birmingham. These included ASSIA (Applied Social Science Index & Abstract), BEI (British Education Index), Psycinfo (Ovid) and Index to Theses. In addition to these keyword searches, government reports and papers were accessed. Explorations of further cited texts were also made. The literature review narrates the historical and cultural development of the activity of the EP, the relationship between parents and the education system, professional practitioners and in particular, EPs. Research papers are critiqued and opinion and discussion papers identified. The scope of the literature is within the United Kingdom because of the cultural, historical and social focus for the research. It is acknowledged that the review provides one narrative when there are many.

2.2 Cultural, historical and social influences on the development of the profession of educational psychology

2.2.1 Early influences on an emerging profession

“The behaviour of professional groups, no less than the behaviour of individuals, can be usefully viewed in terms of a historical/ developmental perspective.” p24 (Dessent, 1978)

One way of understanding the present activity of educational psychologists is to look back in time at how the profession emerged and how it has developed over time. Wooldridge’s (1994) historical research offered three possible reasons for the way the profession of educational psychology emerged as it did. These were:

“...the growing problem presented by classifying and training the mentally handicapped; the enthusiasm of a number of influential educationalists for reconstructing teaching on a scientific basis; and the opposition of a conservative academic establishment to the science of psychology.” p50

This third reason was related to the lack of academic support for experimental psychology and therefore investment in applied psychology was a way of funding the future of psychology as an academic subject. Three further interacting influences on the development of the profession were suggested by Maliphant (1997). These were an increased interest in education, an interest in child development and advances in measurement techniques.

During the late 19th Century, educationalists were interested in how psychology could offer a scientific perspective (Wooldridge, 1994). The interest in child development and the possibilities of understanding the nature of the child to be educated led to the popularity of psychology and its inclusion in teacher training courses. In addition, a

number of Education Acts of the time encouraged the need to define 'difference'. The Elementary Education Act of 1870 made elementary education compulsory; prior to this, pupils could be refused schooling. This increased the range of individual needs to be met by teachers working with large class sizes and an acknowledgement by teachers of the full range of abilities amongst children (Wooldridge, 1994). A failure of the system to meet these standards of the Board followed and consequently a need to explore specialised provision emerged. The Education Department instructed a Committee on 'Defective and Epileptic Children' to distinguish the most appropriate way of discriminating between those children that should attend the ordinary 'elementary' schools and those that should attend special school. The Elementary Education (Defective and Epileptic Children) Act 1899 (in Wooldridge 1994) followed with a category of handicap, 'defective', leading to the need to ascertain the numbers of 'defective' children. At this time the task was dominated by the medical profession, who focused on the attributes of psychological tests to support their task (Wooldridge, 1994).

Psychology was able to contribute to this aspect of social policy, by offering a means to define 'normal' (Billington, 1996). Using this historical lens, the emerging role of the first EP can be seen in terms of supporting the government in its economic aims of developing an educated workforce, through the ability to define 'normal' and therefore allocate appropriate educational provision. The emergence of the psychometric test at the beginning of the 20th Century offered a tool to *measure, rank* and *categorise* children (Billington, 2006). The first EP to be appointed was Cyril Burt in 1913. Burt's early role included the development and use of psychometric

testing to support the selection of children that required special education (Dessent, 1978). Burt was interested in developing more standardised approaches to these assessments and more robust measures of intelligence (Love, 2009). During the next two decades the use of IQ scores as benchmarks for 'normality' were established, with IQs of less than 85 identifying a 'serious educational problem' and below 55 being unable to find a 'useful place in a modern industrial society' (para 7, Board of Education, 1937 in Love, 2009). The historical context of world wars and the need for selection techniques to facilitate the military requirements also meant that psychometrics contributed to the dominant discourse of the time.

Another influence at this time was the alignment of psychology with other sciences (Maliphant, 1997). At the beginning of the 20th Century the new discipline of psychology identified with the attributes of science: "observation, experimentation, quantification, replication and prediction" Maliphant (1997, p103). Positivism was the dominant paradigm at the time. In addition, mainstream thinking was focused on the relationship between genetics and intelligence. Burt's major focus at this time was the psychology of individual difference and a belief that this was related to nature rather than nurture (Wooldridge, 1994). This view and a belief in meritocracy led some to advocate the use of psychometrics to identify 'intelligent' children from what was perceived as socially deprived backgrounds (Maliphant, 1997). This included Burt who also became involved in the development of the screening of pupils for the grammar schools (11-plus), enabling 'bright' pupils from less well-off backgrounds to access this form of education (Goodhart, 1999). So an alternative view of the role of

the first EP in terms of the development and use of psychometrics may be to enable access to the range of education of the time for all, irrespective of social background.

It is important to note that Burt's employment was part-time for the London County Council and for the remainder he was involved in research and development (Wooldridge, 1994). This research was wide ranging including the study of twins and the relationship between genetics and intelligence. The balance of clinical and academic work and the relationship between them was an attempt to define the profession of educational psychology (Wooldridge, 1994). This foundation may be paralleled with the more recent discourse of 'scientist-practitioner' advocated by some in the profession.

“...EPs are fundamentally scientist-practitioners who utilise, for the benefit of children and young people (CYP), psychological skills, knowledge and understanding through the functions of consultation, assessment, intervention, research and training, at organisational, group or individual level across educational, community and care settings, with a variety of role partners.”
(Fallon et al, 2010, p4)

2.2.2 Government policy and EP practice

The interest in children as a topic of study, originating in the work of Darwin and Galton, combining with the economic developments of the industrialisation of western society could also be seen as contributing to the development of educational psychology as a profession. Government policy highlighted an increasing interest in the education of children. Prior to the Education Act (1870) elementary education was not compulsory and many children were viewed as an economic commodity (Maliphant, 1997). Psychology was able to offer tools and expertise to a systematic

approach to education, supporting and guiding the government with the development of this social policy (Wooldridge, 1994).

Government policy has also strongly influenced the development of the profession. Following the Education Act of 1870 (compulsory education) and the Defective and Epileptic Children (Act) 1899 (power of the authorities to ascertain the numbers of 'defective' children), the social policy enshrined in the 1944 Education Act offered two areas of focus; the definition of 11 categories of need and also the formalisation of children being educated according to age, ability and aptitude. It has been suggested that EPs of the day influenced the policy decisions of the government as well as assessing whether a child has a particular need (Wooldridge, 1994; Boyle et al., 2008). The 1944 Education Act influenced the education of the many through a three-tier system of free secondary education and the development of further categorisation of children with different needs to the majority, including 'educational subnormality' and 'maladjustment' (Leadbetter, 2002)

The second EP was not appointed until 1931 and by this time there was interest in the study of children exhibiting behavioural problems (Dessent, 1978) and parallel to this an interest in the work of Freud and psychoanalysis. Child Guidance Clinics emerged and this saw an increase in the number of EPs as each clinic consisted of a psychiatrist, psychologist and social worker, with the psychologist collecting assessment information and linking with the school (Dessent, 1978). The first Child Guidance Clinic was opened in Birmingham in 1932 and by the time of the 1944 Education Act there were more than seventy clinics in Great Britain (Dessent, 1978).

The Underwood Report (MoE, 1955) provided the findings of the 'Committee on Maladjusted Children'. The report highlighted the central role of the Child Guidance Service, which included the child guidance clinic, in meeting the needs of 'maladjusted' children. It recommended that such a service was available to each of the local education authorities. The role of the EP, divided between the child guidance clinic and the school psychological service, was seen as key to the delivery of the comprehensive service (MoE, 1955). In this way the psychologist could address a range of duties, including assessment of need, organise small group work, carry out research and support parents and teachers with preventative work in the form of 'talks'. The report highlighted the need of the psychologist to be able to gauge when the full child guidance team may be required and to be part of the response to these needs. The Underwood Report emphasised that the school psychological services had developed in different ways and that they had different foci. The report acknowledged that at this time there was a range of work occurring, including work focussing on individual children, groups of children and preventative work, for example, training. This range of work is evident in the practices of EPs today (Frederickson and Miller, 2008).

The Summerfield Report (DES, 1968) arose from this increase in demand for EPs over the previous decade and the working party was asked to:

“...consider the field of work of educational psychologists employed by local authorities and the qualifications and training necessary; to estimate the number of psychologists required; and to make recommendations.” p iii (DES, 1968)

The focus was primarily on making recommendations for the future supply of EPs and offered a proposed ratio of 1: 10,000; EP to school population by 1990. Reference was made in a similar way to the Underwood Report in terms of the school and family influences on the needs of children and that both are involved in the guidance of children. The Summerfield Report concluded that a key role for the EP was the resolution of problems within these social environments. The working group surveyed Chief Education Officers regarding the nature of work of their EPs, training and links with other services. The survey highlighted that there were 326 full-time equivalent EPs employed, covering 150 of the 162 local educational authorities in England and Wales. The EP: Pupil ratio at the time was 1: 24,000 (DES, 1968). Although there was significant acknowledgement of the range and depth of work possible for an EP, the survey indicated that a large proportion of time was spent assessing children in clinic (10%) or in schools or other settings (20-70%) (Dessent, 1978).

During the next decade an open referral system developed, with demand for EPs outstripping supply (Leyden, 1978). The practising EPs of the 1970s became frustrated with the status quo, including perceptions of the ineffectiveness of psychometrics, the out-dated nature of the child guidance clinics and the perceptions of negativity from school staff. At that time EP work was seen to be crisis-driven and there was a reported wish to move towards school and community psychology (Stobie, 1996). The discourse of the time was captured in 'Reconstructing Educational Psychology' in 1978. Here EP demonstrated a desired movement away from a child-deficit model of working towards an ecological-systemic orientation

(Gillham, 1978). However, it has been suggested that although this may have been the espoused belief of the time, the reality was an expectation of involvement with 'assessment' and 'treatment' (Topping, 1977 in Leadbetter 2002).

The outcomes of the findings of the Warnock Committee (DES, 1978) and the following Education Act of 1981 slowed this movement within the profession (Meade et al., 1987). The Act offered an opportunity to move away from specialised settings and to include children with 'special educational needs' within the mainstream school. It also offered a statutory role to the educational psychologist of providing advice to the local authority on the needs of the individual child. This duty remains today and as Stobie (1996) highlighted, it is the child that receives the Statement of Special Educational Needs and not the school. The EP was involved with the assessment of need and advice writing, but was also involved within some local authorities with the writing of the Statement of Special Educational Needs (Leadbetter, 2002). Morgan's (2005) research adopted a Foucauldian discourse analysis of in-depth interviews with special educational needs administrators, observation notes and document analysis. She found that education officers who wrote Statements would consider the psychologist's advice as central to their writing of the Statement. The psychologist's report was viewed as ultimately guiding the decision making process. This legislation and that pertaining to the Code of Practice on Special Educational Needs (DfES, 2001) offered systems of working to support children with 'special educational needs'. In addition, it was argued that the Act engendered the need to assess an individual's strengths and weaknesses, leading to many assessments being based on standardised tests (Buck, 1998). Lokke et al (1997) investigated the perceptions

of EPSs in relation to the use of psychometric tests following the implementation of the 1993 Education Act (DfE,1993). This Act was perceived as offering the need for greater specificity in the establishment of difference from children of the same age and also introduced the system of independent tribunals (Lokke et al., 1997). The survey of all EPSs, with a response rate of 49% indicated that 65% of their respondents had a significant or increased use of psychometric assessments.

The next significant legislation was in the form of the Education Reform Act (HMSO, 1988). Key themes related to the local management of schools and the subsequent delegation of a significant percentage of budgets to the control of the school; the introduction of a national curriculum with associated assessments of progress; and the utilisation of market forces, including increased choice for parents (Marsh et al., 1997). Implications of the legislation for educational psychology service delivery included a possible increase in statutory demand. This was due to the delegation of budgets and the competing demands for this funding that followed. Monies that may have been previously allocated to supporting children with additional needs may have been diverted to other priorities. Therefore, the statutory process led to additional resources becoming available to schools (Gersch et al., 1990). In addition, with schools being under greater pressure to demonstrate improved performance, an increase in the numbers of pupils with statements led to possible exemption from national assessments. The legislation intended to enable the principles of market forces, including an open enrolment system which increased parental choice (Gersch et al., 1990). The concept of 'consumer' was also dominant at the time and Acklaw (1990) argued that in addition to the legislation there was a shift in social attitudes

towards the professional/ client power relationship. There was a need to redress this balance and for EPSs to respond to this changing climate (Acklaw, 1990).

The new Labour Government of 1997 presented its vision for raising the achievements of children with special educational needs through its green paper, 'Excellence for All Children: Meeting Special Educational Needs' (DfEE, 1997a). This paper recognised the wide ranging responsibilities that EPs had and the increase in the demand to carry out statutory duties. The green paper of 1998, 'Meeting Special Educational Needs: A Programme for Action' (DfEE, 2000), recommended a review of the future role and training of EPs.

This review, published in 2000 was based on research, focused on the current scope and balance of work and future priorities (DfEE, 2000). The research encompassed the views of a wide ranging group, including EPs, schools, local authorities, health and social services and parents. The research involved postal surveys, case studies and submissions from interested parties. The outcomes indicated a perception of a movement away from a referral system of service delivery towards a consultation based delivery. Future priorities focused on special educational needs, preventative work, consultation and problem solving. Recommendations from the working party included core functions to involve early years, schools and multi-agency work. In addition, there was acknowledgement of the work with individuals, groups, schools and early years providers, local authorities and other providers. These broad themes were very similar to those highlighted in the Summerfield Report and also the work of

Burt to some extent in terms of acknowledging a wide range of work 'activity' being undertaken by educational psychologists.

The new Labour government's policy for all children was outlined following the Laming Report (HMSO, 2003) into the death of Victoria Climbié, in the form of a green paper 'Every Child Matters - Change for Children' (DfES, 2004). The Children Act (2004) ensured that the aims became statutory across the country. These aims were for services for children to work together and in some cases work as integrated services. Children's rights were offered as a steer for this legislation, linking with the United Nations Convention of Rights of the Child (Baxter and Frederickson, 2005). Implications for EPSs included an emphasis on multi-agency contexts, with some services being co-located into multi-agency teams; and a focus on communities rather than schools as a dominant partner (Boyle, et al., 2008).

The 2004 legislation prompted a second review of the role of the EP in relation to contributing to the Every Child Matters agenda. This review was based on research (Farrell et al., 2006) that ascertained the views of stakeholders on the role of the EP in the context of the Every Child Matters agenda, in relation to special educational needs assessments, with references to the Common Assessment Framework (introduced by the legislation); multi-agency working and strategic work in schools; the distinctive contribution of the EP and perceptions of facilitators and barriers to the EP contribution. Key findings indicated that services were increasingly planning delivery in relation to the five outcomes (DfES, 2004). There was a strong perception that EPs were still too heavily involved with statutory work, but with some evidence of

a reduction in some areas of the country (Farrell et al., 2006). There was evidence of contributing to multi-agency contexts and increasing their contribution to strategic work. However, in terms of the distinctive contribution, the majority of school based staff and half of the EPs surveyed indicated that another professional could carry out the role that the EP was doing.

In addition, the strategy for integrated working emerging from the Act has enabled the development of an integrated 'frontline service delivery' with the development of new professional posts, for example, Parent Support Advisors, Learning Mentors and Family Liaison Officers (Fallon et al., 2010). It has been suggested that this, plus the workforce reform agenda, has led to the possibility of 'traditional' professionals being asked to work in a more specialised manner (Fallon et al., 2010).

Fallon et al (2010) predict that the future working practices for EPs will involve:

"...The provision of specialist assessment and advice, and specialist intervention, for the most vulnerable and needy CYP with long term complex needs of congenital or environmental origins; ...the provision of support to other staff, parents and carers working with these groups, that is those CYP whose needs will be at the targeted and specialist levels in the ECM delivery model.

"...Other work for EPs will be commissioned via local community groups such as schools or Children's Trusts, requiring EPSs to adopt a proactive approach to both advertising and selling their services." p10

2.2.3 Summary

This section reflects a view of educational psychology history which is closely aligned with the social and cultural influences of the day. It illustrates the policy and research that has contributed to the shaping of the profession. This focus reflects an interest in the impact of policy and government on the activity of the profession. How children have been viewed in history has been presented in a similar way, with the impact of industrialisation and the need for an education system that provided for the growing economy of the time. One view would be that the requirements of this system led to the need to *categorise* and distinguish what and who was *normal*. The section reflects the role of educational psychology in terms of its contribution to society.

The role of the EP can be viewed as being partially defined through the legislation of the government of the time. In the '80s and '90s this was in relation to special educational needs, in the form of the 1981 and 1993 Education Acts, and more recently in relation to the 'Every Child Matters' agenda and the implications of multi-agency working (Fallon et al., 2010). It has been argued by some commentators that the core functions have and will remain the same (e.g. Fallon et al., 2010), but that the role of the EP profession is to respond flexibly to the socio-political landscape of the time (e.g. Stobie, 2002, Norwich 2000). Further, Norwich (2005) described a specialist role of 'child and youth psychologist', who would work across boundaries and be jointly funded by health, education and social care.

“The essential task is for professional psychologists to be innovative in service terms, to ensure a continuing and valued position in this network, with one eye on theoretical-linked and evidence-informed developments, and the other on trends in policy, service and inter-professional work. (Norwich, 2005)

This quote highlights the role of the EP to respond to the changing workplace landscape and changing professional positions which, viewed from a historical perspective, is not that dissimilar to the work of Burt and the early EPs.

It is acknowledged that this is only part of a complex combination of factors that have shaped our history as a profession. However, the chosen focus is the use of historical accounts to view the present situation.

2.3 The history of the relationship between parents and the education system

2.3.1 Introduction

The history of the relationship between parents and the education system is a focus for this review for two reasons. Firstly, the history of the development of the profession of educational psychology, as presented above, is intertwined with the history of education and the influence of government policy and therefore, from a historical-analytical perspective, it is interesting to chart the nature of the relationship between education and parents in terms of the influences of the government and society of the time. Secondly, one focus for this research is the views parents have and how these views may have been influenced by history; in particular, their views of EP activity. Therefore, before focusing on the relationship between professionals and parents it is pertinent to reflect on the wider relationship of parents and the education system.

2.3.2 Historical and political perspective

Parental involvement in education can be positioned in an historical context, particularly in terms of how both parents and schools have viewed parental involvement (Todd, 2007). Firstly, as noted above, education for all primary aged children did not become a reality until 1870 and prior to this the adoption of minimum working ages for children had been introduced through the Factory Acts of 1802 and 1833 (Billington, 2006). An additional consideration is therefore the impact of history on the family and the roles within it. Dowling and Barnes (2000 in Billington 2006) suggested that the construction of the concept of 'motherhood' is continually being reconstructed by the influences of government policy and the debates it creates. Riley (1983) cited in Billington (2006) highlighted the discourse of the family unit prior to the second world war, linking the mother to the home and the children and the father as the provider. During the war women were required to work, but on the return of the men, women were returned to the home and at the same time the 'attachment' discourse became dominant (Billington, 2006). In addition, the role of the school and teachers to fulfil their responsibilities as *in loco parentis* emerged. These considerations of 'education' of the time, the concept of family roles and the relationship between the family, the education system and the state is a relevant historical backdrop to the developing relationship between the education system and parents.

A number of key reports, commissioned by the government of the day, can be seen as influencing the direction of the relationship between the home and school. It has been suggested that the Plowden Report (1967) was a 'turning point' in the history of

the relationship between parents and education (Wolfendale, 1983). The brief of the Plowden inquiry was to consider primary education and the transition to secondary education. The underlying philosophy included a belief and evidence from the research that home and social circumstances had an influence on educational performance, in particular, parental attitude;

“A strengthening of parental encouragement may produce better performance in school, and thus stimulate the parents to encourage more; or discouragement in the home may initiate a vicious downward circle.” Chapter 4:102.

The Plowden Report made a number of recommendations which included the following:

- “(i) All schools should have a programme for contact with children's homes to include:
 - (a) a regular system for the head and class teacher to meet parents before the child enters.
 - (b) arrangements for more formal private talks, preferably twice a year.
 - (c) open days to be held at times chosen to enable parents to attend.
 - (d) parents to be given booklets prepared by the schools to inform them in their choice of children's schools and as to how they are being educated.
 - (e) written reports on children to be made at least once a year; the child's work should be seen by parents.
 - (f) special efforts to make contact with parents who do not visit the schools.
 - (ii) The Department of Education and Science should issue a booklet containing examples of good practices in parent-teacher relations. The Department should inform themselves of the steps taken by authorities to encourage schools to foster good relations.
 - (iii) Parents should be allowed to choose their children's primary school whenever this is possible. Authorities should take steps to improve schools which are shown to be consistently unpopular with parents...
 - (vi) Parents and other adults should be invited to help the school with its out of school activities....”
- Chp 32 p464

<http://www.educationengland.org.uk/documents/plowden/plowden1-00.html>
accessed on August 12, 2010.

The language of these recommendations seems proactive and positive in terms of developing partnerships between the home and school. The recommendations suggested parental choice of schools and for the adoption of systems to enhance

contact between home and school. However, some commentators would argue that although the report was emphasising the school's duty to encourage parental interest in their children's education, the underlying aim was to 'convert' parents in supporting the goals of the school (Vincent, 1996). In addition, it has been suggested that the research underlying the report reflected a social class bias and so although encouraging schools to enter into partnerships with parents; it was also offering the idea of teachers compensating for the things the children did not get from their parents (Hewison, 1985 in Vincent, 1996).

The Bullock Inquiry (HMSO, 1975) contributed to the debate and was set up by government to consider 'all aspects of teaching the use of English, including reading, writing, and speech' (p xxxi). The recommendations were wide ranging, and in relation to working with parents, included the need to engage parents at an early stage with regard to the importance of language and reading. The inquiry suggested that it built on the success of the Plowden Report to encourage further contact with parents. The Bullock report acknowledges the

"...objections to the phrase 'cultural disadvantage' and to its suggestion of a deficit to be made up. Nevertheless it is a term which serves our purpose if it is understood that we do not assume a relentless correspondence between language development and social class. There are differences in language environment between socio-economic groups, but there are also differences within groups." 5.4

<http://www.educationengland.org.uk/documents/bullock/> accessed on 13/08/10

However, the language continues to imply a compensatory approach to the partnership between home and school.

The Taylor Report of 1977 (HMSO, 1977) was set up to provide recommendations regarding the governance of schools, with the delegation of governance from the local education authority to a governing body. The report recommended that parents, elected by other parents became part of this governing body (p112, 4.23) <http://www.educationengland.org.uk/documents/taylor/taylor14.html> accessed on 13/08/10.

The development of these policies could be seen as encouraging, in that parents are mentioned and acknowledged as playing a role in the education of their children, however, it has been argued that during the 1970's partnerships with parents were perceived as a way of;

“...enabling the parent to play the role required by the professional” p 70 (Todd, 2007)

A change of government and policy direction had an impact on the perceived roles of parents (Vincent and Tomlinson, 1997). The Conservative government of 1979 implemented a number of education acts that included statutory rights and choices for parents as presented in Table 2.1 (taken from Wolfendale, 1983, Vincent, 1996)

Act of Parliament	Implications for relationship between parents and education
1980	General: Parents to be members of school governing bodies; Parents have a choice of school; Local Educational Authorities to provide information about schools to parents; Assisted places scheme enable parents to access private education
1981	Special Educational Needs: Parents can refer their child for a statutory assessment; Parents have the right to be consulted about their child; Parents have the right to contribute to the assessment of their child; Parents have the right to appeal regarding decisions made.
1986	General: Parents to receive information from the school; Parents to receive an annual report from the governors; Parents to be invited to the annual general meeting of the governors.
1988	General: Parents have a choice of school through open enrolment; Schools have the right to opt out of local authority control with the backing of parent vote; Parents have the right to receive a report on the progress of their child in relation to the National Curriculum; Parents to be informed about the results of their child.
1992	General: Parent views are sought as part of the school inspection process; School assessment results are published.

Table 2.1 Acts of parliament 1980-1992: Statutory rights and choices for parents.

The Conservative governments' policies of the 80s and 90s embedded the politics of market forces and the ideology of the individual as a consumer (Vincent, 1996).

Consumerism at this time related to the ideologies of the Thatcher Government, in

the form of 'neo-liberalism', whereby market forces were utilised to minimise the involvement of the state, reduce a 'dependency culture' and encourage the individual to make their own gains (Vincent, 1996). The ideological shift of power to the individual was exemplified by the notion of 'choice' and in relation to parents this was in the form of choice of school via the 1988 Education Act. However, some researchers have suggested that the choosing was in the hands of the popular schools through the policies they adopted, for example, the introduction of more traditional artefacts, i.e. uniform and an emphasis on discipline (Woods et al., 1998 in Vincent, 2000). The notion of consumerism has been discussed by Vincent (2000) following the work of Hirschman, 1970 (in Vincent, 2000). Two concepts of 'exit' and 'voice' are explored, with the notion of the consumer power to exit the situation, i.e. choose another school and reducing the revenue of the school left behind. The second concept of voice is based on the notion of attempting to change the situation rather than leaving it (Hirschman 1970 in Vincent, 2000). However, it is argued that the opportunities for exercising the individual voice are limited and the collective voice was discouraged by the legislation of the 1980s (Adler et al., 1989 in Vincent 2000).

The change in political power as a result of the general election of 1997 led to the continued focus on the development of the relationship between the home and school. The new Labour Government recognised the need for pupils to be fully supported by their parents in order to reach their full 'potential' and this led to a number of initiatives (Desforges and Abouchaar , 2003). The 1997 White Paper; 'Excellence in Schools' (DfEE, 1997c) outlined a strategy for parental involvement,

including providing information to parents, giving parents a voice and encouraging parental partnership with schools. These have developed into initiatives including, parental involvement on governing bodies, involvement in the inspection process, provision of annual reports, the requirement of home-school agreements and information regarding curriculum and school performance (Desforges and Abouchaar, 2003). An underlying influence on that government's policy development has been the principles of social capital theory (Gerwirtz et al., 2005). There are many different constructions of social capital theory, some relate to attributes of the individual (Bourdieu 1986 in Office for National Statistics (ONS) 2001) and others to the communities (Putnam, 2000). It can be traced back to the early 1900's in America, in relation to the development of school community centres. Hanifan (1916, in Putnam 2000) used the term to describe cultivation of good will, fellowship, sympathy and social intercourse among those that 'make up a social unit'. The key factors of social capital relate to social relations and networks, group membership, trust, reciprocity and civic engagement (ONS, 2001). There have been a variety of definitions of social capital theory, but a dominant influence on government policy has been the work of Putnam.

His definition of social capital is:

"Whereas physical capital refers to physical objects and human capital refers to the properties of individuals, social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them. In that sense social capital is closely related to what some have called "civic virtue." The difference is that "social capital" calls attention to the fact that civic virtue is most powerful when embedded in a sense network of reciprocal social relations. A society of many virtuous but isolated individuals is not necessarily rich in social capital'. p19 (Putnam 2000).

Putnam has also made links between social capital, educational achievement and future economic prosperity. Therefore in contrast to the previous Conservative governments, where the individual as consumer was dominant, this Labour Government was proposing an ideology of connecting people within their communities to support each other.

One example of the influence of social capital theory on government practice was the development of Education Action Zones (EAZs) (Gerwitz et al., 2005). These zones were to comprise of schools, local authorities, communities and local businesses to work together to raise standards (DfEE, 1997b in Gerwitz et al., 2005). Gerwitz et al's critique of EAZs included a need to attend to the real local environments that were the focus for government policy initiative and the need to include the voices of those involved in experiencing the initiatives. Again, there is suggestion that the initiative is imposed rather than negotiated and the concepts of voice and partnership were rhetorical rather than real.

More recently, the Labour Government re-enforced its commitment to engaging in partnerships with parents through the publication of 'Every Parent Matters' (DfES, 2007). Here the government outline;

“...the development of services for parents as well as their involvement in shaping services for themselves and their children.” p1 (DfES, 2007)

Every Parent Matters provided a wide ranging overview of the Labour government's continued investment in the development of partnerships between parents and

education at all stages, including expansion of Sure Start centres and the development of the role of Parent Support Advisors to help support parents with issues relating to the education of their children.

2.3.3. What has been the extent of parents' involvement in their children's education?

The Plowden Report (HMSO, 1967), as noted above, was viewed as a cornerstone for the encouragement of partnerships between parents and education. In 1979 Cyster et al (in Wolfendale, 1983) published their research investigating the extent of parental involvement in education, using the foundation of the Plowden Report (HMSO, 1967). This involved surveying 1700 schools, exploring the extent that parents were welcomed into school, the regularity of meetings with teachers and the receipt of information regarding the school and their children's progress. The survey found, for example, 56% of headteachers wanted more involvement with parents and 95% of primary schools were holding parents' evenings and open days. The survey concluded that although there was evidence of the implementation of the recommendations from Plowden, these were perceived to be slow and that there was potential for continued partnership development (Wolfendale, 1983).

The nature and extent of parents' involvement in their children's education since the introduction of the new Labour government's policies has been surveyed via government sponsored research in 2001, 2004 and more recently in 2007. Peters et al (2008) conducted a large-scale telephone survey of parents/ carers of children aged 5 - 16. 5032 parents were interviewed for 20 minutes on attitudes to education,

levels of involvement in their child's education and communication with the school. Data were analysed and compared with data produced in 2001 and 2004. Over time there was a clear increase in parents' perception of their involvement in their children's education, from 29% in 2001 to 38% in 2004 and 51% in 2007 for those parents rating themselves as 'very involved'. Over time there has been an increase in parental perceptions of their responsibility for their child's education and an increase in activities that support learning; for example, reading and sport. In addition, perceptions about communication with schools are more positive, especially the more informal discussions. In previous years, parent's evenings were perceived as more helpful. Awareness of the home-school agreement has not changed since 2001. This particular government initiative was introduced in 1999 following the Schools Standards and Framework Act 1998 (HMSO, 1998). Its aim was to improve partnerships between home and school and was statutory in nature. Coldwell et al., (2003) conducted government-funded research to look at models of home-school agreements and the impact of their introduction. The research highlighted that in more than half the schools that took part, it was felt that home-school agreements

“...had had a positive impact on communication of school expectations and responsibilities, and 30% or more thought it had had a positive impact on parents and teachers working together, parents supporting their children's learning at home, communicating the school role, pupil behaviour and homework.” p4 (Coldwell et al., 2003)

Recommendations from the research included the need to integrate home-school agreements with wider home/ school relationships, the need to consult with pupils and the need to review the statutory nature of the agreements. Peters et al. (2008)

found no increase in the parents' awareness of these agreements, with 2 in 5 parents unaware and 39% of parents had signed an agreement.

2.3.4 What has been the impact of parental involvement?

Central to the new Labour government's policy development was a commitment to the belief in the positive impact of parental involvement in their children's education. Research is fairly consistent over time; for example, Feinstein and Symons' (1999) follow up of children born in 1958 found parental involvement in terms of motivation, interest and support had a major impact on attainment. In 2006, Flouri researched the long term effect of mothers' and fathers' interest in their children's education at age 10 on outcomes at age 26. The research concluded that mothers' and fathers' interest in education was a significant predictor of attainment, especially in women.

In 2003, the government commissioned a review of English language literature on the impact of parental involvement and support and family education on pupil achievement and adjustment in school (Desforges and Abouchaar 2003). This review divided the literature into two groups; parental involvement that was seen as 'spontaneous' and interventions that had attempted to enhance the spontaneous levels of involvement. The review concluded that there was a good research base for the first area of spontaneously occurring involvements. These included the concept of 'good' parenting in the home, involving a secure and stable environment, contact with the school to share information, participation in school events and the work of the school, and participation in school governance. The review highlighted the relevance of social class, maternal education, material deprivation, maternal

psycho-social health, single parent status and to some extent family ethnicity in influencing the extent of involvement. In addition, the role of the child as a mediator was a strong factor in parental involvement. There was a reduction of involvement as the child got older. The review indicated that the research base was 'weaker' for interventions that promoted parental involvement. These interventions included parent training programmes, initiatives to enhance home-school links and programmes of family and community education. Although the review highlighted a perceived increase in need and demand and that there were high levels of creativity and commitment, research had been unable to make links between the interventions and achievement.

Parental involvement in their children's education has changed significantly over the lifetime of the profession of educational psychology. In particular, the recent Labour government has invested heavily in enhancing both formal and informal links between the school and home, with the aim of capturing the benefits of parental involvement on outcomes for children. Research into the impact of this investment is not always conclusive (Desforges and Abouchaar, 2003). It has also been critiqued as not being aware of the local needs and views of the people at the centre of the focus (Gerwitz, et al., 2005).

The nature of the involvement of parents in their children's education and the impact of this is pertinent to the current research as it contributes to the discourse regarding potential influences on the nature of partnerships with professionals.

2.4 Parent partnerships with professionals

2.4.1 Introduction

This section of the literature focuses on the relationship between parents and professionals. This is considered in terms of the relationship of all parents and professionals, but in particular the relationship between parents of children with additional needs, special educational needs and disabilities. The implications of government policies are explored, followed by the definitions of 'partnership' working between parents and professionals. This includes the models that have attempted to define the nature of the partnerships. Finally, this section explores the theoretical and research bases of two themes, that of knowledge and power. These themes are of interest within the current research, both in terms of the methodology used and outcomes.

2.4.2 Government policy, parents and professionals

The relationship between parents and professionals, both those working in the school community and beyond, can be viewed in relation to two key areas. Firstly, the perceived developing relationship between the home and school initiated by the Plowden Report (HMSO, 1968) and reiterated and reinforced under subsequent conservative and labour governments. Secondly in terms of the perceived developing relationship between parents of children 'outside the norm', those with 'disabilities', 'special educational needs' and 'additional needs'. This can be viewed in terms of relating back to the late 19th Century and the early 20th Century and the emergence of categorisation of children for the purpose of economy (Burman et al., 1996). As noted above, the elementary education of all children led to the need for

some, those viewed as 'defective' to be educated in specialist settings. The 1944 Education Act (HMSO, 1944) defined some children as 'uneducable' and up until the 1970 Education Act (HMSO, 1970), these children were deemed the responsibility of the health services rather than education. Many of these children were institutionalised and as Murray (2000) discussed, parents were encouraged to take the advice of the professionals.

“Thirty or forty years ago the stigma of mental handicap was so marked that relatives were positively encouraged to abandon them in hospital. ‘Go, and don’t look back; we are the experts, we will look after her’, and ‘She’ll be alright here; give us a ring in three months and see how she is getting on,’ are the comments quoted to me by parents whose children went into hospital when the difficulties of home care became insufferable and family break down was imminent or established.” (Dyer, 1996 p1 in Murray 2000 p686)

The Underwood Report of 1955, contributed to the debate by highlighting the need to 'treat' the 'maladjusted' child. The report recommended a range of provision for these children including, 'day special schools and classes', 'residential treatment – hostels and foster homes, and boarding schools' (MoE, 1955).

As noted in section 2.2.2, the political and social debates of the 1960s and 1970s led to the questioning of the services provided for children with 'disabilities', culminating in the Warnock Report (DES, 1978). The Warnock Report and the 1981 Education Act (HMSO, 1981) provided the policy steer to enable children with 'special educational needs' to be educated in their local mainstream school.

A further policy influence of the Warnock Report (HMSO, 1978) and 1981 Education Act (HMSO, 1981) was the encouragement of the relationship between parents and

professionals within the assessment process of identifying their child's 'special educational needs', the right to appeal against decisions made and the right to request an assessment. The involvement of parents in the assessment process was seen as important and parents' rights incorporated in the legislation (Wolfendale, 1983). However, critics of the report would suggest that it continues to place the professional in the position of holding the knowledge and 'expertise', that 'disability' was seen as a deficit requiring compensation and that the parent could help with this compensation (Murray, 2000). Although the Warnock Report was advocating 'parents as partners', it is the nature of this partnership that has been critiqued. It has been suggested that the impetus for the involvement in the assessment of their child's special educational needs was to support the professional decision making process, rather than being a partner in the decision making (Armstrong, 1995). However, the need for multi-disciplinary assessment of need was reinforced.

This legislation remains the key influence on the current practices in the assessment of 'special educational needs' and the allocation of resources to schools. The new Labour government introduced two Codes of Practice (DfES, 2001) in which partnerships between parents and professionals were further encouraged.

2.4.3 Definitions of partnership

Definitions of partnerships between parents and professionals are many, are complex and questionable in terms of realisation (e.g. Wolfendale, 1989). It is generally agreed in the literature that partnership working between parents and professionals is central for positive outcomes for all children, but in particular, those

with 'special needs' (Pinkus, 2003). Government policies have highlighted this central role and attempted to facilitate and legislate for it via policy implementation. However, the realisation of partnership working continues to appear problematic (Todd, 2007).

A number of researchers and theorists have defined the desired components of partnership between parents and professional, including Wolfendale (1985);

- "parents are active and central in decision-making generally and its implementation;
- parents are perceived as having equal strengths and equivalent expertise;
- parents are able to contribute to, as well as receive, services;
- parents share responsibility, thus they and professionals are mutually accountable. " p 14 (Wolfendale, 1985)

Wolfendale suggested that perhaps partnership was a desired state and one to strive for and this definition highlights some key principles of intent in relation to the partnership; those of status, power and responsibility.

Theorists have also offered a number of models which reflect the ideals of partnership and in some cases historical perspectives. Bastiani (1987) offered four models linking with the political ethos of the time. Firstly, the 'compensatory model' focussed on the significant contribution of parental attitudes and interest in their children's education and educational outcomes. Reflection on the progress of this partnership working led to a focus on the effectiveness of communication between home and school and the 'communication model' highlighted that difficulties in

relationships between home and school related to failures in communication and the need to enhance these would lead to a situation where;

“Parents will act rationally and responsibly with the picture of the life and work of the school that they are given.” p95

This quote reinforces the position of parents in the home-school partnership in terms of respective roles and implied power differences. The ‘communication’ model enabled a focus on the ‘artefacts’ of the contacts between home and school and came at a time of an ideological shift towards consumerism (Bastiani, 1987). The third model ‘accountability’ followed the ideals of consumerism and the movement towards the public services being accountable and viewing parents as consumers of education. This linked with the government policies of the 1980s and 1990s. Finally, the ‘participation’ model focused on the ideals of shared goals and complementary roles, with power and responsibility being shared (Bastiani 1987). Bastiani outlined models of partnership with ideological bases, linked with the policy of the time and relating to the relationship between all parents and schools.

In contrast, Cunningham and Davis (1985) offered three models of partnership focussing on the way in which the professional was viewed in the partnership. The ‘expert’ model implied that the professional has total expertise and therefore control in decision making, whereas the parent is viewed in terms of carrying out instructions. This approach cannot be viewed as ‘partnership’ if partnership involves the sharing of knowledge and expertise; however, there is possibly an implicit agreement that the professional resolves the issue (Cunningham and Davies, 1985). The ‘transplant’

model involved the professional remaining the expert and the parent on the periphery of the partnership, but acknowledged the resources available through engaging with the parent. These resources may be used in working with their child and therefore the parent may take on some of the responsibility of the outcomes. The final model is that of 'consumer' whereby the parents are viewed as consumers of a service and the decision making is held within the control of the parent. This model acknowledges that both parent and professional will have complementary but different knowledges and roles. However, the notion of 'equality' in the partnership may be less obvious as there will be different needs at different times and therefore potential shifting of dominance.

Appleton and Minchom (1991) focused on the nature of partnerships between parents and professionals working together at Child Development Centres. These centres offered multi-agency assessments of children with special needs. Appleton and Minchom adopted the first three models from Cunningham and Davies (1985) and added two further models. The first of these was in the form of the 'social network/ systems' model, which involved a view of parents, children and professionals providing a network of informal and formal support for the family and the child. Contextually viewed in terms of supporting the development of the child, this model facilitates the voice of all in the group and therefore many voices are seen as a strength. Appleton and Minchom (1991) would argue that this moves away from a 'deficit' model of the child and family and would involve the parents in the management and planning of the services. Appleton and Minchom enhanced this further through the 'empowerment' model. This is a combination of the 'consumer'

and 'social network/ systems' models. It combines the rights and needs led agendas of the two previous models and involves parents holding the control and ultimately making the decisions. It is a strengths based model rather than deficit based, with the idea of parents being involved in researching and designing the service provision.

Dale (1996) follows on from the 'empowerment' model with the 'negotiation' model where there is;

“...a working relationship where the partners use negotiation and joint decision-making and resolve differences of opinion and disagreement, in order to reach some kind of shared perspective or jointly agreed decisions on issues of mutual concern.” p14

Emerging themes from this model are an acknowledgement that the partners will come to the relationship from different perspectives and roles, with implications for power, responsibility and function. In addition, decision making is achieved through negotiation and therefore further acknowledgment that the two partners will engage in this differently, from their individual perspectives. Finally, there is acknowledgement that conflict and a lack of consensus may occur, but this may not necessarily lead to breakdown of the partnership.

These models have reflected the historical and social influences on the nature of espoused partnerships between parents and professionals. In addition the key values of respect for different views and knowledge, power sharing and commitment to negotiation are evident in some. It is agreed that these are important components of parent-professional partnerships in relation to children with special needs (Pinkus, 2003). However, some commentators would offer that further considerations of the systemic issues involved in partnerships have been neglected. For example, Pinkus

(2003) suggested that the translation of national initiatives at the local level has led to inconsistencies and therefore a lack of a mechanism to evaluate partnership effectiveness. Pinkus (2005) researched the views of 14 parents in four London boroughs via a grounded theory analysis of semi-structured interviews, observations of meetings and email correspondence. The outcome of the research was four themes that would aid the reduction of the policy-rhetoric gap. Included in the themes was the lack of transparency in the procedures undertaken to support their children with special needs which led to a confusion of roles, for example, where professionals may have a number of roles including 'gatekeeper' to resources. In addition, Pinkus (2005) found that parents highlighted a lack of understanding over the purpose of the partnership and therefore some confusion about how the responsibilities were shared. The membership of the partnerships over time was also seen to be confusing for the parents and to inhibit communication between partners. The research also highlighted the theme of role definition and who was doing what to support the child. Methodological implications are present within this case study design, but the outcomes offer insight from these parents' perspectives adding some detail to the models outlined above.

A further theme from theory and research relates to the position of parents with children with additional needs in relation to all parents. Pinkus (2003) highlighted that although one of the key aspects of 'partnership' is the willingness to join, in the case of parents of children with additional needs and professionals, the partnership is imposed to some extent by the context that the partners find themselves in. Murray (2000) offered a view of partnership between parents and professionals through a

historical and personal lens. She highlighted how children with disabilities have been viewed over time and how this may impact on how parents are viewed by professionals. She also noted how the nature of the experiences of non-disabled parents of 'disability' may impact on the partnerships. She suggested that the knowledge of non-disabled parents of disability may leave them vulnerable when working with professionals who they may assume have greater knowledge. Pinkus (2006) contributed to this discourse through the finding of research into the experiences of families from within an Anglo-Jewish community. Using a grounded theory approach and discussing the findings through a 'family systems theory' lens, Pinkus highlighted the importance of past experiences between professionals and parents of children with special needs, which may also include the experiences of extended family. These experiences may include personal contact with professionals, for example, the medical profession or in relation to their child or other family members.

This section has focused on professional and parent partnerships in different layers. The wider systemic and societal influences have been discussed, including the conceptualisation of these through the construction of models. The influence of history has also been explored in terms of historical views of partnership and of parents. The voice of the parents is present through the outcomes of qualitative research. Two connected themes have emerged from the literature and relate to the earlier elements of this chapter in terms of the historical and societal influences on the developing role of the educational psychologist. These themes are power and knowledge.

2.4.4 Professional power and knowledge

This section explores professional knowledge and power further, initially through a Foucauldian lens, leading to a critique of research focussing on parents and professional power and knowledge. One form of professional knowledge, as noted above, was that of psychological knowledge. It was also noted above that historically, psychological knowledge had a role in contributing to the working of governments, through defining need and categorising difference (Billington, 1996).

2.4.4.1 Historical perspectives

The Foucauldian concept of 'governmentality' has been one way of viewing the role of professional knowledge and power from a historical perspective (Billington, 1996). Foucault has been positioned as a critical thinker being influenced by post-structural and post-modernist theorising (Mills, 2003). However, Foucault felt he crossed boundaries of thinking, not wishing to be positioned in one particular field. He also highlighted the changing nature of his thinking and the need to not know exactly who he was, leading some to be critical of the construction of his concepts (Ball, 1990). Foucault developed tools that focused on the discourses of history, whereby the meanings, social relationships, subjectivity and power were examined in relation to time (Ball, 1990). The construction of 'knowledges' was important to Foucault and he proposed tools that examined the dominant discourses of the time and also those that constituted the 'struggles' or resistance to the dominant discourses. That is both 'what was happening for this situation to be as it is?' and also 'what else was happening that did not become dominant?'

One of Foucault's concepts was that of 'governmentality', defined as:

“(1) the ensemble formed by the institutions, procedures, analyses and reflections, the calculations and tactics that allow the exercise of this very specific, albeit complex form of power, which has as its target population, as its principal form of knowledge political economy and as its essential technical means apparatuses of security.

(2) The tendency which, over a long period and throughout the West, has never ceased to lead towards the pre-eminence over all others (sovereignty, discipline etc) of this type of power which may be termed government.....

(3) The process, or rather the result of the process through which the State of Justice of the Middle Ages.....gradually comes to be 'governmentalised" p20 (Foucault, 1979).

In the lecture, from which this quote is taken, Foucault outlines the impact of history on the governance of people from the Middle Ages and the emergence of the government of the 'population' during the 18th Century and the development of political economy. 'Governmentality' emerged as governments became more responsible for the economy of the society and the order of the lives of the individuals within it (Morgan, 2005). 'Governmentality' involves the supervision and knowledge of the 'populations' and these have developed to include a variety of institutions and practices. It is argued that children are one of these 'populations' (Billington, 2000).

Certain 'knowledges' have contributed to the 'normalisation' (order) of the 'population' and one of these has been that of psychology (Ball, 1990). Psychology has been able to contribute to this aspect of governmentality through being able to define 'normal' and historically to establish 'scientific truths' (Billington, 1996).

Foucault was interested in the construction of the individual as a 'social subject' and object of knowledge and power (Allan, 1996). Foucault posited that knowledge and order of the subject can be ascertained through the 'gaze'; the surveillance and

measurement of the subject (Allan, 1996). These elements were described by Foucault as being part of 'disciplinary power' (Foucault, 1977). 'Disciplinary power' is all encompassing, acting on everyone and subjecting everyone to constant surveillance (Allan, 1996).

The concepts of 'governmentality' are reflected in the earlier sections of this literature review in terms of the developing relationships between the state and the profession of educational psychology and the developing relationships between parents and the education system in terms of controlling the population. However, 'governmentality' is an interesting concept when reflecting on professional power in that Foucault proposed that 'governmentality' was achieved through the application of 'disciplinary power'. 'Disciplinary power' is at its most strong when operated through three mechanisms of surveillance; 'hierarchical observation', 'normalising judgements' and 'the examination' (Morgan, 2005; Allan, 1996).

Hierarchical observation was described by Foucault as 'power that acts by means of general visibility' p171 (1977). It is the organisation of structures and people to ensure surveillance. Aligned to this is panopticism (Foucault, 1977), whereby the continual surveillance is ensured for the purposes of observation and also experimentation. Foucault suggested that this method of surveillance could be applied to different structures, systems and populations, for example, school children.

"...among schoolchildren, it makes it possible to observe performances (without there being any imitation or copying), to map aptitudes, to assess characters, to draw up vigorous classifications and, in relation to normal development, to distinguish 'laziness and stubbornness' from 'incurable imbecility...' p199 (Foucault, 1977).

Foucault defined 'normalising judgements' as:

"...the power of normalization imposes homogeneity; but it individualizes by making it possible to measure gaps, to determine levels, to fix specialities..." p184 (Foucault, 1977).

Foucault highlighted the use of measurement to identify difference from a 'norm' which would enable disciplinary power. The role of the EP within this context has been highlighted in relation to acts of exclusion from the mainstream of social life via the identification of special educational needs (Billington, 1996). EPs contribute to the statutory assessment process and are therefore in a position to make 'normalising judgements', they are 'judges of normality' (Morgan 2005).

Foucault's 'examination' is defined as:

"The examination combines the techniques of an observing hierarchy and those of a normalizing judgement." p184 (Foucault, 1977)

The examination is the structures and methods of classification and the process of the emergence of the individual as a 'case' (Foucault, 1977). This combines the compulsory nature of the surveillance with the identification of 'individuality' and therefore enabling the individual to be classified (Allan, 1996).

Professional knowledge and in particular the knowledge of psychology, aligned with science and viewed through this lens is very powerful in terms of providing the 'technologies' (Foucault, 1977), to maintain the 'disciplinary power' and achieve purposes of governments. 'Technologies' were developed that enabled psychology to 'rank, measure and categorise' children (Billington, 2006).

This is only one perspective on the origins of the nature of professional knowledge that can lead to perceptions of inequalities of knowledge and power. However, it aligns with the early role of the educational psychologist and illuminates the power of psychological knowledge.

2.4.4.2 Parents and professional power and knowledge

The concept of power in the professional-parent partnership has been addressed by a number of researchers. Pinkus (2005) adopted a grounded theory approach to analyse the views of parents in relation to meeting the needs of their children. One theme to emerge was that of power distribution and the need to 'enable equal yet shifting power relations' p186. Barriers to this were found to be related to three key areas. Parents noted a feeling of 'disempowerment' in terms of how they felt during meetings regarding their child and also that their opinions were sought after decisions had been made by professionals. Secondly, there was a perception that there was a hierarchy of power amongst the professionals, leaving parents perceiving blocks to decision making due to the absence of more powerful partners. Finally, the nature and amount of information available to parents led to feelings of disempowerment. This was in terms of both the understanding of the system and how it related to them and their child, but also in terms of accessing the information provided to them. Hierarchies of knowledge have been highlighted by the research of Hodge (2006) and Runswick-Cole (2008), and summarised in a joint paper. Twenty-one parents engaging in special needs tribunals were interviewed by Runswick-Cole and six case studies, lasting one year offered the experience of parents undergoing diagnosis of autism in their child (Hodge, 2006). The

researchers used the data to discuss how to enable parent-professional partnerships. One aspect related to barriers to the partnership in the form of the value placed on the knowledge of the parents as compared to the professionals. For some parents in this combined study, a change of role from parent to para-professional was perceived as necessary to address the dominant activity of the professional of finding a label for their child. Todd and Jones (2003) also found in their research of the views of 30 mothers regarding their work with professionals, that the disparity of value attached to knowledges was a barrier to the partnership. In addition, it has been suggested that the act of challenging the knowledge of the professional is not easy from the position of the parent and this can lead to conflict and defensive positions (Vincent, 1996). However, for some parents the intent of the professional to acknowledge the 'expertise' of the parent and not to 'always get it right' were positive contributions to an enabled partnership (Hodge, 2006 in Hodge and Runswick-Cole, 2008).

The dominant discourse appears to suggest that professional knowledge can have an impact on the equality of power within the partnership and therefore lead to negative outcomes and sometimes conflict. However, Todd and Higgins (1998) would argue that the partnership between parents and professionals cannot be equal and to suggest so is to sideline the issues of power. Their research combined an evaluation of a strategy to develop parental involvement in achievement with case studies of experiences of those involved in the formal assessment of young people leading to a statement of special educational needs. Todd and Higgins claimed that if a list of knowledges created by parents and professionals about a young person was compared then similar items would be present, but argued that it is the position

of power that parents and professionals hold within the system that contributes to changes in power of the respective 'knowledge'. Todd and Higgins also contend that both professionals and parents experience both power and powerlessness at different times and that the process of power in the partnership is much more complex than the 'one-way', 'deficit' model may suggest.

The nature of partnerships between parents and professionals is complex and theorists and researchers have attempted to gain insight and understanding into the process, the context, the societal and historical influences and factors that have been perceived to support positive partnerships and therefore positive outcomes for young people. The underlying power dynamics and the links with knowledge have also been explored and it is acknowledged that each partnership will be individual in nature and changing over time, depending on the complex interaction of multiple factors.

2.5 Parents and educational psychologists

The literature review began with broad themes relating to the role of the EP, the relationship between parents and education and then focussing on nature of partnerships between parents and professional. This final section focuses on the specific partnership between EPs and parents.

2.5.1 The nature of partnerships between educational psychologists and parents.

The nature of the partnerships between EPs and parents are diverse and relate to the many perceived roles of the EP (Sykes, et al. 2007); the assumptions and expectations of the partners and the understanding that these partnerships will be constructed in different ways with different participants and different situations (Cunningham and Davis, 1985). Calliste (1993) utilised the model for change in professional practices in relation to racism offered by the Association of Educational Psychologists in 1987 and applied it to working with parents. Interestingly, some of the themes highlighted by Calliste have been discussed earlier in the review, for example, in relation to the historical development of the profession and influence of legislation on the development of the role. In addition, Calliste highlighted factors such as the individual experiences and training of the EP in enabling them to engage in 'authentic' partnerships with parents, in particular the teaching background of EPs at that time and the cultural and historical influences on partnerships between teachers and parents. A further factor offered was the awareness of the EP to the parents' situations, for example, in relation to their working practices as a professional, the needs of the parents and wider societal factors, for example, the effects of unemployment. Calliste used the model to offer some unique characteristics of EPs as a profession that may pose as barriers to partnership working with parents.

In 2007 the Division of Educational and Child Psychology published a comprehensive review of the role of the EP in relation to working with parents (Sykes et al., 2007).

This review aimed to focus on the EP perspective of what they were doing or expected to do with parents. A member of the working party was Sheila Wolfendale and she provided an overview of educational psychologist practice in relation to parents. This included work in relation to individual consultation, involvement in assessment, statementing and reviewing, interventions and programmes, schools, communities and multi-agency work and other possibilities, for example, parental surgeries. The review was wide ranging including a review of the literature, large scale surveys of EPs (educational psychologists), EPITs (educational psychologists in training), and EP training course directors. In addition, there were small scale focus groups and interviews with parents. The data were subjected to a thematic analysis utilising the structures from activity theory.

The outcomes from the parent data will be discussed in section 2.5.2, below. The outcomes from the EP data indicated the perceptions of the nature of EP work with parents at that time and also the EP perceptions of the skills that they felt contributed to the working relationship with parents. In terms of the nature of work, half of the respondents (n=141) reported having weekly contact with parents, however, it was not possible to ascertain from the data the nature of the work that had facilitated the contact. In terms of individual work, 86% of EPs consulted with parents when working at 'School Action Plus' of the Code of Practice (2004) and 97% consulted with parents when involved in statutory assessment. The skills that EPs felt they used well when working with parents included 60% of respondents offering advice, knowledge and information. In addition, emotional competencies such as, good listening, empathy, reassurance and support; trust, respect and empowerment and

the ability to mediate in complex situations were also highlighted. Of interest in this research was that although more than a third of respondents were involved in evaluation of their work with parents, the researchers suggested that evaluation of work with parents was not yet a priority for EPSs (Sykes et al., 2007).

2.5.2 Parents' views of the work of educational psychologists

It is possible that EPSs followed the general governmental steer in terms of Bastiani's (1987) 'accountability' model of partnership and the role of the parent as 'customer' may have led to an interest in 'customer satisfaction'. There were few studies documented prior to this period. Some studies looked at consumer opinion and included in this, views of parents. Dowling and Leibowitz (1994) used semi-structured interviews, supported by rating scales to ascertain the views of parents who had experienced a service in the previous six months. The research was carried out by an independent researcher and the focus of the questions was the role of the EP. It is unclear how the particular questions were selected. In addition, parents were asked to name three supportive elements and three unsupportive elements of EP practice. Themes highlighted from the research are presented in Table 2.2 below.

Parent Views- Supportive	Parent Views – Less Supportive
<ul style="list-style-type: none"> • Accessibility for making time for the parent • Acknowledging that the child needed help and taking the views of the parent seriously • Knowing the procedures and helping with the relationship with the teacher 	<ul style="list-style-type: none"> • Wanting to have more time with the EP • Wanting to have an independent consultation with the EP rather than with the teacher • A wish for more contact with the EP

Table 2.2 Supportive and less supportive elements of EPs working with parents, taken from Dowling and Leibowitz, 1994.

McKeever (1996) used a questionnaire approach to ascertain views of parents over a seven month period. The focus was related to one EPS's written quality criteria. The questionnaire was piloted within one area team and was designed as a consumer satisfaction survey. The questionnaire responses were completed anonymously, but EPs were able to be identified. There was a 57% response rate and 77 questionnaires were returned. The questions included expectations, nature of involvement and outcomes. The results indicated that the parents were very satisfied with the service as measured by these questions and in this format. The responses recorded were greater than 50% for 'very satisfied' on all questions except 'The psychologist saw my child quickly enough', where 13% of respondents were 'not satisfied'. This methodology lends itself to the purpose of the approach in this case, that is to provide quantifiable outcomes of customer satisfaction. The questions used suggested the individual nature of the work, but the detail of what activity the parents were satisfied with was not explored in depth in the study. In addition, the questions seemed to position the EP within a medical model of working and an expert role, for example, 'The psychologist explained my child's difficulties in detail' and 'The recommendations made by the psychologist were useful'.

The Green Paper, 'Excellence for All Children. Meeting Special Educational Needs' (DfEE,1997a) highlighted the need for partnerships with parents in relation to their children's special educational needs, in particular, the contribution of the parents' knowledge of their child. Following this, during 2000, the review of the role and function of EPs was also undertaken (DfEE, 2000).

At that time there were two further studies focussing on the views and experiences of parents with EPs. Cuckle and Bamford (2000) reported on a two staged review of parents' views offering a mixed methodology of questionnaires and follow-up interviews. Independent researchers sent 500 questionnaires to parents (17% return) who had received one or more of the services offered during the past year and followed-up with 30 telephone interviews focusing on specific aspects of service delivery that were linked closely to the stages of the Code of Practice (DfES, 2001). Rating scales and thematic analysis of interviews aimed to represent the views of parents on expectation and satisfaction of service received, availability and helpfulness. This study formed part of a wider LEA review. It is not clear how the themes emerged from the interviews, but it was indicated that the aim of the interviews was to develop a brief case-study of the family involvement to inform the thematic analysis.

The focus of the study was customer satisfaction of prescribed service delivery and this included services offered to parents of pre-school children, child and family guidance, referral through Stage 3 and 4 of the Code of Practice and parent surgeries. Parents were found to be most satisfied with the Portage (pre-school service), pre-school assessment and child guidance when the child was not involved with statutory assessment, although it was highlighted that parents did not usually know what to expect. Parents also felt that the interpretation of their child's behaviour from an understanding professional was also helpful. Substantial numbers wanted more involvement in their child's assessment, more information and more liaison between school and EP. There were also issues relating to the role of the

educational psychologist in terms of assessment and the statutory assessment process. This research offers more detail regarding the activity in which the EPs were involved, including the range of activities. The researchers acknowledge that the outcomes are local and that there will be regional differences, impacting on the generalisability of results.

Hodgson et al's (2001) methodology employed a grounded theory approach, following a social constructivist perspective in that semi-structured interviews explored parent experiences and feelings, including the quality of the support they received and suggestions for improvement. These views formed the basis of the development of the service questionnaire to parents. Eighteen parents were selected by social workers and EPs (forming part of the same team) to be approached. Families were identified where there may have been varied presenting 'problems' and a mixture of short and long term cases were selected. Eight parents were interviewed by members of the team who had not been involved in the initial referral and the emerging 'story' from each interview was transcribed and themed according to grounded theory methodology.

The themes emerged in three time phases; before the referral, at the time of the referral and the intervention. Common themes included: anxiety before referral; relationship between school and parent; information parent had about the service; delay in contact from the service; thoroughness of the assessment; clarification of the identified 'problem'; qualities of the personnel i.e. 'good listener', 'uncritical', 'supportive'. This research attempts to offer 'rich' qualitative data, providing the

perceptions of the experiences of eight parents, therefore generalisability to the wider population is not possible. The grounded theory approach meant that the thematic analysis was inductive in nature as the themes emerged from the analysis rather than relating to preconceptions or hypotheses. In addition, this research offers a timeline to the themes in terms of expectations before contact and reflections following contact.

The two reviews of the profession in 2000 and 2006 ascertained the views of parents. In 2000, as part of the overall research, 12 case studies were completed in local authorities. In these authorities, there were interviews with key stakeholders including for each, a group of parents of children with special educational needs (DfEE, 2000). Important themes for parents at that time included clarity on the role of the EP; more home based support, continuity of seeing the same person over a period of time, the wish for increased working between parent partnership services and the educational psychology service and access to continuing support and advice.

In the 2006 review, the views of parents were ascertained through adapting the questionnaire used for services on the role of the EP in light of the 'Every Child Matters' agenda (Squires et al., 2007). This questionnaire was distributed by the principal educational psychologist (PEP) of EP services to 300 parents in 30 local authorities; there was a 30% return and the responses suggested that the focus of the EP's work was case work relating to individual children. Emerging themes from this research related to role of the EP in terms of 'gatekeeper', advocate, listener and acting as a point of liaison with other professionals. In addition, outcomes of the

research offered future considerations in relation to the delay in the involvement of the EP, opportunities for direct access to EP services and the expectations of parents prior to involvement. The questionnaires were adapted for parents from the wider review of the profession and were distributed randomly by the PEP to ten parents with a return rate overall of 30%. The sample is representative of those who returned questionnaires and may therefore have an impact on emerging themes. In addition, the focus for the research was one element of EP practice, that is, individual casework and therefore does not capture the other work that EPs may do with parents. Finally, the questionnaires were anonymous and therefore it was not possible to follow up the questionnaires or check the interpretations of the themes.

In the same year, as mentioned above, the Division of Educational and Child Psychology published research into the perceptions of EPs with regard to their work with parents (Sykes et al., 2007) and part of this research involved interviews with parents who had had contact with the EPS in relation to concerns regarding special educational needs. A sociocultural perspective was adopted to analyse the data using principles from Activity Theory. The data set for the parents was comparatively small (n=16 in 5 focus groups in London), (n=4 in focus group in Cardiff), (n=14 individual interviews – carried out by trainee EPs from UEL and Newcastle). Positive themes included: carrying out an assessment with accuracy; giving a name to a problem; being supportive/ listening; a gatekeeper to resources and expert knowledge provider. It was acknowledged that an EP can hold a variety of roles within the same relationship with parents. In addition, it was acknowledged that the continuity of the relationship over time enabled in depth knowledge of their child to

develop. Key issues included a lack of clarity of the role of the EP and a lack of knowledge of expectations before involvement, which were similar to previous studies. In addition, there was acknowledgement of the conflict in role relating to the administrative processes of the local authority.

This section of the literature review has focused on the nature of the partnership between parents and EPs and reviewed the published research into parents' views of the service they receive. There is not a significant amount of published research and each has its own aims and focus. However, there are some common themes emerging from the review. The expectations of the parents prior to involvement and the prior knowledge of the role of the EP has been a theme that has emerged from a number of the studies. In addition, the 'knowledge' offered by the EP has been received positively, along with the range of interpersonal and meditational skills used.

2.6 Overview of the literature review

This review of literature has focused on four strands of interest and has viewed them from a historical and cultural perspective. The four strands combine to offer themes that are the focus for this research. Firstly, I focused on the cultural, historical and social influences on the development of the profession of educational psychology. Here the similarities between the early activities of EPs and today emerged, with the role of EPs in relation to the development of psychometric assessment, the definition of difference and the central role within the child guidance clinics emphasising the focus on the individual child (Summerfield, DES, 1968). The influence of government policy on the activity of EPs is also highlighted throughout this first section, for

example, the impact of the 1981 Education Act in defining a central role for EPs, which remains today.

Secondly, I focused on the relationships between parents and the education system and how this has developed over time. Again, the historical impact of how education and parents were viewed was discussed along with the development of changes in parental involvement in their children's education and the impact of this involvement. The influences of the government ideology of the time were also highlighted, for example, the consumerism of the 1980s and 1990s and the impact of social capital theory in the late 1990s.

Thirdly, I focused on the partnerships between parents and professionals, both in the context of all parents and then examining the elements of the partnerships between parents of children with additional needs and professionals. Two emerging themes of professional power and professional knowledge were reviewed from an historical perspective and including themes from research. Finally, I focused on the specific partnership between EPs and parents, including some of the unique characteristics of this partnership, the perspective of EPs on their work with parents and also the views of parents of the work that EPs do.

The themes from the literature review have led to three central research aims:

- An exploration of the general historical, social and cultural influences on the work of the EP;
- An exploration of the particular historical, social and cultural influences on the work of the EP when working with parents;
- An exploration of the relationship between the subject (individual-EP) and the collective (profession-EPS)

The research aims are addressed by focusing on the perceptions of parents and EPs through the following central research questions:

- What are the views of parents and EPs in relation to the activity of the EP regarding a piece of work?
- How does analysis of the activity from a cultural and historical perspective contribute to an understanding of EP activity in the present time?

The following subsidiary questions are also addressed:

- What contribution does a historical perspective of the development of the EP profession have to make to current activity?
- What contribution does a historical perspective of the developing relationship between parents and the education system have on current activity?
- What elements of professional/ parent partnerships are present in the activity between parents and EPs?

The following chapter will explore the chosen methodology within a cultural-historical framework, including the rationale for choice and leading to the methods adopted to address these research aims.

CHAPTER 3 METHODOLOGY AND RESEARCH DESIGN

3.1 Introduction

As noted in the introduction, during the lifetime of this research, I have been interested in the cultural and historical influences on the work of EPs, with particular reference to their relationships with parents. The topic for study and the methodology have been intertwined during the time of studying for the doctorate, with my reading of Cultural Historical Activity Theory impacting on both my working practices and my research interests. As part of this process I have reflected on the origins and developments of Cultural Historical Activity Theory, leading to a rationale for its use. As outlined in section 3.7, other methodological tools were considered and the reasons for choosing Cultural Historical Activity Theory are offered in 3.8.

This chapter will begin by presenting Cultural Historical Activity Theory within the historical, social and cultural contexts that have influenced its growth and directions. It will offer the key concepts introduced by Vygotsky; the developments of the theory by key Russian psychologists; the Western interpretations and developments, particularly the work of Engeström and his notion of three generations of activity theory. The concepts of 'Historicity', 'Power' and 'Contradictions' are key to this research and will therefore be highlighted in this section. The presentation of the methodology from this historical perspective offers a continuation of the historical themes from the literature review. In addition, the contextualisation of the methodology within its own history offers a view of the origins of the underlying theory and an exploration of how the theory can be utilised within the current research. The historical perspective of the theory provides insight into the

epistemological positioning of the current research and also explores lenses through which to view the data.

The applications of activity theory will then be critiqued and the epistemological positioning of the theory will be discussed throughout, leading to the choices for the current research and the research questions. The method for this piece of research will follow, describing context, data collection and analyses used.

3.2 Cultural Historical Activity Theory (CHAT)

“Vygotsky’s cultural-historical theory (like any great theory) resembles a city. A city with broad new avenues and ancient, narrow backstreets, known only to longtime residents, with noisy, crowded plazas and quiet, deserted squares, with large modern edifices and decrepit little buildings. The individual areas of that city may not be situated on a single level: while some rise above the ground, others submerge below it and cannot be seen at all. In essence, it is as though there were a second city that has intimate and complex associations with the ground-level city but completely invisible to many. And the sun rises above it all and the stars come out over it at night. Sometimes dust storms and hurricanes rage, or the rain beats down long and hard and ‘the sky is overcast.’ Life is a constant feeling of effervescence. Holidays and the humdrum follow one another. The city changes, grows, and is rebuilt. Whole neighborhoods are demolished. The center is sometimes over here, sometimes over there. And so it goes.” (pp 85-86 Puzyrei, 2007)

Puzyrei captures the dynamic, multi-faceted nature of Cultural Historical Activity Theory (CHAT). He highlighted that it can be viewed from both varied and similar theoretical and methodological positions and can still illuminate very different perspectives.

Cultural historical activity theory can be viewed within its own historical, cultural and societal frame. Its history tracks the many philosophical, theoretical and

methodological directions and choices made by those who have studied, developed and critiqued its progress.

It is argued that there is no 'unified perspective' on the group of theories and methodologies within the cultural-historical, socio-cultural, activity theory family, but that this is not viewed as problematic or an aim of those working in the area, rather:

“...activity theory’s developers and practitioners, (...) take what they find useful in the theoretical writings and utilize it in diverse areas...” (Holzman, 2006, p6)

Holzman (2006, b) suggests that rather than a comprehensive theory, there is a set of 'articulations' that are generally agreed by 'activity theorists'. These are:

- “the study of the human mind in its cultural and historical contexts;
- A general conceptual system with these basic principles: the hierarchical structure of activity, object orientedness, internalisation/ externalisation, tool mediation and development;
- Theoretical approaches that place culture and activity at the center of attempts to understand human nature;
- A psychology that focuses not on the individual but on the interaction between an individual, systems of artefacts and other individuals in historically developing institutional settings;
- A non-dualistic approach to understanding and transforming human life that take dialectical human activity as its ontology.” p6

The myriad of interpretations, developments and communities of practice that exist enables flexibility and choice, but also the possibility for confusion in identifying the key concepts and elements adopted for pieces of research. The lineage for this piece of research stems from the work of Vygotsky and his students, particularly Leont'ev and the Western interpretations of these ideas, dominated by the work of

Engeström through the development of 'generations' of activity theory. The focus will therefore be Cultural Historical Activity Theory (CHAT), which has been distinguished from other socio-cultural approaches by some as relating to the work of Leont'ev (Roth and Lee, 2007).

3.2.1 Origins – the historical and cultural context

It is argued that in order to understand the conceptualisations of thinkers it is important to develop an understanding of the context within which they were thinking, to acknowledge the impact they have on each other and to remember that each thinker will shape their own thinking in their unique way (Van Der Veer, 2007). Cultural historical activity theory originates from the work of Lev Vygotsky (1896-1934). He was born into a middle-class, Jewish family and lived within a Jewish settlement. He would have witnessed both the violence and resistance of being Jewish within Russian society at the time (Kozulin, 1990). Although Vygotsky was academically able to enter university, his Jewish background meant that he would need to enter a lottery for places as they were restricted at the time; fortunately he was lucky (Kozulin, 1990). The sociocultural context for Vygotsky's life involved multiple social upheaval and unrest, including revolutions, civil wars, World War I, famine and political repression. This led to widespread homelessness, particularly for children and millions of people leaving Russia, having a significant impact on the infrastructure of the country (Van Der Veer, 2007). During this time of intense social change, prior to the influences of Stalin, there was immense creativity and Vygotsky was a part of this. He was also extremely interested in poetry and prose and this

influenced his writing and understanding of subjectivity (Newman and Holzman, 1993).

3.2.2 Key influences on Vygotsky's work

Vygotsky's life was culturally rich, with multiple strands of influence on his thinking and the development of his own philosophical and psychological contributions. It is not possible within the constraints of this work to incorporate the many possible contributions to Vygotsky's thinking; it would seem naïve to try and it is also important to acknowledge Vygotsky, the person, in his work (Bakhurst, 2007). However, in determining the underlying ontological and epistemological assumptions of CHAT, there seem to be some recurring themes in terms of contributing to Vygotsky's ideas. These include ideas from German Philosophy, which in turn influenced the thinking of Marx and also the psychology of the time.

3.2.2.1 German philosophy

Bakhurst (2007) highlighted the wide ranging philosophers cited by Vygotsky, including those who influenced the thinking of Marx; Hegel and Feuerbach. Hegel was a member of the German Idealists who tried to look at humans from the perspective of 'active' agents who created their lives and worlds, rather than passive recipients of a pre-determined life (Repkin, 2003). In terms of the concept of history, it has been suggested that Hegel's philosophy of history is evident in Vygotsky's work (Kozulin, 1990).

“Reason first manifests itself in nature but comes to its ultimate realization in man.” p16 (Kozulin, 1990)

Kozulin suggested that Hegel is offering that history is not deterministic, but develops within the person's consciousness. However, the natural world does exist and humans develop conscious life through creating 'human' worlds. Hegel also offered that through work, humans can engage in non-biological activity, leading to work being conceived as a social rather than natural process.

3.2.2.2 Marx

Many writers acknowledge that Marx's thinking offered much to Vygotsky and his development of psychological theory (Newman and Holzman, 1993). Marx in turn was influenced by the thinking of Hegel and Feuerbach.

Hegel suggested that our consciousness creates our reality, that is, we are the creators of our own worlds (Repkin, 2003) and Feuerbach offered that material needs come first, followed by ideas (thought) (Robinson, 2004). Marx incorporated dialectical thinking and offered 'dialectical historical materialism'. This is determined as the historical struggles between idealism and materialism. Although thought, from this point of view, does not create reality, reality can determine how people think (Robinson, 2004). Marx was suggesting a methodology to challenge the philosophy of the time as he felt that the starting point for science and history was 'life-as-lived' rather than interpretations (Newman and Holzman, 1993).

A key element of this position on reality is the concept of 'activity' offered in Marx's theses on Feuerbach. Marx and Engels (1978) in Roth (2004), wanted to combine the concept of practical activity with thought and suggested that one could not be

understood without the other. This concept of activity was able to combine the individual with the social (Engeström, 1999). Activity for Marx was the combination of 'social, communal and reconstructive' and was conceived as 'revolutionary practice' (Holzman, 2006 (b)). 'Revolutionary practice' was seen as joint, practical and critical activity that offered a way of understanding change (Engeström, 1999a).

Central to Vygotsky's thinking was his adoption of Marx's dialectics as a method to look at how humans learn and develop.

"Vygotsky is proposing a non-linear, non-instrumental, non-dualistic method – a dialectical method – in which 'tool' and 'result' come into existence together."
(p112 Holzman, 2006 (b))

Dialectics as a method enabled a view of human development in terms of a continuous, socio-cultural and historical process, reinforcing the agency of human action.

3.2.2.3 Psychology of the time

Vygotsky's interest in psychology was wide ranging and crossed international boundaries (Van der Veer, 2007). It has been suggested that he was influenced by the German-Austrian thinkers and the Gestalt School in Berlin (Van der Veer, 2002 in Van der Veer, 2007). In terms of Russian psychology, prior to the influence of the state, there were two developing themes. The 'objectivists', including Pavlov's 'classical conditioning' and 'signalization' (certain stimuli can signal others) and Bekhterv's 'reflexology' were looking to reduce human mental processes to physiology and neurology (Van der Veer, 2007). The 'subjectivists', on the other hand, were developing an idealistic psychology, whereby the study of the mind was

focussing on introspection, rather than a materialistic approach. Vygotsky's immediate contemporaries were developing a psychology in line with the officially endorsed views of the state – a Marxist psychology (Van der Veer, 2007).

3.3 Vygotsky

Vygotsky was influenced by the writings and thinking of many and initially worked alongside Leont'ev and Luria, with others joining the group later. The activity of the group was under the theoretical leadership of Vygotsky, but enabled individuals to develop research in different areas, sharing the intellectual property.

Vygotsky wrote 'The Historical Meaning of the Crisis in Psychology', completed in 1927 and published in 1982 (Kozulin, 1990). The dualism in psychology that existed at the time in Russia, led Vygotsky to offer an assessment of the situation and also an epistemological position in relation to the study of the human mind (Holzman, 2006 (b), Kozulin, 1990). It is suggested that Vygotsky was agitated by the whole-scale acceptance of the official Marxist doctrine and was critical of those who did so (Van Der Veer, 2007). His proposed theory attempted to embed the original philosophy of Marx within a psychology of human development. Vygotsky was proposing to develop a new way of thinking about psychology that was not either 'behaviourism' or idealism or a fusion of the two. His thinking was not complete but he offered concepts to support the development of a 'new' psychological theory.

3.3.1 Key concepts of the theory

3.3.1.1 Nature of consciousness

The Vygotskian School was influenced by Marx's presentation of the nature of consciousness. Marx offered that consciousness was associated with the processes of organisation of work and social relations and was therefore a social product. (Marx and Engels, Works Vol 3 p29) The Marxist conceptualisation of consciousness contributed to the developing psychological theory in that it constructed consciousness as:

“...not a manifestation of some kind of mystical capacity of the human brain to generate a “light of consciousness” under the influence of things impinging on it – stimuli - but a product of those special – that is, social – relations into which people enter and which are realised only by means of their brains, their organs of feelings, and their organs of action. The processes evoked by these relations also lead to the acceptance of objects in the form of their subjective images in the head of man, in the form of consciousness” (p19 Leont'ev, 1978)

This construction of consciousness linked with further inter-related concepts of the developing theory; that of the concept of Higher Mental Functioning, with the central tenet of action leading to thought rather than thought to action, and that this action was achieved through socially mediated activity.

3.3.1.2 Higher mental functioning

Vygotsky utilised this construction of consciousness to explore the concept of higher mental processes or functions.

“Any higher mental function was external [and] social before it was internal. It was once a social relationship between two people...We can formulate the general genetic law of cultural development in the following way: Any function in the child's cultural development appears twice or on two planes...It appears first between people as an intermental category, and then within the child as an intramental category.” (pp197-198, Vygotsky, 1997)

Contrary to some of his counterparts of the time, for example, Piaget, who offered the idea that the child in their development proceeded towards socialisation, (Vygotsky, 1979) Vygotsky offered the polar view. Vygotsky proposed that mental processes moved from an external activity to an internal activity, that fundamentally learning occurred through action/ activity. This activity was social in nature occurring between people and then moving towards internalisation by the individual.

At this time, Vygotsky felt that 'culture was the product of social life and human social activity' p164 (Vygotsky, 1979). Activity influenced human behaviour and human behaviour influenced activity and during this social activity the individual would internalise the activity via thought. Central to this notion of mental processes was the role of mediation and important for Vygotsky was the role of semiotics - signs/ symbols in relation to language (Daniels, 2008)

3.3.1.3 Mediation

One of the dominant themes of Vygotsky's 'mediation' was the role of semiotics that is sign, symbols and particularly in relation to language. From a methodological perspective, it is important to note that the language and construction of Vygotsky's 'mediation' evolved and changed during his lifetime, but also through the further interpretations of his writings (Wertsch, 2007).

Kozulin (1990) indicated that Vygotsky's semiotic mediators were acting as psychological tools and would present in the form of material tools, systems of symbols or through the behaviour of other people. Kozulin draws parallels with the

writings of Hegel and Marx in terms of the concept of 'work', with work transforming both the 'world' and the worker:

"Work is *Bildung*, in the double meaning of the word: on the one hand, it forms, transforms the World, humanizes it by making it more adapted to Man; on the other, it transforms, forms, educates man, it humanizes him..." (Kojève, 1980 in Kozulin, 1990, p120)

This construction of 'work' links the objective world with the subjective world of the individual and contributes to the Vygotskian law of higher mental functioning.

Wertsch (2007) proposed a construction of Vygotskian mediation through two perspectives; that of 'explicit' and 'implicit' mediation. Explicit mediation is seen in the form of an intentional act of introducing a 'stimulus' into an ongoing activity, which will assist in organising the activity. Implicit mediation is less 'visible' as it is less obvious and not intentionally introduced to the activity. Implicit mediation would involve naturally occurring signs and language that may be involved in different parts of the activity. For Wertsch this implicit mediation links with Vygotsky's ideas in overcoming the separation, in the thinking of psychology at the time, of speech and thought through the recognition that talking allows for both speech and thought.

The focus for Vygotsky in relation to the construction of 'mediation' was primarily in the form of semiotics and in particular speech. Theorists who have further developed Activity Theory have described Vygotsky's conceptualisation as 'first-generation activity theory' (Roth and Lee, 2007) (see fig 3.1)

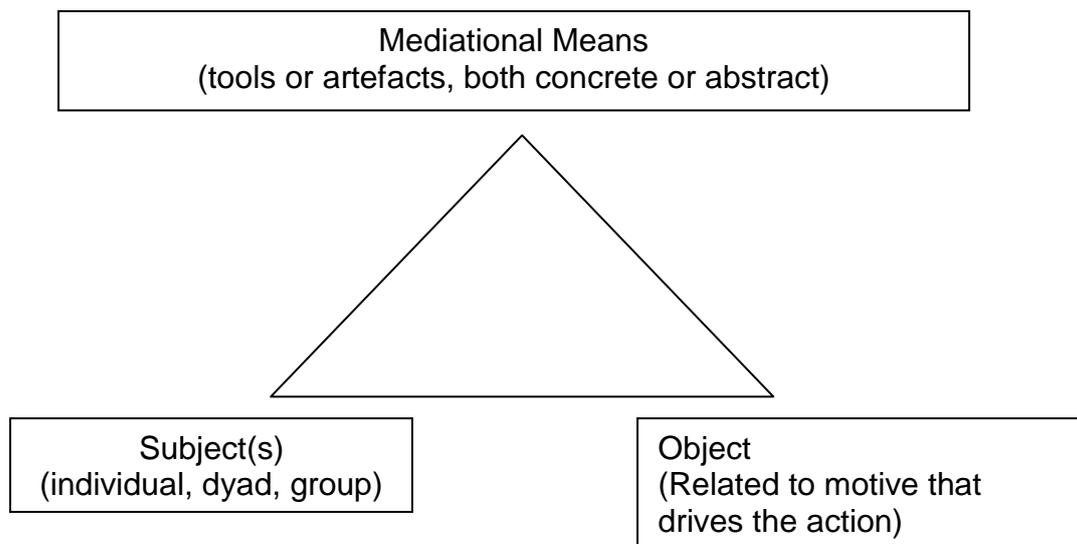


Fig 3.1 First generation activity theory diagram (p86, Daniels 2001)

It is suggested that although Vygotsky offered an overarching platform for explaining practical human activity, the detail was left for those that followed him (Roth and Lee, 2007). Vygotsky's students, Leont'ev and Luria significantly expanded the theory. Leont'ev has been acknowledged as developing what is now referred to as the 'second generation of activity theory' (Roth and Lee, 2007).

3.4 Russian developments

The cultural context of Russia towards the end of Vygotsky's life was turbulent leading to much of his work being discredited or banned under the political doctrine of the time. This led to the split of the original community of practice, with Luria moving into training as a doctor and Leont'ev moving to Kharkov to establish a new research centre. This centre developed into the foundation of Soviet developmental

psychology of the 1960's and continued to be associated with the Vygotskian tradition (Kozulin, 1990).

3.4.1 Leont'ev and cultural historical activity theory

Leont'ev shifted the focus of the developing psychological theory to 'activity'. For Vygotsky the focus was on the role of semiotics as mediators between the individual and reality, and for Leont'ev the focus was on the role of 'concrete' activities within the objective reality (Kozulin, 1990). Leont'ev was moving in the direction of searching for how practical forms of activity relate to psychological processes (Stetsenko and Arievitch, 2004). This has been offered as one way of distinguishing between cultural-historical theory and activity theory in Russia (Hakkarainen, 2004).

3.4.1.1 Activity

Leont'ev suggested that each activity is driven by an object (motive) and this motive is what distinguishes the activities from each other. For Leont'ev the motives do not originate from within the individual, but from within the material, objective world (Stetsenko and Arievitch, 2004). Leont'ev offered that motives are organised by the individual into hierarchies, which are prioritised and form the basis of the development of the self (Stetsenko and Arievitch, 2004). Leont'ev drew on the Marxist concept of labour, with the making and use of tools, and in the sense of labour being a collective activity (Leont'ev, 1981, p208). Leont'ev's example of the primeval hunt highlights the distinction he made between the individual and the collective in relation to the division of labour.

“A beater, for example, taking part in a primeval collective hunt, was stimulated by a need for food, or perhaps a need for clothing, which the skin of the dead animal would meet for him. At what, however, was his activity directly aimed? It may have been directed, for example, at frightening a herd of animals and sending them toward other hunters, hiding in ambush. That, properly speaking, is what should be the result of the activity of this man. And the activity of this individual member of the hunt ends with that. The rest is completed by other members. This result, i.e., the frightening of game, etc, understandably does not in itself, and may not, lead to satisfaction of the beater’s need for food, or the skin of the animal. What the processes of his activity were directed to did not, consequently, coincide with what stimulated them, i.e., did not coincide with the motive of his activity, the two were divided from one another in this instance. Processes, the object and motive of which do not coincide with one another, we shall call “actions”. We can say, for example, that the beater’s activity is the hunt, and frightening the game is his action.” (p210, Leont’ev, 1981)

Leont’ev outlined that activities were goal-oriented and within the goals of the activity were ‘chains’ of actions (Kozulin, 1990). He offered a three-tier model of activity; the upper level was seen to be collective in nature and driven by an object-related motive, the next level was that of individual or group action driven by a goal and the bottom level was automatic and driven by the conditions and tools of action (Engeström and Miettinen, 1999).

Leont’ev has been criticised for his inconsistencies and for elements of incompleteness in relation to the activity theory (Engestrom, 1999 a). However, his thinking regarding the nature of human activity and the links between the individual and the collective have contributed significantly to the future interpretations and development of activity theory.

3.4.1.2 Luria and links with the West

Luria was the third member of the group, whose focus of study at this time was the cultural impact on the development of psychological processes (Cole: <http://www.marxists.org/archive/luria/comments/bio.htm> accessed on 7/11/2010) Luria and Vygotsky were looking to study the impact of different historical backgrounds on the way that social experiences 'stimulated' different mental processes. This was done by in-depth interviews of different groups of people in Central Asia, who were encountering significant social changes due to the imposed changes of the state, for example, collective farming. This group were compared with a group who had not experienced the changes. Their conclusions suggested that 'traditionally' oriented people were less able to transcend their everyday life experiences, whereas those that had received some 'education', i.e. the group experiencing the impact of the state, could (Kozulin, 1990). Viewing this work from the present day, there are some ethical and methodological issues (Scribner, 1985). At the time, in Russia, the research remained unpublished for 40 years and was discredited by the state (Kozulin, 1990). However, of interest is the focus of the study on historical, cultural and social influences on psychological processes.

Michael Cole has been credited with facilitating access to Vygotsky's work in the West (Newman and Holzman, 1993). Cole studied with Luria in Russia for a year in 1962 and co-ordinated translations of some of Vygotsky's work. Cole established a multi-disciplinary group of social scientists, who practised Vygotskian research during the '70s and '80s. This group were searching for a methodology that would enable an 'ecologically valid psychology', where the unit of analysis was the interface

between the person and their environment (Newman and Holzman, 1993). The approaches to the methodology were to aim to move away from the laboratory situation and move to the 'naturalistic' environments or everyday lives.

The significant contributions of this school were related to focusing on the concepts of cultural-historical school from Russia and the developing cultural psychology in the United States (Newman and Holzman, 1993)

3.5 Engeström's generations of activity theory

The translations of the work of Vygotsky, Leont'ev and Luria into English enabled access to the West and the development of wider ranging interpretations and developments. One possible distinction between the developments in the West and Russia has been offered by Hakkarainen (2004). It is suggested that Russian developments have focused on the role of Activity Theory as an explanatory principle, with research occurring at the level of 'human actions'. The Western developments have been viewed as a tool for the study of activity (Hakkarainen, 2004). One significant contribution to the Western development of Cultural Historical Activity Theory has been the work of Yrjö Engeström at the Centre for Activity Theory and Developmental Work Research, University of Helsinki. Engeström (1987) offered the parameters of four principles to guide the model of human activity.

These were:

First, activity must be pictured in its simplest, genetically original structural form, as the smallest unit that still preserves the essential unity and quality behind any complex activity.

Second, activity must be analyzable in its dynamics and transformations, in its evolution and historical change. No static or eternal models will do.

Third, activity must be analyzable as a contextual or ecological phenomenon. The models will have to concentrate on systemic relations between the individual and the outside world.

Fourth, specifically human activity must be analyzable as culturally mediated phenomenon. No dyadic organism-environment models will suffice. This requirement stems already from Hegel's insistence on the culturally mediated, *triadic* or *triangular* structure of human activity." p31 Engeström, 1987

(<http://communication.ucsd.edu/MCA/Paper/Engestrom/expanding/toc.htm> accessed on 7/11/2010)

It was from the work of Vygotsky and Leont'ev that Engeström developed the conceptual framework of the three generations of Activity Theory. The first generation relates closely to Vygotsky's concept of mediation and the relationship between cultural artefacts and human actions, with the primary focus on the activities of individuals (see fig 3.1)

For the second generation, Engeström related to the work of Leont'ev and the collective nature of activity. For Engeström, activity systems are seen to be evolving over historical cycles, with definite beginnings and endings difficult to decipher. Engeström links with Leont'ev's construction of object-oriented activity, with goals being connected to actions. He expanded the original triangle to incorporate the collective nature of activity and five guiding principles (Fig. 3.2)(Engeström, 1999). The first relates to a focus on the 'unit of analysis', which for Engeström was collective, artefact-mediated and object-oriented activity that is linked to other activity systems. The second principle relates to the 'multi-voicedness' of activity systems linked to the division of labour, the many points of views and the differing histories (Daniels, 2008). The importance of history and the role of contradictions is explored in more detail below and finally, Engeström was interested in the possibility of the

transformation of activity systems, through a process of ‘expansive learning’ (Engeström, 1999b).

Third generation Activity Theory encompasses these principles and

“...endorses the fact that all activity systems are part of a network of activity systems that in its totality constitutes human society.” p 201, Roth and Lee 2007.

Individual activity systems link to form networks of systems which illuminate the many voices, tensions and contradictions. The focus for this piece of research is one activity system, with two different subject positions, that of parent and educational psychologist. I will therefore focus on three elements of Engeström’s principles which I feel particularly relevant to the current research, that of the role of history (‘historicity’), the role of contradictions and Engeström’s construction of the nature of artefacts.

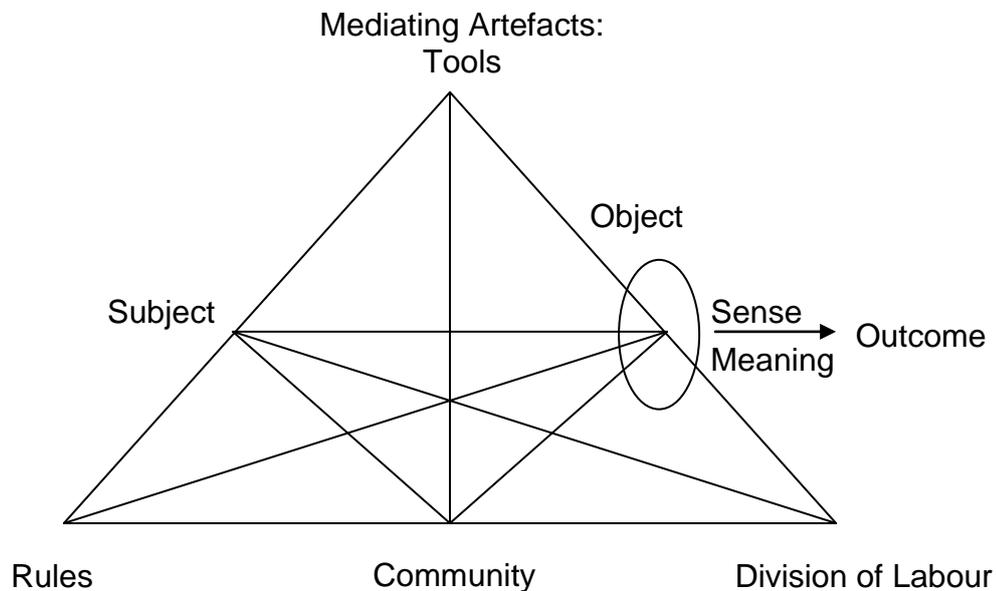


Fig. 3.2 Human activity system (Engeström, 1987 in Leadbetter, 2005)

3.5.1 Mediation

As noted above, Vygotsky's mediation focused on semiotics, for example, language; acting as psychological tools. For Vygotsky, psychological tools were seen as devices to master mental processes. The movement from tools to artefacts stems from the work of Russian philosopher, Ilyekov, who offered that meaning is embodied in objects as they are used in our social worlds (Bakhurst, 1995 in Daniels, 2008).

Cole (1999) provided a definition of artefact:

“A material object that has been modified by human beings as a means of regulating their interactions with the world and each other...(they) carry within them successful adaptations of an earlier time...” p90

Artefacts combine the ideal and the material and their meanings can be remembered both collectively and individually (Daniels, 2008).

Engeström challenged the distinction between internal (cognitive) and external (practical) artefacts, suggesting that this did not allow for movement between forms of artefacts (Engeström, 1999b). Engeström offered a distinction of artefacts in terms of their use (Table 3.1) and he was clear that these were not static or fixed.

<i>What</i> artefacts	these are used to identify and describe objects
<i>How</i> artefacts	these are used to guide and direct processes and procedures on, within or between objects
<i>Why</i> artefacts	these are used to diagnose and explain the properties and behaviour of the objects
<i>Where to</i> artefacts	these are used to think about future states or developments of objects, including institutions and social systems

Table 3.1 Distinction of artefacts, taken from Engeström, 1999b

Mediation remains central to the theory in influencing and constructing the object. The artefacts offer insight into the movement between the individual and the collective, but also time and history in terms of changes to the object and within the activity system.

3.5.2 Historicity

Vygotsky offered that history was central to his analysis and theory development.

“Neither the eternal laws of nature nor the eternal laws of the spirit, but historical laws are the key to discovering the development of higher forms of behaviour.” p20 Vygotsky, 1966 in Scribner 1985 p122.

Vygotsky is referring here to the development of higher mental functions and relates to the fact that socially organised activity and therefore human nature changes with history. In addition, he is suggesting that there is directionality to historical development, whereby changes in social activities can have a sequence, for example, hand-powered tools came before machines (Scribner, 1985). Vygotsky also aligned the cultural development of the individual with the social history of that individual and would interchange the two terms (Scribner, 1985). Therefore, the cultural and historical development of the person is interlinked with the cultural and historical developments in society.

Engeström includes ‘historicity’ within his guiding principles of understanding activity systems. However, he is critical of the lack of attention given to understanding the impact of historicity on activity;

“Differences in cognition across cultures, social groups, and domains of practice are thus commonly explained without seriously analyzing the historical development that has led to those differences.” (p26, Engeström, 1999 a)

Central to the development of activity systems is that they occur over long periods of time and therefore need to be considered within both their local history and also the historical development of the theories and ideas that have shaped the activity. In relation to this research these include the strands of history regarding the development of the profession of EPs, the relationship between parents and the developing education system and the relationships between parents and professionals.

Engeström acknowledged that capturing the stream of historical events is not easy, but offers the concept of expansive cycles of time. Activity time is offered as recurrent and cyclic, entering into developmental cycles (Engeström, 1999a) Engeström suggested that these developmental cycles could address and resolve inner contradictions within activity systems, leading to learning.

“The theory of expansive learning is based on the dialectics of ascending from the abstract to the concrete. This is a method of grasping the essence of an object by tracing and reproducing theoretically the logic of its development, of its historical formation through the emergence and resolution of its inner contradictions.” (p382 Engeström, 1999b)

Engeström offered seven phases of the expansive learning cycle. The following table is adapted from Engeström, 1999b.

Phase of cycle	Overview
1. Questioning	Questioning, criticising or rejecting some existing aspects of the accepted practice and existing wisdom
2. Analysing	Mental, discursive or practical transformation of the situation in order to find out causes or explanatory mechanisms. Why questions. Two types of analysis: Historical-genetic: seeks to explain the situation by tracing its origination and evolution Actual-empirical: seeks to explain the situation by constructing a picture of its inner systemic relations
3. Modelling	Models the newly found explanatory relationship in some publicly observable and transmittable medium. Constructing an explicit, simplified model of the new idea.
4. Examining the new model	Operating and experimenting on the model to fully grasp its dynamics, potentials and limitations
5. Implementing the new model	Concretising the model through practical application, enrichments and conceptual extensions
6. Reflecting on the process	Reflecting on and evaluating the new process
7. Consolidating the new practice	Consolidating the outcomes into new stable forms of practice.

Table 3.2 Seven phases of the expansive cycle of learning, adapted from Engeström, 1999b.

Engeström suggested that the expansive cycle is a means of constructing and resolving cycles of tensions and contradictions in the activity system and through this enable learning (Engeström, 1999b). The first two phases were incorporated within this research. The questioning phase occurred through successive cycles of reflecting on practice, both during professional supervision and also academic reading, leading to the choice of study. The second phase occurred during the

reviewing of the literature and also the analysis of the data. However, there is potential to use the framework of the cycle to continue work in the future, for example, Leadbetter, 2002 utilised the framework within her research.

3.5.3 Contradictions

Engeström (2001) outlined the importance of contradictions for change and development within activity systems:

“Contradictions are not the same as problems or conflicts. Contradictions are historically accumulating structural tensions within and between activity systems. The primary contradiction of activities in capitalism is that between the use value and exchange value of commodities. This primary contradiction pervades all elements of our activity systems.” p137 (Engeström 2001)

In the primary contradiction, Engeström was drawing on the relationship between *exchange value* whereby an item or service is produced for market (for example, psychological advice) and *use value*, the usefulness of the commodity (for example, change in the situation for the parents). Levels have been offered to structure exploration of contradictions and are outlined in the table below:

Level one: Primary inner contradictions	These contradictions exist within the component parts of the activity system, for example, within the rules
Level two: Secondary contradictions	These contradictions exist between the constituents of the central activity, for example, between the object and the tools (artefacts)
Level three: Tertiary contradictions	These contradictions exist between the object/ motive of the dominant form of the central activity and the object/ motive of the more advanced form (for example, parental involvement in education and the introduction of new government policy)
Level four: Quaternary contradictions	These contradictions exist between the central activity and its neighbouring activities (for example, educational psychology activity system and social work activity system)

Table 3.3 Levels of contradictions, adapted from

<http://www.edu.helsinki.fi/activity/pages/chatanddwr/activitysystem/> accessed

11/11/10.

The contribution of highlighting contradictions in activity can be significant in terms of generating change and development and therefore of some interest to this research in terms of the potential to utilise the views of parents and EPs to enhance the activity.

3.5.4 Cultural historical activity theory and power

As noted above, the concept of power is of interest to the current research, particularly in terms of the use and development of professional power. The concept of power in activity theory is aligned with the notion of 'labour power'.

Labour power stems from the work of Marx in terms of:

“...the capacity to labour...the skills, attitudes, knowledges and attributes that are used in the production of use-values” (Rikowski, 2001 in Warmington, 2005)

Labour power in this context is the potential to labour through qualities such as skills, knowledge, attitudes and self-presentation (Daniels, 2008). In relation to this research, labour power may link with the qualities of the EP through their application of psychological knowledge, but also through their attitudes and approaches to partnerships with parents. It is possible that labour power may be influenced by professional power, as conceived above (section 2.4.4.1) in the form of ‘disciplinary power’. However, the aim of disciplinary power as conceptualised above appears to link with governing the population through the use of knowledge, whereas the conceptualisation of labour power seems to be the expansion of potential labour through the use of knowledge. It is not possible to develop these thoughts further here, but the area offers potential for further research and development.

3.6 Applications of activity theory

Roth and Lee (2007) highlight the significant interest in cultural historical activity theory over the last three decades. There are multitudes of applications of cultural historical activity theory, and research using the conceptual frameworks offered by Engeström and others. Cultural historical activity theory is being applied in diverse fields of study, across professional and academic boundaries; in industry, education and social care. For the purpose of this methodological chapter, I have confined the search to research relating to education, and the role of the EP. Leadbetter (2008)

described three emerging uses of cultural historical activity theory in relation to the role of the EP; descriptive, analytical and in relation to organisational development. The current research has utilised cultural historical activity theory in both a descriptive form, i.e. as a means of data collection and also as an analytical tool to make sense of the themes emerging from the data. Therefore, I will focus on research with a descriptive and analytical use of cultural historical activity theory, with the acknowledgement that this current research could be further developed using Engeström's expansive learning cycles and developmental work research, which forms Leadbetter's third utility, that of organisational development.

One use of cultural historical activity theory has been to collect qualitative data and analyse the data using a cultural historical activity theory 'lens', for example, by looking for tensions and contradictions. Davies et al, (2008) used this approach to analyse the relationships between teachers and EPs when working together using action research to address issues of inclusion. This approach illuminated contradictions in relation to three areas: teacher practice and inclusion; the role of the EP in relation to systemic and individual work and the expectations of the relationship between the teachers and the EPs. This application of cultural historical activity theory as an analytical tool is useful in highlighting sometimes challenging themes and being explicit about them. Atkinson (2006) looked at the transitional issues for young people moving from primary to secondary school, collecting qualitative data from young people and school staff. A thematic analysis was conducted highlighting many themes from previous research. In addition, Atkinson analysed the data using

a cultural historical activity theory framework to highlight contradictions and themes from the various nodes (e.g. rules).

One methodological issue relates to the subjective nature of the outcomes of the thematic analysis and the potential for researcher bias. One way of addressing this issue is to offer the data to the participants in the form of 'mirror data' via developmental work research approaches, suggested by Engeström (2007). Edwards et al., (2010) prepared 'mirror data' from initial interviews and conducted developmental work research sessions. They then used the additional data from the sessions and conducted telephone interviews to test the validity of the findings further. Edwards et al. also collected the initial data using interviews based on the cultural historical activity theory framework. These interviews were with members of school staff with the focus being new roles for staff in preventing social exclusion. It is unclear of the nature of the later telephone interviews and whether they also used the cultural historical activity theory framework. The cultural historical activity theory framework as a basis for data collection was also utilised by Gaskell and Leadbetter (2009). Here professional identities of EPs working part of their week in an EPS and part of their week in a multi-agency team were explored using semi-structured interviews. In addition, analysis of the transcripts was approached through pre-determined categories from the cultural historical activity theory framework, but also used a grounded approach for some elements.

A further use of the conceptual model offered by cultural historical activity theory has been to focus on elements of the framework to analyse data. Leadbetter (2004)

focused on the role of the 'mediating artefacts' during consultative conversations between EPs and school staff. Qualitative data was collected over a period of two years, including retrospective accounts of EP visits, analysed in relation to the types of activities undertaken and the key factors from the perspectives of the EPs. In addition a taxonomy of frequently used terms was prepared and EPs were asked about the frequency of use and shared meanings. This data was analysed using Engeström's notion of 'what, how, why and where to' artefacts and also in relation to Engeström et al (1997) levels of working; 'co-ordination, co-operation and communication'.

The application of cultural historical activity theory in relation to the impact of history on current practices was used by Daniels and Cole (2002). In this piece of work, historical sources on the construction of emotional and behavioural difficulties and the provision for these young people were viewed through a cultural historical activity theory 'lens', offering themes that could both make sense of current practices and also considerations for future practice. One interpretation of this piece of work is that it focuses on explaining the current situation through the 'lens' of cultural historical activity theory, illuminating one interpretation of how things have come to be as they are, via the concept of historicity.

3.7 Methodological tools - other considerations

3.7.1 Discourse analysis

In deciding the methodological tool for this research, discourse analysis was considered. In particular, critical discourse analysis (CDA) was considered because of its interest in the social construction of discourse and also its interest in power.

“CDA sees discourse-language use in speech and writing-as a form of ‘social practice’. Describing discourse as social practice implies a dialectical relationship between a particular discursive event and the situation(s), institution(s) and social structure(s), which frame it: The discursive event is shaped by them, but it also shapes them (...) Since discourse is so socially consequential, it gives rise to important issues of power. Discursive practices may have major ideological effects- that is, they can help produce and reproduce unequal power relations...”(Fairclough and Wodak, 1997 in Wodak (2004)

Critical discourse analysis offers principles to analysis which include an interest in multiple voices to approach problems in society, a historical context to understanding the issue under study, embracing the notion of change and aiming for practical application of outcomes (Wodak, 2004). However, cultural historical activity theory can offer the additional analysis of the relationship between the individual and the collective (Engeström and Miettinen, 1999). This was one of the aims of the current research, that of examining the relationship between EPs, parents and the activity system of EP work.

3.7.2 Foucauldian discourse analysis

A further consideration for methodology stemmed from my interest in Foucault’s concepts of history and power. As noted above, Foucault was interested in the influences of the state on the population and the concept of ‘governmentality’.

However, 'governmentality' does not offer a research tool in itself, but rather a certain sensitivity towards questions in political science (Kendall and Wickham, 2004).

Foucault's methodology was known as 'archaeology';

"Archaeology is a historical investigation, but one always tempered by scepticism. Just as 'real' archaeologists need time passed for their endeavours to bear any fruit, so the Foucaultian archaeologist needs time passed, not least because Foucaultian archaeology is an approach designed to understand knowledges, practices, relations, etc., that have stabilized, rather than in flux." (p143 Kendall and Wickham, 2004)

Foucault was interested in answering 'how' questions rather than 'why' questions and also searching for novel statements that went against the mainstream dominant discourse of the time. Through archaeology, he was also interested in searching relentlessly until the beginnings of a practice were found. At one level there is evidence of this approach in the literature review and also some connection with the historic-analytic element of Engeström's expansive cycle. The concepts of, and ideas from, the Foucauldian approach seems to connect with the aims of the current research and offer some interesting ideas for future research. However, the final decision related to a need to focus on the 'object' of the research, which was the activity of educational psychologists. Cultural historical activity theory offers a framework to analyse this activity.

3.8 Reasons for choice

Cultural historical activity theory as a methodology offers a comprehensive framework to address the research questions. It enables a 'lens' on activity with the possibility of viewing the activity in terms of its history, but also in relation to both the

individual and the collective. Therefore, it offers the potential to illuminate some of the themes regarding how the activity of EPs has come to be as it is from the perspectives of those who took part. Additionally, it offers a framework to explore the perceptions of parents as partners in the activity. Published research is scarce and the framework offers the possibility to illuminate how parent perceptions are constructed and also the possibility of illuminating tensions and contradictions which could provide areas for organisational and individual development. Activity theory offers a comprehensive approach to analysing activity, but also holds the potential to enable change and learning within EPSs.

3.9 Epistemology – positioning the methodology

Puzyrei's quote of the ever changing city is pertinent here in terms of epistemology and ontology:

“Vygotsky's cultural-historical theory today is an unfamiliar city, unlike no other we know. It is simultaneously vital, very young, and up to date and a mouldering old ruin half buried under dust and ash. A city that is undergoing unprecedented growth and construction that is also overrun with archaeologists. A city with many streets that are still unnamed and whose central plaza seems to be well hidden from prying eyes. A city that is destined to not only be a place of pilgrimage but its country's capital.” p 88 (Puzyrei, 2007.)

The ever changing and growing body of research and theory relating to cultural historical activity theory means that positioning the theory in terms of ontology and epistemology is a complex and challenging activity. The social, historical and collective nature of the knowledge produced through the application of cultural historical activity theory does lend itself to social constructionism, in particular macro

social constructionism (Burr, 2003), with its interest in the social structures, relations and institutional practices. However, the absence of a material world, as espoused by some social constructionists, does not fit well with the underlying influences of Marx and Leont'ev on the development of the theory, especially in terms of interaction between the internal and external world. This relationship between practical (labour) activity and thought lends itself to a critical realist perspective. It is suggested that critical realism provides the opportunity for critical social sciences (Robson, 2002). For critical realism, there is a real world, but it is not possible for people to perceive it in its true form due to human nature (Guba, 1990 in Robson, 2002).

Researchers have utilised the theory to address their research questions, applying and emphasising different elements, possibly creating different forms of knowledge. The themes of this research were centred on the perceptions (constructions) of parents and EPs about the activity of the EPs. Some of this activity was shared and so had the potential to be co-constructed, for example, in the form of meetings and consultations. Other elements of the research relate to the constructions of the parents and the EPs of the reality of the work, for example, what the EPs were trying to achieve. The construction of these perceptions may have related to interactions with others, for example, school staff or their child, or through connections with the past. Therefore, there are elements of critical realism in the nature of the activity under study from an activity theory perspective. In addition, the collection of the raw data offers a constructionist epistemology.

3.10 Rationale

As noted above, the research rationale developed from a professional interest in the activity of EPs and the cultural and historical influences on this. Of particular interest were the professional partnerships between EPs and parents. In addition, the research literature in relation to parents and psychologists working together is scarce and often not the main focus of the study. These combinations of ideas led to a research interest in how history and culture can influence activity and inform future practice. CHAT can provide both a theoretical framework for analysis and also a methodological tool for collection of data that may focus on these areas of interest.

The rationale for this study relates to three areas of interest leading to the following research aims:

- An exploration of the general historical, social and cultural influences on the work of the EP;
- An exploration of the particular historical, social and cultural influences on the work of the EP when working with parents;
- An exploration of the relationship between the subject (individual-EP) and the collective (profession-EPS), through the utility of the principles of cultural historical activity theory.

3.11 Research Questions

The research aims are addressed by focusing on the perceptions of parents and EPs through the following central research questions:

- What are the views of parents and EPs in relation to the activity of the EP regarding a piece of work?
- How does analysis of the activity from a cultural and historical perspective contribute to an understanding of EP activity in the present time?

The following subsidiary questions are also addressed:

- What contribution does a historical perspective of the development of the EP profession have to make to current activity?
- What contribution does a historical perspective of the developing relationship between parents and the education system have on current activity?
- What elements of professional/ parent partnerships are present in the activity between parents and EPs?

3.12 Method

This method section outlines the approaches taken for data collection and analysis. It includes the context of the study, the ethical considerations and detail of the stages of analysis.

3.12.1 Context

3.12.1.1 The educational psychology service (EPS)

The study is situated within an EPS which provides a service to two local authorities; a large rural county and a unitary authority. At the time of the research study, the service structure consisted of two teams of EPs providing a service to the two local authorities. Each team member was allocated a group/ cluster of schools and a time allocation model of service delivery was used for providing services to schools and the community. A consultation based service delivery model was introduced approximately ten years prior to the research. Service delivery reflected local interpretation of national agendas and also individual EP interpretation of service delivery; therefore, although there were common principles, EP activity was variable and eclectic.

3.12.2 Those who took part

3.12.2.1 Selection process

At the time of the study, the EPS utilised a data base to capture the work undertaken by the service. The data base was under construction, but was able to consistently summarise work undertaken in relation to individual young people, the target population for the research. The process of selection began with an administrative partner searching the database using the following criteria:

- Work involving an individual young person and their parent
- Work that is non-statutory in nature
- Work that is completed
- Last contact with parent within 3 months

The rationale for this selection related to these key issues. The review of literature highlighted a lack of clarity regarding the nature of the work that the EP had been involved in and subsequently, the evaluation of service delivery by parents. The nature of EP activity is diverse and can involve parents at multiple levels, possibly leading to some confusion at the point of evaluating effectiveness of service delivery to parents. To address this confusion a choice regarding the nature of EP activity to be studied was required. The literature review highlighted the nature and importance of partnerships between parents and professionals; professional practice of the EP can place them in varying roles in relation to partnerships with parents and finally, the literature review highlighted that work relating to an individually 'named' young person is still a fairly dominant activity for EPs (Fallon et al.,2010). Therefore, work involving an individual young person was selected for this research. This 'work' activity incorporated 'consultation', 'casework' and 'assessment and intervention work', therefore reflecting the diverse nature of work at this individual level.

Statutory duties were excluded from the selection of participants for a number of reasons. Throughout my work as an EP, I have been interested in how our professional activity can support people in moving their own situations forward and feel empowered to change their own futures. Arguably, this could occur in all of our work, including our statutory duties; however, the statutory framework guides the process and outcome in a more linear manner than our non-statutory duties. In addition, the EP takes on a pivotal and potentially powerful role within the statutory process and advice writing and I wanted to explore the nature of power in other forms of our work. Finally, during the lifetime of the research a wide ranging review of

parents' views of SEN assessment processes was being undertaken as part of the Lamb Inquiry (DCSF, 2009) and so I wanted to focus on another aspect of our activity. One criticism of the published research regarding the views of parents of EP activity is that the nature of the activity is not always clearly defined within the methodology. I wanted to be explicit about the parameters of the activity and therefore chose children or young people at early years action plus or school action plus of the Code of Practice (2001).

I felt that completed work would enable the parent to reflect on the whole process and offer perceptions without thoughts of continuing involvement. However, a relative short period of time between completion and interview was selected to enable the best opportunity for recall of involvement. This did mean that long term outcomes from the activity were not captured. This decision was based on wanting to collect individual, narrative data that would offer the possibility of analysing perceptions at the level of activity.

The process of selection provided a list of possible participants and a range of work undertaken by EPs. EPs were then approached for consent to take part and final selection of possible pieces of work. This choice was made because analysis will be at the level of activity rather than quality control and therefore random selection was felt to be less of a priority. EPs then contacted the parents via a telephone conversation to discuss the possibility of taking part and if they agreed, I then contacted the parents via telephone to outline the research and ascertain telephone

consent to take part (Appendix 1). Seven pieces of work were identified in this way and involved seven different EPs and seven different parents (see Table 3.4).

Piece of Work	Nature of Issue	Phase of Schooling	Involvement of EP
1	Fixed-term exclusions from school	Secondary	Long-term case work (CBT)
2	Language development (Multi-agency assessment)	Pre-school	Assessment and advice (Length of assessment period 6-8 weeks)
3	Internal exclusions; issues of anger	Secondary	One consultation visit
4	Sensory and social inclusion issues	Primary	Assessment, consultation and intervention
5	Communication and behavioural issues (Multi-agency assessment)	Pre-school	Assessment and advice
6	Concerns regarding literacy development, dyslexia	Primary	Consultation, assessment and advice
7	Language and concentration	Primary	Consultations and observation

Table 3.4 Seven pieces of work included in the research

3.12.3 Data collection

3.12.3.1 Interviews

Interviews provide data of a subjective nature and relate to the meanings placed on the topic of the interviews by interviewees (Banister et al., 1994). This research was concerned with the perceptions of parents and EPs regarding the work of the EP, so therefore, interviews were felt to be appropriate in ascertaining these perceptions.

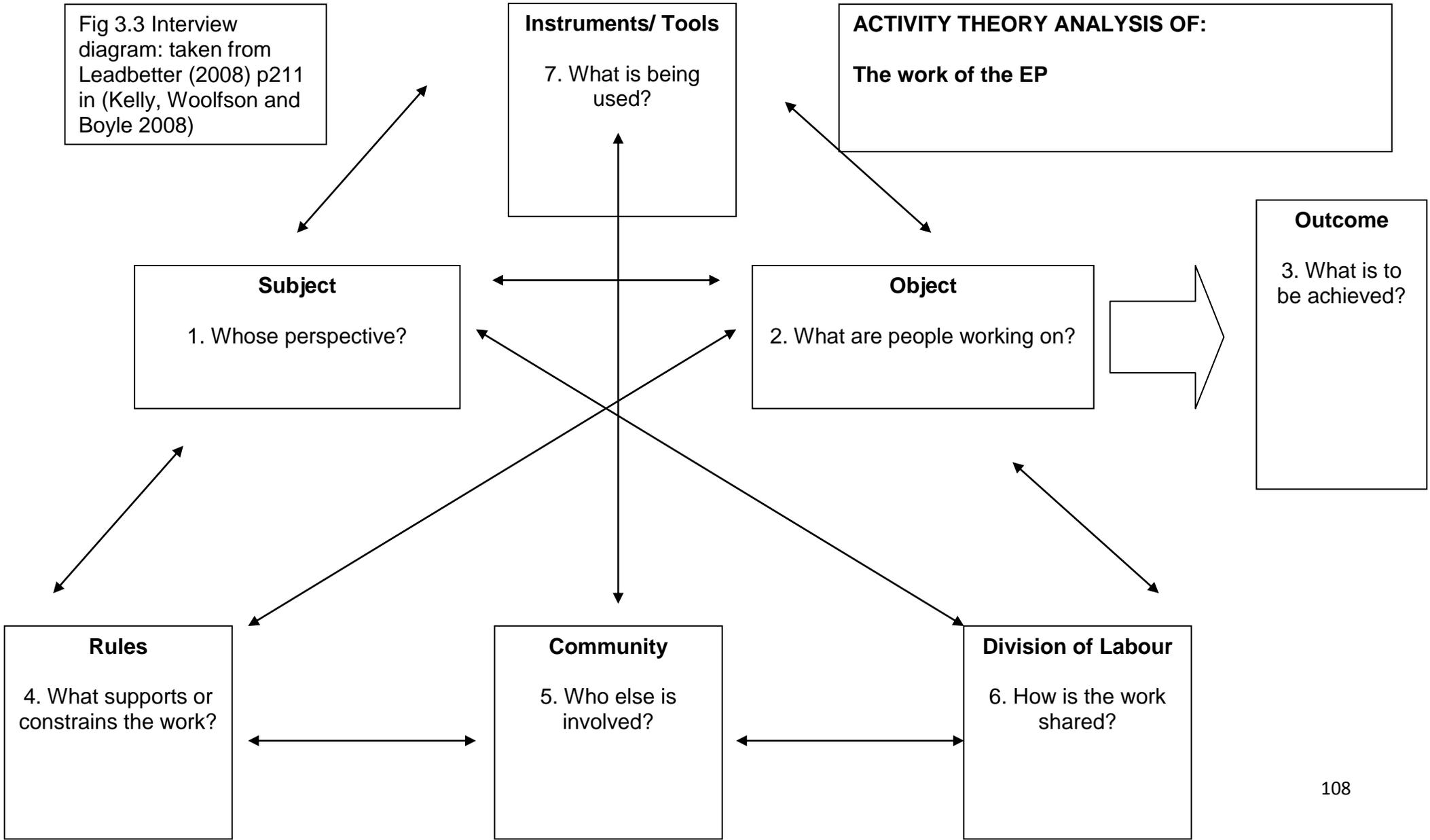
Semi-structured interviews were chosen as a means of collecting data. Semi-structured interviews provide pre-determined questions, but allow for flexibility depending on how the interview develops (Robson, 2002). The framework from activity theory (fig. 3.3 above) provided the core starter questions for the interviews, but the semi-structured nature of the interviews allowed for flexibility within each interview. I was therefore able to explore areas of further interest as they emerged within each interview. The research questions are exploratory in nature, with an interest in history and therefore a face-to-face interview was felt most appropriate to capture the individual experiences and perceptions of the past.

3.12.3.2 Process

The telephone conversation with the parents included choice of location for the interview and six of the seven parents chose a home visit; the seventh chose to meet at the EPS office. Prior to the commencement of the interview, consent, right to withdraw and storage/ processing of data were discussed. A written consent form was signed (appendix 2). For each pair, the parent was interviewed prior to the EP and the interview was taped and digitally stored.

Prior to the interviews, the activity theory diagram – second generation (fig.3.3) was shared with the interviewee and an overview of the starter questions given. The diagram was then used to navigate through the interview and also to record some initial data. I explained the purpose and aims of the research and that for some questions I would be asking about their views on the past, the present and the future.

Fig 3.3 Interview diagram: taken from Leadbetter (2008) p211 in (Kelly, Woolfson and Boyle 2008)



3.12.4 Ethical considerations

The ethical considerations described below are derived from the British Psychological Society's Code of Ethics and Conduct (BPS, 2006) and the British Educational Research Association's Ethical Guidelines for Educational Research (BERA, 2004). Form EC2 (for postgraduate research students at the University of Birmingham) was completed and submitted (Appendix 3).

3.12.4.1 Recruitment, data collection and analysis

EP colleagues were recruited via an introductory research meeting within the service. This meeting outlined the proposed nature of the research, including a brief overview of the literature and proposed methodology. Colleagues were invited to volunteer to take part in the research. Initially, parents were telephoned by the link (familiar) EP to obtain initial consent and this was followed by a telephone call from me as the researcher.

Data consisted of taped interviews with parents and EPs; this was collected on a digital audio recorder and transferred to a secure portable memory store. The pilot interviews were transcribed fully (see Appendix 4 for an example) and all interviews were subject to thematic analyses. Emerging themes were communicated to the participants. Some participants disclosed personal information during the interviews and this was discarded or modified in the interest of anonymity and confidentiality.

3.12.4.2 Informed consent and right to withdraw

A process of written, voluntary, informed consent was followed. Verbal consent was ascertained via the introductory meeting in the EPS and the telephone conversation with parents. The telephone conversation followed a script (Appendix 1). Written consent was obtained at the beginning of the interviews (Appendix 2), including the right to withdraw without reason.

3.12.4.3 Confidentiality and anonymity

The parent participants were initially approached by the EP who conducted the piece of work, therefore EP participants were aware of the parent. Apart from this anonymity was maintained as EPs were not aware of other EP participants and neither were parents. Confidentiality was ensured by the researcher conducting and analysing the data, using coding to identify the participants. During the reporting of the findings of the research, quotes were used from the raw data. Quotes were anonymous and participants had consented to this use of data.

3.12.4.4 Complaints procedure

A script was prepared (Appendix 4) in the eventuality of a parent wishing to complain about the service they had received from the EPS. If a complaint was made during the interview the parent would be offered the right to withdraw and the complaints procedure initiated.

3.12.4.5 Data storage

Data was recorded on to a digital voice recorder and transferred to a password protected memory stick for storage. In line with The University of Birmingham's code of practice for research, data will be stored for 10 years following the research and then destroyed.

3.12.4.6 Feedback to participants

Parents were offered feedback via a letter (Appendix 5). This outlined the main findings of the research and the suggestions for practice. Feedback to the EPS was offered via a service meeting.

3.12.5 Method of analysis

The data have been analysed using thematic analysis, utilising the activity theory framework. Thematic analysis has been criticised in relation to a lack of transparency in terms of the approaches adopted and therefore possible issues with validity (Braun and Clarke, 2006). Some of the research reviewed in Chapter 2, employed thematic analysis and the methods adopted were not always explicit, therefore being encompassed under an umbrella term 'thematic analysis'. A number of authors have offered approaches to follow in relation to thematic analysis, for example, Miles and Huberman, (1994) and Braun and Clarke (2006). Braun and Clarke guide the researcher through a number of questions leading to a step-by-step guide.

Question	Consideration for this research
What counts as a theme? (this relates to prevalence and dominance of theme)	A flexible approach was adopted with themes. Themes related to codes from across the data set, therefore occurred more than once. However, dominant themes related back to the research questions rather than number of occurrences.
A rich description or a detailed account? (a rich description of the entire data set compared to an in depth account of one particular element.)	The thematic analysis related to the research questions and attempted to provide an account of the entire data set. However, some elements were subject to further analysis, for example, elements of the theme 'parental expectation'.
Inductive versus theoretical thematic analysis	A theoretical thematic analysis was conducted in terms of coding relating to the nodes of the activity theory framework and also through some of the lenses mentioned above, for example, historicity and contradictions
Semantic or latent themes	Latent themes were identified because of the interest in the underlying ideas, assumptions and conceptualisations from the raw data

Table 3.5 Guiding questions, taken from Braun and Clarke (2006)

Step	Reference to this research
1. Familiarising myself with the data	Reviewing notes taken at interview, pen portraits from the interviews and repeated listening of recorded interviews
2. Generating initial codes	Coding of data in a systematic way for each person taking part (presented in appendix 7)
3. Searching for themes	Collating codes into potential themes, through all codes being presented together (appendix 8)
4. Reviewing themes	Checking the relationship between codes and themes and producing a thematic map (Fig. 4.3)
5. Defining and naming themes	(Fig. 4.3)
6. Producing the report	Chapters 4 and 5

Table 3.6 Step-by-step approach to the data analysis, taken from Braun and Clarke (2006)

This approach has been adopted for this research and the process of deductive analysis is presented in Tables 3.5 and 3.6

The data were analysed in three data sets:

1. Subject position and pen portraits
2. EPs as a group and parents as a group
3. Each pair (EP/ parent)

In addition, contradictions at different levels were noted, forming a further level of analysis.

3.12.6 Pilot

The purpose of the pilot interviews was to reflect on the language and accessibility of the questions. In addition, it was important to ascertain what was viable to include within the practical time frame of one hour and to prioritise the content of the questions. It was also important to reflect on the outcomes of the pilot interviews. That is, did the questions posed in the interviews address the research questions listed above?

The pilot interviews were conducted as a pilot, but with permission from those who took part to include their data in the main study, if it was deemed that this was appropriate following the interviews. In discussion with my supervisor, this was confirmed following the interviews.

The pilot process confirmed some choices and offered some general principles:

- The order of interviewing parents first, followed by EPs ensured that I was less influenced by pre-conceptions and entered into the interviews genuinely naïve.
- Focusing on recent experience was important to retain and capture the richness of the story from the perspectives of those involved.
- To ensure consistency within the time frame (1 hour interviews) and to include the expansion of some questions to involve historicity, I decided to expand questions around tools, rules and division of labour. I also decided to expand the subject position for the EPs to include autobiographical detail.
- Complete a pen portrait following each interview to capture key initial perceptions. This provided an opportunity to reflect immediately after the interviews, both in terms of the first stages of analysis, but also in terms of emerging methodological issues.

3.12.7 Methodological considerations

3.12.7.1 Validity

Constructs of validity and reliability are formed in different ways depending on the nature of the research data collected, for example, quantitative and qualitative data (Robson, 2002). Qualitative data were collected for this research and therefore the following issues required consideration:

- Description – How the data were collected in terms of accuracy and completeness. This was addressed within the research through collecting the data using digital voice recorders
- Interpretation- Threats to validity through having a pre-conceived framework for analysis. This is the case for this piece of research in terms of the utility of the activity theory framework. This was addressed through maintaining levels of reflexivity throughout and also by following the step-by-step approach outlined above. In addition, the codes and themes were independently matched by a colleague.
- Theory – Threats to validity occur through not considering alternative understandings to the analyses. There is real potential for this to occur, particularly in light of the interest in history, professional practice and power. Attempts to address this threat were via high levels of reflexivity and actively searching for alternative discourses.
- Impact of the researcher:
 - Reactivity – the response of the researcher to the responses of the interviewee. This was addressed through the pilot interviews and also through the digital recording of the interviews.
 - Respondent bias – the way the respondent answers in relation to their perception of the researcher. Again, digital recording allowed for reflection of this potential bias, along with the pen portraits. The key issues for consideration here were differentials in power of the professional (EP as a

researcher) and the parent and the ability of the researcher to enable the parent to tell their story as they wanted to. In terms of the EPs, the key issue was in terms of the relationship between the researcher and the EPs. At the time of the research they were work colleagues and therefore professional and personal relationships existed. The pen portraits provided an opportunity to record perceptions immediately following interviews and therefore a way to reflect on respondent bias.

- Researcher bias – the assumptions and pre-conceptions the researcher brings to the research. This research was motivated by emerging themes in the professional work of the researcher and therefore although this was not an ethnographic study in terms of data collection, the researcher was a member of the group that was being researched. There is, therefore, acknowledgement that this bias exists and also engagement in high levels of reflexivity occurred via a research log and through research supervision.

3.12.7.2 Reliability

The concept of reliability within qualitative research has been described as 'irrelevant' by some (Golafshani, 2003). Reliability relates more closely with the positivist paradigm whereby replication is a central concept. Within the current research the focus is on the constructions of those involved, which may be variable and differ greatly from another group of participants. Themes emerge from this research which were then related to the

literature, however, there is no intent to assert the external generalisability of the outcomes.

3.13 Overview of the chapter

This chapter has offered a description of the chosen methodology through its own cultural and historical development. The cultural, social and historical influences on the theory were discussed, along with issues of the epistemology of the theory and of this research. The chapter outlined the methods undertaken in terms of data collection and analysis and finally considered some of the methodological implications of the research.

The following chapter will present and analyse the data in relation to the three data sets:

1. Subject position and pen portraits
2. EPs as a group and parents as a group
3. Each pair (EP/ parent)

The chapter will conclude with an overview of the contradictions emerging from the data.

CHAPTER 4 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The raw data collected is extensive, with the aim of providing a 'rich' picture of the views of the participants. The data were analysed as outlined above, combining the 'lenses' of CHAT, including the historical-genetic and actual-empirical element of the expansive learning cycle, but also the nature of the nodes of the second generation activity theory model, particularly, the object, outcome, rules, division of labour and tools.

The data are presented in relation to the stages of analysis and themes are explored and illustrated with quotes from the interviews. The key themes will form the basis of the discussion chapter and are summarised in fig.4.4. Throughout the analysis choices have been made in relation to what is 'dominant' and what is not. These choices have been made according to the rationale of the research, the research aims and questions. There are methodological issues that relate to this process and these have been noted in section 3.12.7 above and are discussed further in Chapter 5.

4.2 Data set: one

4.2.1 Subject position

The subject positions emerged during the interviews. Some parents talked about themselves at the beginning of the interview and others during. The subject position questions for the parents focused on contextualising the contact with the EP. This included the parents' perceptions of the focus for the involvement of the EP and, for

some parents, their own emotions and feelings at the time of involvement. In addition, some historical information about that context was elicited and on occasions information about the parent themselves. The subject positions for the EPs emerged through initial questioning about their history in relation to their professional route to the present situation and the influences on their practice. The subject position for those who took part is presented in Table 4.1.

Table 4.1 Subject positions of those who took part.

ID	Parent	ID	EP
1	<ul style="list-style-type: none"> • Young person is secondary aged experiencing fixed term exclusions. • Parent : “<i>At breaking point</i>” 	2	<ul style="list-style-type: none"> • Recently trained in CBT; initial training at the Tavistock • Influences: • The recent national changes in perceptions about therapy and mental health. • A belief that consultation is working on constructions and hearsays.
3	<ul style="list-style-type: none"> • A pre-school child undergoing a multi-disciplinary assessment. • Child experiences issues with understanding long sentences. • Parent experienced feelings of shock from referral to multi-agency team from nursery setting. 	4	<ul style="list-style-type: none"> • 1st degree – chemistry; • Taught chemistry in secondary; taught middle school aged pupils in special school; research into reading at X Uni; trained as EP in 86/87; job in current service from training. • Aim to do best I can for people – keen to help so will do a little for a lot rather than a lot for a little.
5	<ul style="list-style-type: none"> • Young person is secondary aged in Year 9. • Young person getting into trouble at school. • Young person expressing anger and violence at home. 	6	<ul style="list-style-type: none"> • Sociology at university, swapped to psychology; first cohort to train at Strathclyde teacher training and EP training. • Teacher then EP – 20 years (authority 1); Current since

			<p>2003.</p> <ul style="list-style-type: none"> ● Influences: ● How people learn and behave, enjoy seeing people solve problems, EP catalyst to process. ● Interest in language from university; a senior EP for language units
7	<ul style="list-style-type: none"> ● Primary aged young person ● Parent is NNEB trained with experience working in Behaviour support service – nurture groups/ SEAL/ Webster Stratton trainer; Child Minder ● Currently, TA at own child’s school. 	8	<ul style="list-style-type: none"> ● Psychology at university; interest in perception in the ‘80’s; PGCE ; Peto Institute (Hungary’87) – conductor – 4 yr course (Vygotsky + Russian school); Institute for conductive education (Bham); ● EP service 1; EP service 2 (specialist PD)(5years); EP current service (5years)
9	<ul style="list-style-type: none"> ● Child at pre-school multi-agency medical assessment ● Issue: Communication & behaviour ● Mother and father shared child care and attendance at assessment centre (mother was interviewed) 	10	<ul style="list-style-type: none"> ● Psychology degree + PGCE. ● Personal experiences had been very positive and wanted to provide the same for others. ● Multi-agency assessment – breaking news to parents about their child’s disability – balance medical model and parents feeling equal-celebrating their child. ● Other influence – bereavement +Critical Incidents and CBT – encompass wide range of therapies
11	<ul style="list-style-type: none"> ● Primary aged young person (8yrs). Parent had worries about her child experiencing dyslexia. ● Family history of dyslexia and dyspraxia 	12	<ul style="list-style-type: none"> ● 10yrs –EP, previously SENCO secondary teacher. ● Current service is the only service worked in, with varied experiences; now rural patch & tuition service

13	<ul style="list-style-type: none"> • Primary aged child (8yrs) – concerns about being ‘behind’ with English and language, issues with sitting down and concentration • Parent currently a student nurse (paediatric) 	14	<ul style="list-style-type: none"> • Always interested in psychology; • Didn’t like medical environments or schools and decided on either educational or clinical psychology; • Taught mainstream secondary and specialist residential setting; • Disappointment in first 6 months of job (EP), but then decided to do it differently.
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The subject position for the parents illuminated the range of issues addressed within the research. This included the age range of the young people, which involved two pre-school children, three primary aged young people and two secondary aged young people. The subject position also indicated the range of issues to be addressed by the activity. These included, pre-school, multi-agency assessments, learning issues and issues in relation to inclusion. In addition, some initial historicity was emerging, in particular levels of concern about the issue;

“...we were worried that he had dyslexia and no one would seem to say that he had.....everyone else had said no, no, no.” (11)

“my brother – he was never diagnosed” (11)

This parent had expressed concern about the family history of dyslexia and also her perception of the reluctance of others to identify her child’s issue as being ‘dyslexia’. Another indicator from the subject position and history was the perception that their

situation was moving towards a 'crisis' and that the activity with the EP was the last resort.

"I was at breaking point" (1)

"...he was getting into quite a bit of trouble, mostly his behaviour" (5)

The subject position from the EPs highlight key elements of historicity. For some EPs these elements seemed to be early indicators of influences on choices about tools and approaches for the current activity.

"I'm still where I was...I'm interested in people and career-wise how people learn and behave in a fairly systematic way...I've always enjoyed seeing people come along...for the most part other people do the hard work and we are catalysts or facilitators..." (6)

The EPs also described their previous experiences, including training routes to the profession. These were extremely varied, but again offered some indication of influences on practice and preferences towards underlying psychological theory.

"I've got a background in Family Therapy from being at the Tavistock Clinic... So I'm quite comfortable with that" (2)

The subject position for the EPs highlighted the diversity of previous experiences within the data. These included training as teachers, training as a 'conductor' at the Peto Institute in Hungary and a researcher.

4.2.2 Pen portraits

Immediately following each interview a pen portrait was completed by the researcher. The pen portraits provided an initial response to the interview experience, at an emotional level, a content level, a methodological level and very early responses to the literature. The pen portraits provided contextual information and formed part of the initial stage of the data analysis. An example is presented below, with the remainder presented in Appendix 6.

Box 4.1 Initial researcher perceptions.

Parent 11: I had a perception that the parent was positive and relieved about the role that the EP took in relation to her child. Key initial perceptions related to the level of professional knowledge; the clarity and confidence to label her child; the ability to listen and much reassurance.

EP 12: I had a perception about the influence of history on the role in this piece of work- that of previously being a teacher and interested in the diagnostic approach. A key focus was to ascertain the main concern and to move the situation forward. There was a perception of working partnership and engaging in cycles of work.

At an emotional level, one of the parents was tearful as she recalled the experiences and this related to the powerless position that she perceived herself to be in and the fact that she perceived that she was not being believed when interviewed by the multi-professional team. A number of parents were very positive about the involvement of the EP and felt that the contact had changed the lives of their family. Some parents were frustrated about the system they were involved in and a number of parents' expectations had led to anxiety, but had been allayed when they had met the EP. At this stage of the

analysis, dominant content related to professional power, professional knowledge and the value placed on the individual relationships built and the individual nature of the work. In addition, history and expectations for the parents was an important early theme. The historical influence of the underlying psychology used by the individual EPs was also an interesting theme. Methodological issues are discussed further in chapter 5, however, early reflections related to my role of researcher and EP and also my professional relationships with the EPs involved in the research and the impact that this may have had on my interpretations of their words.

4.3 Data set two: collective themes for EPs and parents

The initial coding of the data occurred through repeated listening to the taped interviews. The interviews followed the nodes of the second generation activity theory and therefore the codes were collated around the nodes. At this stage possible movement between nodes was noted and the code placed at both.

Fig. 4.1 & 4.2 show examples of individual coding at this stage. Each interview was coded in this way with the rest of the data set being presented in Appendix 7. This represents stage 2 of the thematic analysis: generating the initial codes.

Fig. 4.1 Example of initial coding - parent

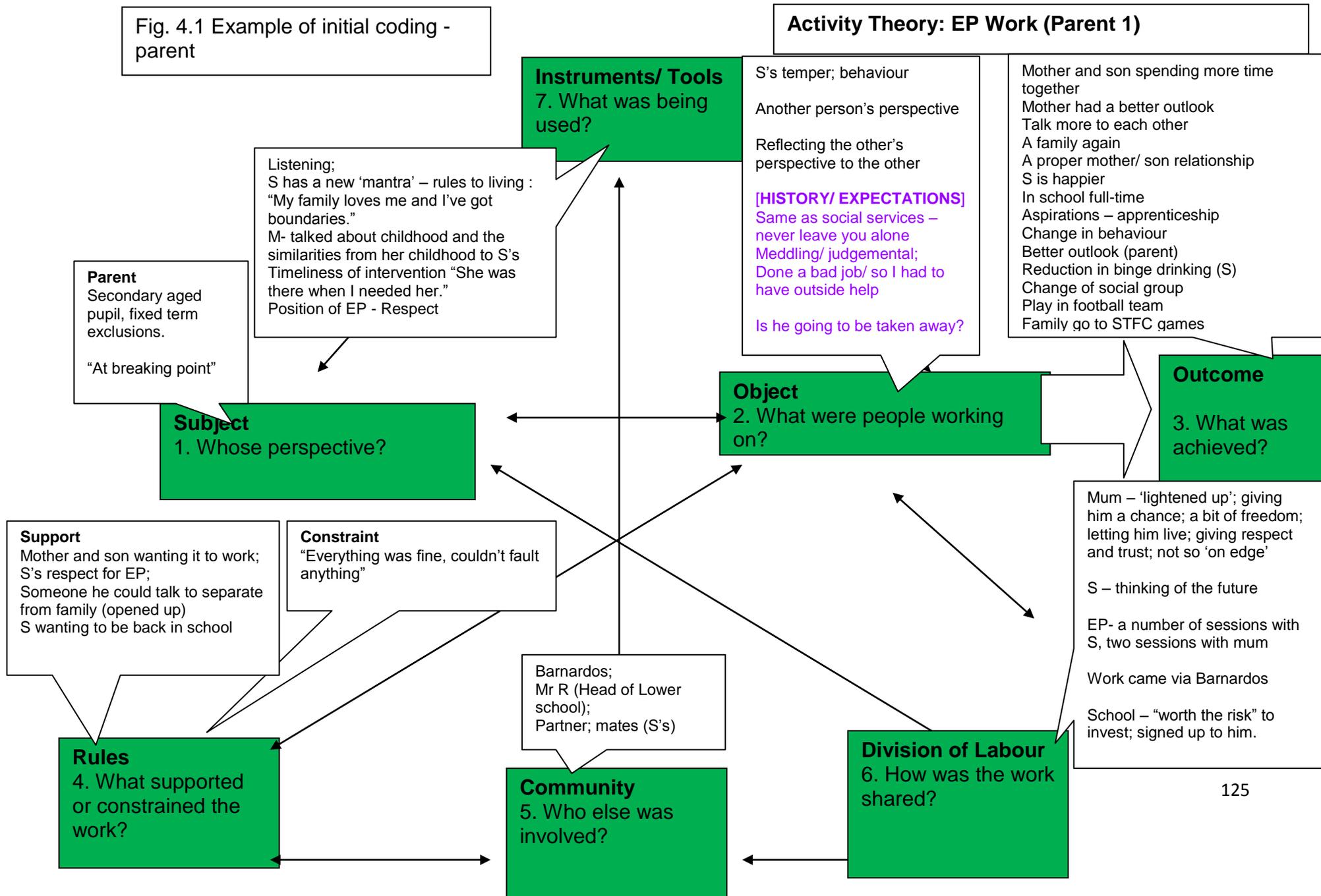
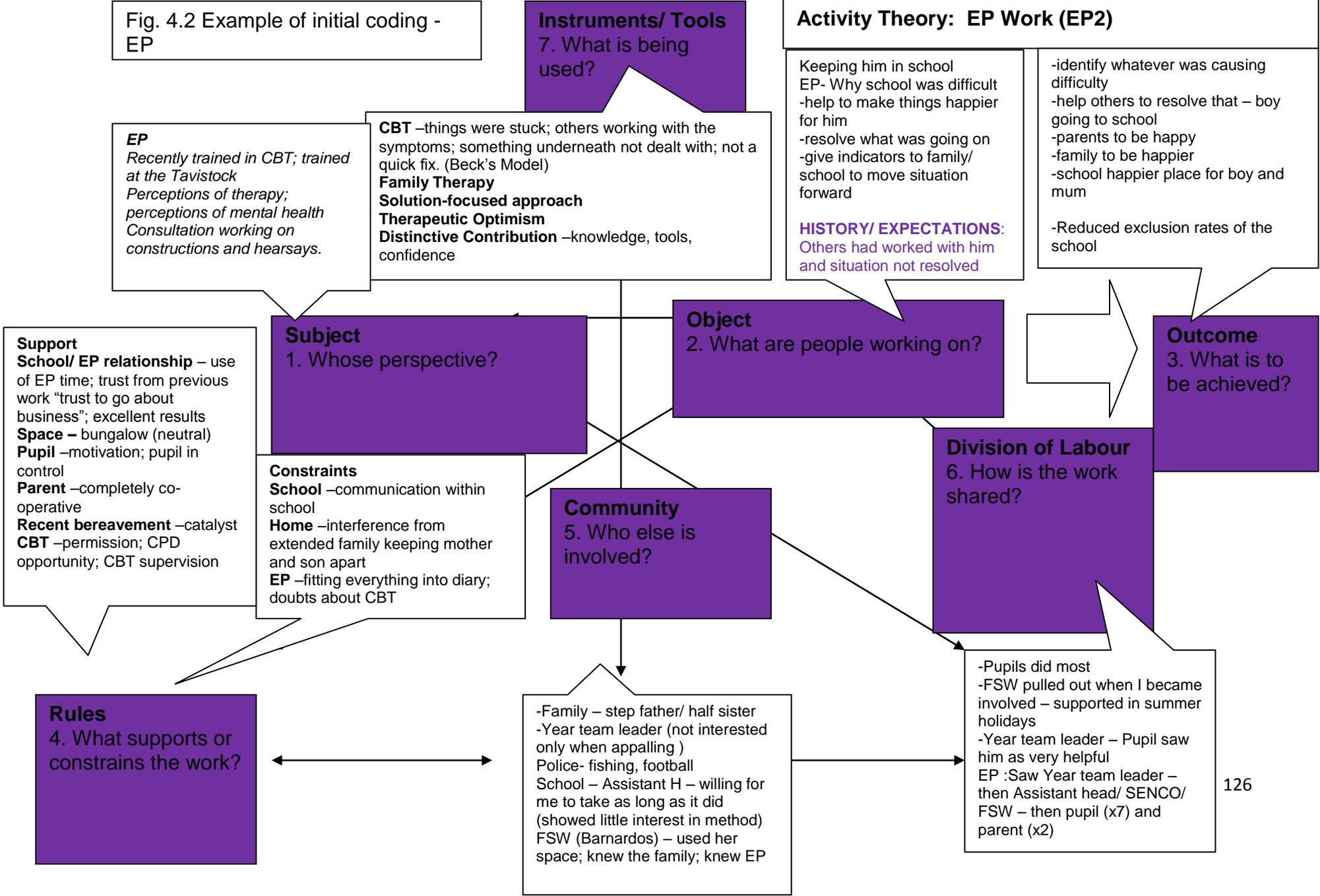


Fig. 4.2 Example of initial coding - EP

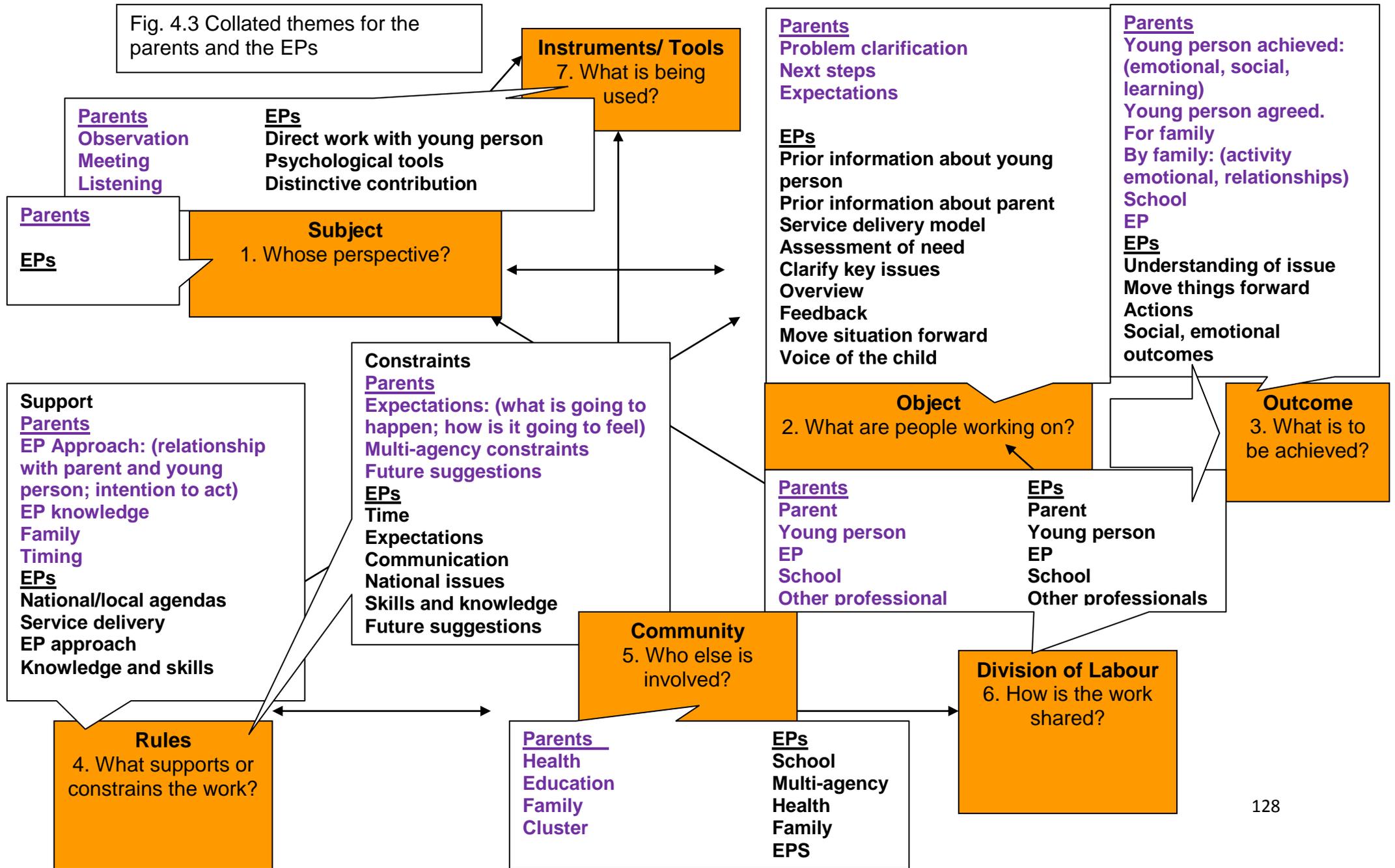


4.3.1 Themes (*codes*)

Stage 3 of the thematic analysis: searching for themes involved presenting all of the codes together. This stage is presented in appendix 8

Fig. 4.3 illustrates the collated themes for the parents and the EPs presented within the second generation activity theory diagrammatic format. This represents stage 4 of the thematic analysis: reviewing the themes and also stage 5: defining and naming themes. The following sections will focus on each node in turn and illustrate some of the key themes by using quotes from the individual interviews.

Fig. 4.3 Collated themes for the parents and the EPs



4.3.1.1 Object (What was the EP working on?)

Table 4.2 : Themes (Codes) – Object

Parent views of EP objects (focus)	EP views of their objects
<p>1.Problem clarification: <i>Find out what the problem is(7);</i> <i>Assess needs(13);</i> <i>Reasons not labels(13)</i> <i>Background information(11), (7)</i></p>	<p>1.Prior information about the young person: <i>Literacy and numeracy levels low; some information from school (11)</i> <i>Others had worked with him and situation not resolved (2)</i></p>
<p>2.Next steps: <i>What to do next; to move to next stage(7)</i> <i>What to do about it(11)</i> <i>Whether or not to statement(13)</i> <i>Another person’s perspective (1)</i></p>	<p>2.Prior information about the parent: <i>Mum had received conflicting views from 2 playgroup leaders – not sure why she had to come (4)</i> <i>Worried parents (6,8)</i></p>
<p>3.Expectations: <i>Judgemental (1) (rules – c)</i> <i>Say what’s wrong (11), (13)</i> <i>Not sure (5)</i> <i>Same as it was before met (7)</i></p>	<p>3.Service Delivery Model: <i>Information from planning meeting (12)</i> <i>School have allocated time; responded to request for involvement (6)</i> <i>To meet people and explore the issues (initially anonymously via consultation request) (14)</i> <i>Trying to reframe school’s ideas that EP can put things right by seeing pupils (6)</i></p>
	<p>4.Assessment of need: <i>Assessing difficulties (4,10)</i> <i>Assessment of skills (12)</i></p> <p>5.Clarify key issues: <i>Parents and someone from school – core worry (12)</i> <i>To clarify issues with parents and school (8)</i> <i>Why school was difficult (2)</i></p> <p>6.Overview: <i>Views, feeling from pupil, parents and someone from school – Big picture (12)</i> <i>An holistic view (14)</i></p> <p>7.Feedback: <i>Feedback to mum – nice and truth (4)</i> <i>Don’t protect parents from pain – clear about outcomes of the assessment (10)</i></p> <p>8.Move the situation forward: <i>Give indicators to family and school to move situation forward (2)</i> <i>Working on making it better for him (6)</i></p>

	<i>What would be useful educationally (4)</i> <i>Pull together to move the situation forward (8)</i> <i>Consolidate plans –next steps (14)</i>
	9.Voice of the child: <i>Views of the child (12)</i>

In relation to the **object** there appears to be some consensus between parents and EPs in two areas, these being in relation to ‘clarifying the issue’ and in terms of ‘moving the situation forward’. For the parents, ‘clarifying the issue’ was in the form of problem identification, which may include collecting background information and assessment.

“...see what she (EP) could see in him...” ; “what the problem was with X, talking about him to find out what to do with him next” (7)

“...trying to assess his needs and educational background and where they (school) needed to start to improve him or to get some kind of background on whether he needed to be stated or not...” (13)

There is a sense that from these quotes that the EP was going to add something to the situation, in the form of ‘knowledge’. There is also early indication of the perceived power held by the EP in terms of how she viewed the child and how she was going to inform the school about where they needed to start.

The parent theme of ‘moving the situation on’ came in the form of ‘next steps’, following the clarification of the issue.

“...find out what the problems were and move on to the next stage...” (7)

Again, there is an indication that the situation is going to change and one of the key agents of change is the EP.

The language of some EPs also included finding answers to problems or issues and included assessments of need. However, there also included language about partnership working between home and school

“I wanted to meet with parent/ or parents, somebody from school to talk in a bit more detail about the concerns, his strengths and try to get some next steps, how to move things forward now.” (12)

“I agreed to have a consultation with mum and class teacher...My aims in any consultation are to clarify what the issues are from a parent’s point of view and the school’s point of view, look at what works in both settings, or look at what people have tried at home and at school...” (8)

In addition, some EPs positioned themselves to offer an overview of the situation

“...also, gathering a bigger picture, what’s gone on in the past, what’s helped, what’s not working in a fairly global way, in terms of the academic side, social side, the emotional side – A big picture really, with some little detail.” (12)

“...trying to take a more holistic view...so when we shaped the piece of work it was to consolidate advice, from a range of professionals and agree a co-ordinated next steps plan.” (14)

This theme continued with ‘moving the situation forward’ with some EPs improving the situation.

“..then see if we can’t all pull together to move the situation forward.” (8)

“So to try to resolve whatever was going on, as far as I was able, to point to give some indicators to family or the school could help this situation to move forward” (2)

There was also some indication regarding the nature of the ‘knowledge’ the EPs were sharing when some EPs talk about the feedback they gave to parents.

“...you have to be careful that you don’t protect the parents from pain, so if the child does have some difficulties in the areas you’re concerned about, it’s also very important that they know about that. That you’re very clear about it.” (10)

Two distinct differences between the object of the parents and the object of the EPs were in relation to expectations and also, for the EPs the additional consideration of the service delivery model. Expectations as a theme for the parents featured in both **object** and **rules (constraints)** and is a methodological example of themes moving between nodes on the triangle. In relation to the expectations for the **object**, parents were expecting that the EP would indicate ‘what was wrong’.

“...as far as I thought, she was going to come in and say “this is what is wrong with X, this is what we need to do to get him to standards where he needs to be”...in my own mind I was hoping this is what this person would do.” (13)

“I hoped she’d test him to see if he did have that problem (dyslexia).” (11)

For one parent, the expectation was that the EP would be judgemental and this forms part of the theme for the **rules** and will therefore be discussed below. However, the fact that this parent was expecting the EP to be judgemental as part of their work is interesting to note here.

The EPs considered ‘prior knowledge’ regarding the parent and the young person as something they would be working on and in this sense there was an expectation that this knowledge was available.

“... they described him as having difficulties with literacy, but also co-ordination difficulties...I knew literacy levels and numeracy levels were very low...so I thought about the different things to take to look at those with him...I had information from school...” (12)

“I think I was made aware that a quick fix was probably not possible, because before I was involved there was already a family support worker who had done... A lot of work with S and his mum ...On looking at improving his behaviour and rewards and being consistent and those sorts of basic behavioural work... And perhaps the people working with him already hadn't really got underneath why he was having all of these difficulties” (2)

This theme of ‘prior knowledge’ was sometimes linked to the ‘service delivery model’ utilised by the EPS at the time of the research. This included planning meetings with the schools where work is prioritised. In addition, some reference was made to consultation as a method of working by some EPs.

“At the planning meeting the SENCO had said that they'd got a young man that they were concerned about who had a diagnosis of pro-preceptive dysfunction...so I agreed to do a consultation.” (8)

“ I shaped up the piece of work with school staff...when we shaped the piece of work it was to.....and that was a quote from the consultation request.” (14)

4.3.1.2 Outcomes (What has been achieved?)

The themes for the **outcomes** for the parents can be viewed in terms of observable changes, attributed to the involvement of the EP. These have been themed in relation to the ‘young person’, ‘the family’, ‘the school’ and the ‘EP’. For the EPs the **outcomes** form a process of ‘understanding’, ‘moving things forward’ and ‘actions’.

For both EPs and parents ‘social and emotional’ outcomes are indicated.

Parent views of outcomes achieved	EP views of outcomes achieved
<p>1.Young person (achieved):</p> <p>a. Emotional <i>Calmer doesn't lose temper as much (5)</i> <i>Young person is happier (1)</i></p> <p>b. Social <i>Reduction in binge drinking (1)</i> <i>Change in social group (1)</i> <i>Play in football team (1)</i></p> <p>c. Learning Related <i>Achieving B's and C's (before D's and E's) – also 1 A in PE (5)</i> <i>In school full time (1)</i> <i>Make own timetable (13)</i></p>	<p>1.Understanding of issues: <i>...of how he (child) was feeling (12);</i> <i>Where the skills had broken down (12);</i> <i>Of parents' views (12);</i> <i>Identify what was causing the difficulty (2);</i> <i>Background – impact on home and school (8);</i> <i>Three strands: numeracy skills, being excluded, reading and expressing emotions (6);</i> <i>What was wrong (4);</i> <i>Very complicated – uncertainties – expressive, receptive language, motor co-ordination, social interactions- not very autistic – need to wait and see when he gets older (4)</i></p>
<p>2.Young person (agreed actions): <i>Something for him to do before he gets angry (5)</i> <i>Aspire for an apprenticeship (1)</i></p>	<p>2.Move things forward: <i>Move things forward now (12);</i> <i>Help others to resolve that – boy going to school (2);</i> <i>Sort things out (8);</i> <i>Explored issues and next steps (14);</i> <i>Contribute to case discussions that are value added (10)</i> <i>Some pointers for doing things differently (6)</i></p>
<p>3.For Family: <i>Wrote report for parents (11)</i> <i>Confirmed dyslexia (11)</i> <i>Trying to help me (9)</i></p>	<p>3.Actions: <i>Wrote social story (8);</i> <i>IEP targets agreed (14);</i> <i>Behaviour management strategies (10);</i> <i>Reduce exclusion rates of the school (8);</i> <i>Tools offered to the school (Resiliency Wheel, precision teaching) (14).</i> <i>Review in summer (4); review in Feb (8)</i></p>

	<i>No review expected (14)</i>
<p>4.By Family:</p> <p>a. Activity <i>Play snakes and ladders and computer games (11)</i> <i>Applying for a job(5)</i> <i>Sticker chart at home (13)</i> <i>Family goes to football matches together (1)</i></p> <p>b. Emotional/ relationship <i>Mother and son spending more time together, talk more to each other, a proper mother/ son relationship (1)</i> <i>Mother has a better outlook (1)</i></p>	<p>4.Social and emotional impact: <i>Rapport building (4);</i> <i>Parents are happier; family to be happier (2);</i> <i>School a happier place for boy and mum (2);</i> <i>Reduce anxiety (8);</i> <i>Less social isolation for child (8)</i></p>
<p>5. School: <i>Understanding where his learning and reactions are at (3)</i> <i>Written report to implement suggestions (7)</i> <i>More time on computer, exercises (11)</i> <i>Understood that there was a problem(11)</i> <i>Small tasks to do (understand short sentences) (13)</i> <i>Teach child 8 words/week; 5 minutes a day phonics (13)</i></p>	
<p>6.EP: <i>Decided that child didn't fit stereotype (3)</i> <i>Review (assumption) (7,13)</i></p>	

Table 4.3 Themes (codes) - Outcomes

The **outcomes** attributed to the involvement of the EP are far ranging and in some cases very significant to the lives of the members of the family.

“It’s because me and X never had a proper mother and son relationship... And we’ve got it and we both want to keep hold of it.” (1)

“...she suggested that I should go to work, get a job, ‘cos I haven’t worked for a long time see. I was always worried if I got a job, if X was naughty at school and got expelled, then you know...

...but she said it would be a better thing if I did get a job, ‘cos it’ll teach him, you know that he can’t always come home...

[Have you got a job?]

...No I’ve applied for one; it’s in the school actually.” (5)

Observable changes in behaviour included social and emotional and achievement.

Two examples were reduction in binge drinking (1) and calmer and not losing temper as much (5). Observable changes for families, included more contact with each other and members having a more positive outlook.

“...Me and X are spending more time together... And...we seem to talk more, we’re not , before there was always an edge between me and X... I don’t know... there was always going to be an argument at the end of something, erm a conversation... Now there’s not... It is ..we are, we’re a family again.” (1)

Parents also perceived that the schools had observable outcomes as a result of the involvement. These were in the form of understanding about the young person’s learning (3) and actual activities that were implemented for the young person.

“...giving him small tasks to do...little sentences...stage by stage...do things by himself, so he did his own timetable...to learn so many words in those weeks and he had a 5 minute session every day to do with his phonics.” (13)

An outcome for two parents was the assumption that the EP would review the piece of work in the future and this has implications for the kind of involvement that these parents were hoping for. That is, a longer term relationship with the EP and this also related to the themes from the **rules** in terms of what would be helpful in the future.

The themes for the EPs can be viewed in terms of a process. There is a holistic sense to the themes in terms of gaining understanding, moving the situation forward and actions or observable outcomes. In gaining understanding, there is a discourse of understanding the difficulty and in some cases, the difficulty located within the child, for example,

“...tell her what we thought was wrong with him and what we could do about it.” (4)

“...wanted a reasonably accurate understanding of where he was with his skills to see...where his skill levels had broken down.” (12)

However, for some EPs this was linked to a wider systemic perspective and the understanding of the issues from different perspectives (12). A dominant discourse in moving the situation forward was in the form of widening the partners involved, for example, exploring the issues (through consultation) (14), contributing to case discussions (10) and helping others to resolve things (2). However, there is also some powerful language offered in terms of the position of the EP within the process of moving things forward.

“...nobody had actually, X is doing this behaviour which the family are finding very difficult and actually nowhere is helping and I think hopefully I was one person who said “yeah, we can do this, see how this goes and we can move on to that.” (8)

“Up came the topic of mum going back to work – she said “what would happen if they phoned and I wasn’t there?”... I said, “If you were at work you might feel better in yourself and you might be different with him...I should get on with that going back to work thing.” (6)

Actions in the form of observable activities were also present for the EPs, and these included a range of interventions, advice and strategies. In a similar way to the parents, the EPs identified social and emotional outcomes from their involvement. These included the perceived reduction of anxiety (8) and parents and families feeling happier (2).

The discussion regarding the **object** within the interviews provided a rich insight into the perceptions of those who took part and, as will be discussed in the following chapter, captured **outcomes** that were attributed to the work of the EP and in many of the examples adding value by their involvement.

4.3.1.3 Rules – Support (What supported the work?)

Table 4.4 Themes (codes) – Rules – Support

Parent views of what supported the work	EP views of what supported their work
<p>1.EP Approach:</p> <p>a. Relationship with parent: <i>Put at ease, easy to talk to, very supportive, explained things, very positive (7)</i> <i>Calm, helpful, felt listened to, (I) understood everything (11);</i> <i>Suggestion to parent (5)</i></p> <p>b. Intention to act: <i>Was going away and was going to do things (7); phoned parent after seeing the child- what went on in school, what the outcome of the work was (7); something was going to be put in place, EP would take it further (7);</i> <i>Report came when she said it would (11);</i> <i>Someone who was going to get something done (11)</i></p> <p>c. Relationship with young person: <i>Child bonded with EP (3);</i> <i>Child liked her (13);</i> <i>His respect for her (1);</i> <i>Someone he could talk to separate from the family (opened up) (1)</i></p>	<p>1.National Agendas/ local interpretations: <i>Promotion of ‘Letters and Sounds’ (12);</i> <i>CBT re-emergence of therapy – permission/ CPD opportunity/ CBT supervision (2);</i> <i>Personalised and ECM agendas – linking psychology to the agendas; collaborative working, voice of child/ parent (14);</i> <i>Early intervention/ early years/ multi-disciplinary teams. (10);</i> <i>EP not an essential part of the initial statutory assessment process (12);</i> <i>Effectiveness of some nursery provision with LA (10)</i></p> <p>2.Service delivery: <i>Clarity of system- routine of planning meeting cycle to raise concerns (12);</i> <i>Clarity of tools that shaped together, localities teams and communication about how we work (14);</i> <i>Interpretation of consultation model of service delivery (8);</i> <i>Trainee reflections and questions (10);</i> <i>EPS system of consultation request and record (structure of practice) (6)</i></p> <p>3.Relationships: <i>Relationship with school over time (use time well) (12);</i> <i>Use of EP time, trust from previous work, excellent results (2);</i> <i>School have good relationships with parents (12);</i> <i>Relationships with other team members – good working relationships (4);</i> <i>Colleague – reflective partner (10);</i> <i>Relationships with Inclusion Services and places children may go (4);</i> <i>Motivation of parent and child to move forward (2)</i></p>

<p>2.EP Knowledge: <i>Statutory assessment (11); From assessment (3); Advice to school (13).</i></p>	<p>4.EP Approach: <i>Make parents feel at ease, outline structure of meeting – try to reduce anxiety (12); perception of equal partners (14); EP flexibility on day (6); Offer chunks of information to parents (4); Repeat same tasks 2 or 3 times to get a clearer picture (4)</i></p>
<p>3.Family: <i>Mother and son wanting it to work (1); Young person wanting to go back to school (1)</i></p>	<p>5.Knowledge and skills: <i>Of child development, how schools work, curriculum (6); Own past experiences as an EP, confidence in psychology (14); PCP – perspectives of all involved (12)</i></p>

There were two common themes for the parents and the EPs in relation to **rules – support**, these being the ‘approach of the EP’ and the ‘knowledge of the EP’. In addition, the EPs referred to the support of wider ‘relationships’, the ‘service delivery model’ and the ‘local interpretations of the national agendas’.

The parent theme of EP approach was divided into three sub-themes; ‘relationship with the parent’, ‘relationship with the child’ and ‘intention to act’. The relationship with the parent often linked with how the parents felt following the contact.

“...her, herself, she put me at my ease, she’s easy to talk to...I’ve had a lot of dealings with doctors and things with him, they haven’t always had a very good bedside manner, they make you feel very small and I can understand how parents are very frightened to have involvement with outside agencies because they can make you feel very inferior and very silly sometimes...she was very supportive, you know if I didn’t understand something, I didn’t feel I needed to, she would explain it.”
(7)

Also of importance here is that the parent felt listened to and this is in contrast to the expectations, discussed in the section **rules-constraints**. The parents also

commented on their perception of the relationship that the EP developed with their child as supporting the piece of work (13).

Of significance to the perceptions of the parents in relation to the EP approach was themed as 'intention to act'. This is exemplified by parent (7);

“...after I explained all the issues we were having with him, it was as if she was going to go away and do something; she wasn't just sitting there going yeah, yeah, yeah...you felt she was going to do something and support him.” (7)

There is a suggestion that the EP was taking the role of agent of change and from the parents' perceptions the EP 'made things happen'.

This EP approach is coupled with the 'knowledge' that the EP brought to the situation, from the parents' perspectives. The nature of this knowledge included knowing about the statutory assessment process (11), provided knowledge from their assessment of the child (3) and by providing knowledge to the school in the form of advice (13).

“...once X had done the test, he explained what it means... he explained to me that X could grasp the first part of the sentence, but not anything else and how to help X with his learning, not to give him too complicated instructions...to try to simplify things really.” (3)

The EP perspective of the theme of 'EP approach' also linked with the relationship with the parents;

“I try to make parents feel at ease and keep the meetings informal and do what I can on that level.”
[What do you do?]

“listen, ask what your worries and concerns are...I try to explain at the beginning the outline of the meeting, how we are going to talk about the concerns but also how things are going well...listening to what they have to say and checking my understanding is right...try to reassure them about the meeting I’ve had with X.” (12)

For the EPs, ‘knowledge’ came in the form of the psychologies used (12), their individual past experiences (14) and the knowledge of the school system (6). Both parents and EPs are selecting this professional knowledge as a support to the joint working.

In addition, the EPs also related to the ‘service delivery model’ as a support, for some, this was the consultation model of service delivery (6,8), although this is contradicted later in relation to **rules-constraints**. Some EPs also commented on the clarity of the service delivery system (12) and also the role of trainees.

“...my work with TEP, she was able to sit in on a case discussion and ask questions and challenge...it made me think “Where are my values again...you’re losing the balance here”
“TEPs...as soon as you have someone with you, you start questioning what you do...that’s why I find TEPs so valuable...they help you question your own professional practice.” (10)

Finally, of interest in this section, the EP related the ‘local interpretation of national initiatives’ as supporting their work. One example was the recent re-emergence of the interest in the role of therapy within the work of EPs and the permission to train and use cognitive behaviour therapy within the service.

“...and I guess the permission nationally that CBT has had a very good press... Erm and N.I.C.E , erm N.I.C.E recommend it.” (2)

4.3.1.4 Rules – Constraints (What hindered the work?)

Table 4.5 Themes (codes) – Rules – Constraints

Parent views of what hindered the work	EP views of what hindered their work
<p>1.Expectations: a. What was going to happen? <i>Information about what EPs do beforehand (7)</i></p> <p>b. How it was going to feel? <i>Name that gets people (5); I was at the end of my tether – try anything (5); Judgemental (7); Hard, jargon, words I didn't understand (13); That it would be someone who did not listen and tell (11)</i></p>	<p>1.Time: <i>Fitting everything into diary (2); Pressure on diary – no time to reflect (8); Wanting more time in the school (12); More time – position of planning meeting to reduce wait for parents(12); People not realising how many children are being assessed and the implications for this (4); Workload (10)</i></p> <p>2.Expectations: <i>The need for EP involvement suggested by another service (14); Consultation – sometimes parents want to see you alone (8); Feeling that the Drs want you to give a measure/ number (10); To allay anxieties – how we explain what we do (12)</i></p>
<p>2.Multi-agency constraints <i>Reporting of test by SpLT upsetting and later found EP had done the same test and got different results (3) Mum in the room at the hospital...wanted staff to see what he was like when she was not there (9)</i></p>	<p>3.Communication: <i>Secondary schools – big institutions (6); Communication within school (2)</i></p>
<p>3.Future – suggestions? <i>Booklet, prior meeting (7); Cluster information sent to parents (7); Phone call to introduce self, more information about what they do – background interests – what they do and why? Audio discs, websites, doors of schools, newsletters; meet the child and parent first (13); Schools need more information, leaflets for parents, questions they may want to ask EP beforehand (11); Leaflets – what a psychologist actually does, then can tell child (5)</i></p>	<p>4.National issues: <i>Confusion regarding the term 'dyslexia' (12); Getting resources – statutory assessment (10); Speed of response for statutory assessment (4)</i></p> <p>5.Skills/ Knowledge: <i>Doubts about CBT (2); Own skills – keep working on those (12)</i></p> <p>6.Future suggestions working with parents? <i>Expectations: leaflets, personal communication, information about role (12); Liaise with parents 3-way (6);</i></p>

	<i>tensions with direct access (14); protected time for parents – working on the nature of the case discussion (10)</i>
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The significant theme from this node of the triangle was in relation to historicity for the parents. This was in the form of ‘expectations’. For some parents this theme emerged when discussing the **object** and for other parents when discussing the **rules**, in particular, what they thought would support or constrain the work before they met the EP. The significance of this theme to the working practice of the EP led to the expansion of this node to asking about the future.

There were two main areas in relation to ‘expectations’ for the parents and these were a lack of knowledge about what was going to happen;

“...even being in the profession (<i>behaviour support</i>) I still don’t know exactly what educational psychologists do [...] so actually to know what an educational psychologist actually does might be helpful to people...because then you’d know what they’re looking for more...what does that educational psychologist look at and how are they going to help your child?” (7)
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In addition, there was also a perception of what it might feel like working with an EP.

“...somebody very hard...straight to the point kind of person...talk in big words that I didn’t understand...in jargon that I wouldn’t understand... [How did you come to think that it would be like that?] From the telly...you see programmes with these psychologists...they use big words.” (13) “...somebody who wouldn’t listen...because nobody else seemed to be...and just tell me what she thought.” (11)

These are challenging views for the EPs, especially in light of what the EPs were intending to work on and also in relation to the reported actual experiences of many of the parents and the positive outcomes they related to. However, the parents were able to offer many actions and artefacts that would reduce this negative expectation which will be discussed in section 4.3.1.9 below.

The EPs also related to 'expectations', but these linked with the expectations of others, for example, doctors;

“...always a feeling that the doctors want you to give some sort of measure of the child”...“Where is he at? What is he in terms of numbers?” (10)

another service;

“...in one of the reports by [*another service*] they had talked about an educational psychologist perspective...somebody had thought that it might be useful to get an EP perspective” (14)

and parents;

“...how we explain what we do to allay parents' anxieties...it is not good to think that people are coming into meetings being nervous or anxious.” (12)

A theme for many EPs related to 'time'. Workload and time pressures were viewed as constraints and thinking about how to reduce the waiting times for parents (12).

Interesting for three EPs the constraints made from 'national expectations and agenda' were important. Here the role of the EP in relation to statutory assessment was voiced (4,10) and also confusion over the labelling of 'dyslexia';

“...there is confusion about things like dyslexia...different people view it differently and to some extent I felt that [*parent*] wanted and needed to talk about that...part of that is the confusion around the term.” (12)

As with the parents, the EPs were able to offer actions and artefacts that would support future joint working and again, this will be discussed in section 4.3.1.9 below.

4.3.1.5 Community (Who else was involved?)

Table 4.6 Themes (codes) – Community

Parent views of who were involved	EP views of who were involved
1.Health: <i>Occupational therapist (7),(3),(13),(9);</i> <i>Speech therapist (3),(13),(9);</i> <i>Physiotherapist (3);</i> <i>Paediatrician (7),(3)</i> <i>Doctor(7),(11),(9);</i> <i>Optician (11)</i>	1.School: <i>SENCO (12),(6),(14),(8);</i> <i>Management staff :Yr team leader(2),</i> <i>Assistant Head (2), New Head (8);</i> <i>Classroom based: Teacher (6), (14); TA</i> <i>(14); Learning support TA (6); Early yrs</i> <i>TA (10).</i> <i>Wider school community (14)</i>
2.Education: a. External to school <i>Learning Support Advisory Team (13);</i> <i>EP (5),(13)</i> b. School <i>SENCO (13),(7),(11);</i> <i>Inclusion tutor (5);</i> <i>Head of lower school (1);</i> <i>Teacher (11), (3);</i> <i>Member from school (5)</i>	2.Multi-agency: a. Cluster <i>Police (2);</i> <i>Family support worker (Barnardos) (2);</i> <i>CAF/ TAC (10)</i> <i>Learning Support (12)</i> b. Location Specific <i>NNEB (4)</i> <i>Social worker (4), (10)</i>
3.Family: <i>Parent (5), (13);</i> <i>Young person (5);</i> <i>Partner(1);</i> <i>Young person's friends(1)</i>	3.Health: <i>Occupational Therapist (8),(10), (4);</i> <i>Physiotherapist (8) (4);</i> <i>Paediatrician (4), (10);</i> <i>Speech and language therapist (10)</i>
4.Cluster: <i>Barnardos(1)</i>	4.Family: <i>Parent (12),(6)</i> <i>Young person (12),(6);</i> <i>Wider family (2)</i> 5.EPS: <i>(12),(6),(4)</i>

The analysis of this node is interesting in terms of who else was working in the communities around these young people and the potential networks and systems that the EP could be involved in. For the parents this node had 'health', 'education', 'family' and 'cluster' as themes, with occupational therapists being involved with four of the seven young people. The themes for the EPs were 'school', 'multi-agency cluster', 'health', 'family' and 'EPS'. Changes to the service delivery model and the

allocation of service time to locality clusters may be a factor here, however, only one of the young people was 'referred' by another agency, with the remainder from schools.

4.3.1.6 Division of labour (Who did what in this activity?)

Table 4.7 Themes (codes) – Division of labour

Parent views of who did what work	EP views of who did what work
<p>1.Parent: <i>Discussion with SENCO and EP (7); Monitor the actions of others (7); Change in behaviour towards young person (1) Practice words at home (13); Gone for a job, build up my confidence (5); Meeting in school with school representative, and EP (5)</i></p>	<p>1.Parent: <i>Recognising achievements (14); Clarified situation, strategies that seemed to work (8)</i></p>
<p>2.Young person: <i>Tries to keep calm (5); Thinking of the future (1).</i></p>	<p>2.Young person: <i>Pupil did most of the work (2)</i></p>
<p>3.EP: <i>Observation (7), (11), (9), (13); Worked with young person (7), (11), (3), (1), (13). Meeting (11), explained test to parent (3) Session with parent (1) Review (7), expectation of review (13)</i></p>	<p>3.EP: <i>Meeting, observation, work with pupil, write up, letter to pupil (12) (review in future); Facilitation/ positive solution-focused approach, class observation, 2 x consultations (14); Owned by those most concerned, collaborated together (14); All owned work, school commissioned it, mum lives with it 24/7 (8) Listened, took situation forward (8); Met SENCO at end to discuss her thoughts re: ASD (8) 2/3 times in assessment nursery, visit to local nursery, play based assessment, case discussion, written report (10); Reported findings, spoke to SENCO before this, feedback areas to work on, send record of involvement (6) Saw yr team leader, then assistant head, SENCO, family support worker, then pupil (7 times) and parent (2 times) (2); Watched in playroom and physiotherapy assessment, own individual assessment, multi-agency meeting to discuss outcomes of each assessment, final meeting with parent/ EP/ Paediatrician (4)</i></p>

<p>4.School: <i>Put in place outcomes (11), (9), (7), (13); Invested in young person (1)</i></p>	<p>4.School: <i>Put outcomes in place – ideas for spelling (12); SENCO- knowledge of school systems and costs, maps onto other groups in school (14); Clarified situation, strategies that seemed to work (8); TA contributed to meeting – thoughts on anger and levels of support in maths (6)</i></p>
<p>5.Other professionals: <i>Clinical Psychologist (ASD computer test) (3); Speech therapist (13), (3); Occupational Therapist (13); Multi-professional group (3), (9)</i></p>	<p>5.Other professionals: <i>Family support worker – pulled out when I became involved – supported in the previous summer (2); Paediatrician – Griffiths Assessment (10); Play therapist – over the 8 weeks assessment (10); Speech and language therapist – 1:1, Occupational Therapist – 1:1 (10)</i></p>

This node shared the common themes of ‘parent’, ‘young person’, ‘EP’, ‘school’ and ‘other professionals’. In relation to the work of the EP, many parents perceived that the EP observed their child (n=4) and worked with them individually (n=5). Three parents discussed the meetings they had with the EP (1,3 and11);

“ Yeah, she asked me about my childhood...and I just told her everything...she opened my eyes to my family and the way they treated me...is exactly the way I’m treating X...so, if that’s the way they made me feel, imagine what I’m making X feel like...”
[Have you ever done that before?]
“No...I really needed it...I keep saying it was mad” (1)

CBT was one of the tools for the work with the child of parent 1 and the quote above relates to the work with the parent. The nature of the meeting for parent 11 was in relation to the outcomes of the involvement of the EP and for parent 3 the meetings involved being with her child during the assessment and also during the final multi-agency meeting. Methodologically, ‘meetings’ could be an **object** or **tool** of an

activity system. In terms of meetings within **division of labour**, the 'use value' of the EPs' labour power could be viewed in terms of advice giving, presenting the findings of assessments and the use of psychological tools to change a situation.

As mentioned above, two parents were expecting future contact in the form of review meetings (7,13). For many of these parents, the dominant thinking was the work carried out directly with their child, although many had recalled wider outcomes for the family as a whole.

The work identified by the EPs was diverse and possibly reflected the professional and philosophical perspectives held by the individual practitioners, but also the context in which the work was carried out. Who owns the work is interesting in the context of division of labour as it relates to an attempt to be explicit about professional power.

“...we are not holding it, we are not owning it. It's owned by the persons most concerned” (14)

'Those most concerned' may be parents, school personnel or other professional agencies and the point being made here was that the EP does not co-ordinate or control the work. This position emerges from the artefacts of the service delivery model at the time; that of the consultation request process. This is in contrast to the perception of some parents in relation to meetings within **tools**, whereby the EP was reporting findings and advising next steps.

“There’s a big nursery and the nursery nurses look after them in there...I always try to take them out...I took him out, worked with him, I did a bit of watching, but I also went into the physio room with him ‘cos the physio was concerned about his physical development so I wanted to see how he was going down the slide and things.” (4)

This EP is a member of a multi-disciplinary team engaged in pre-school assessment and to a great extent his work is pre-determined by the structures and systems he is working in. One of the constraints for this work, identified within the **rules** was the quantity of children being referred and the compromise of *doing a little for a lot v a lot for a little* (4).

Many EPs mentioned feeding back information and linking with the key person, generally in the school. In addition, many discussed ongoing involvement over a number of sessions, rather than one-off contacts (e.g. 2,6,12,14).

The parents were able to recall more work that they as parents had put into action as part of the joint work, than the EPs could in terms of parents’ actions. Analysis of this may also suggest differing levels of perceived power. For example, one parent felt that they were monitoring the actions of others (7), engaging in activities at home (13) and attending joint meetings (5,7).

4.3.1.7 Tools (What did the EP use?)

Table 4.8 Themes (codes) – Tools

Parent views of what the EPs used in the work	EP views of what they used in the work
<p>1.Observation: <i>Feedback from observation(7); Observed in nursery and hospital(9); Observed in science lesson(11); Observed in class for 1 hour(13); Observing in main play room(3).</i></p>	<p>1.Direct work with young person: a. Standardised assessment tools <i>WIAT (phonics), BAS (word reading) (12); BAS II Early Years (Language), McCarthy (non-verbal) (4) PiP, Let's Play (developmental) (10).</i> b.1:1 work <i>Listen to read(12); Drawing, reading, chat (8); Tasks (set in class) away from class, had a chat (6); Competency profile - pupil views on learning/ friendships (12); Join in the play (10)</i> c. Observation <i>Name to a face (8); Agreed by colleague (14); Observe in class (12)</i></p>
<p>2.Assessment: <i>Reading and tasks(7); Test with young person (5) Test as a whole (highlighted dyslexia) (11); Asked questions – spot letters and words, make sentences (13)</i></p>	<p>2.Psychological tools: <i>Solution-focussed approaches (12), (8), (14), (2); CBT (2), (10); Family therapy (2); Resiliency Wheel (14); Knowledge of child development (10); Personal construct psychology (14), (12)</i> 3.Consultation: <i>Consultation framework – problem solving, clarification, solution focused, positive (8); Consultation prompts: key issues, concerns, strengths, solution focused questions (12); Wagner model of consultation (14) Listening (8).</i></p>
<p>3.Meeting: <i>Collecting background information, issues, proprioception (discussion of term), ideas of things to try(7); May have met his father(9); Meeting with staff and mother –</i></p>	<p>4.Distinctive Contribution: <i>Knowledge, tools, confidence (2); Helped facilitate home and school joining up, positive and practical next steps (8); Co-ordination, facilitation, empowerment – people don't always see the distinctive</i></p>

<p><i>explained findings and what to do (child came in at the end of the meeting (11); Meeting with SENCO and class teacher – what EP thought was needed for the first term, then meet up to see the improvements (13)</i></p> <p><i>Meeting – asked me what made him smile, how he reacted to things – talked about different things, mostly behaviour as he can become violent, told me how he was expressing his feelings (5)</i></p>	<p><i>contribution (14); Knowledge of schools/ schools systems, confidence to promote inclusion, empower parents – choice / rights, reflect on positive (10)</i></p>
<p>4.Listening: <i>Listening (1)</i></p>	

The EPs discussed two themes in relation to their work at this node and a third in relation to the distinctive contribution of an EP in each of the pieces of work. The two themes were ‘direct work with the young person’ and ‘psychological tools’ (of which one was the use of consultation). All of the EPs had direct contact with the young people. For many of the EPs this involved tasks relating to the curriculum and for some this contact involved the use of psychometric assessments (4,10,12). In addition, the EPs labelled and discussed the choices of psychologies used; however, the parents were unable to provide the detail of what the EPs used to do their job.

The parents referred to ‘observation’, testing and task (for example, reading). This is interesting in terms of the content and accessibility of the information shared with parents regarding the work the EP did with their child. In addition, some EPs referred directly to the consultation framework they used (14) and others to the skills employed (8). The parents referred to the ‘meeting’ and some were able to recall the content of the meeting.

The analysis of this node illuminates the difference between the parents and the EPs in terms of the way the EP worked. This may relate to communication, but it may also relate to the theme of 'expectation' mentioned above. That is, some of the parents did not know what to expect from the involvement of the EP and in some cases confused the EP with other professionals (e.g. clinical psychologist (3) and social worker (1)). This was still the case following the piece of work, in that the parents were able to discuss observation and testing, but were unable to recall the detail.

The themes from the **tools** have also been assigned to Engeström's (1999, b) categorisation of artefacts. This offers a further analysis of the tools in terms of their use, as noted in the description in Table 4.9.

Table 4.9 Analysis of the tools using Engeström's (1999,b) categorisation of artefacts

Artefact	Description	Themes from the research
<i>What</i> artefacts	these are used to identify and describe objects	Psychological tools (EPs)
<i>How</i> artefacts	these are used to guide and direct processes and procedures on, within or between objects	Meetings (Parents) Consultations (EPs) Listening (Parents)
<i>Why</i> artefacts	these are used to diagnose and explain the properties and behaviour of the objects	Assessment (Parents) Observation (Parents) Direct work with the young person (EPs)
<i>Where to</i> artefacts	these are used to think about future states or developments of objects, including institutions and social systems	Distinctive contribution (EPs)

The *what* artefacts in the form of psychological tools provided the theoretical concepts to describe the objects, for example, clarifying the key issues, the skills of

the young person and moving the situation forward. This was achieved through the choice of psychological tools, for example, solution-focused approaches and personal construct psychology.

The *how* artefacts included 'meetings' and 'listening' from the parents' perspectives. The analysis of these artefacts highlighted the role of the EP as change agent within meetings and in terms of the work that they were doing. There is a sense, as noted above, that the EPs were directing the course of the meetings, which was well received by the parents, particularly in terms of getting something done for their child (e.g. 7,13). The *how* artefact for the EPs was 'consultation'. It is interesting that this concept and terminology is widely debated within the profession and the small sample of EPs within this research represented that range; from naming the model of consultation used, to highlighting the key skills utilised within the meetings as those associated with consultation. It is possible that the utilisation of these skills contributed to the process of change identified by the parents, but also contributed to the theme of 'EP approach' identified by the parents in **rules-support**.

The *why* artefacts of 'assessment' and 'observation' for the parents and 'direct work with the young person' for the EPs demonstrated the tools used to move towards decisions. One example to demonstrate these artefacts would be the assessment for and the perceived diagnosis of dyslexia for one parent (11). Another example would be to achieve a competency profile for the young person (EP 12).

The *where to* artefact highlights an interest in the future of the profession in terms of 'distinctive contributions', discussed below.

4.3.1.8 The distinctive contribution

This question emerged during the interviews with the EPs regarding tools. I was interested in their perspectives in this area in light of this topic being returned to within the profession (e.g. Farrell et al., 2006). The 2004 Children Act provided the impetus for change in terms of multi-agency working and therefore possibly leading to the discussions regarding distinctive contributions. Of the seven EPs who took part, five discussed the issue of distinctive contribution. Knowledge was a theme that emerged here, including psychological knowledge, but also knowledge of schools and school systems. The use of psychological tools was also a theme, including cognitive behaviour therapy. Confidence was also a theme, along with a collaborative theme that included facilitation, co-ordination and empowerment. It may be argued that these attributes are not confined to the work of EPs, however, it is interesting to note that the EPs viewed them as 'distinctive' and also the parents reflected on the supportive nature of the approach of the EP. For some parents this was compared with a less helpful approach from other professionals (e.g. 3,7).

4.3.1.9 Suggestions for the future

The element of 'cycles of time' within the activity theory framework provided the opportunity to discuss the present, the past and the future. The opportunity to discuss the future occurred within the interviews during the discussion regarding the rules (constraints). As noted above, parent expectations of what was going to

happen highlighted some significant issues. This provided the opportunity to expand the questioning to the future. Table 4.10 outlines the suggestions for the future working between EPs and parents.

Parents	EPs
Drop-in for the children at the Community Centre; Posters in school; Contribute to the school newsletter	Leaflets; Personal communication with parent; Letter (so parent can explain to child); Information about role; More time – position of planning meeting to reduce wait for parents
Leaflets for parents; More information for schools; Opportunity to ask questions of the EP before meeting them	More work with parents- e.g. support groups; All consultations include parents
A booklet to explain what the EP will do and why; Some kind of contact before the work to make parents.	More time for parents (relying on school to link with parents)
Leaflet – what a psychologist actually does so can tell child	Protected time for home visits
Phone call to introduce themselves; More background information; Audio discs, website, information on the doors of schools, newsletters; Meet parent and child first together	Focus groups to inform delivery/ leaflets; Address access issues- currently no direct access.

Table 4.10 Suggestions for future working between EPs and parents.

Parents and EPs described artefacts to improve understanding of the role through the sharing of information via websites, leaflets and newsletters, for example. In addition, some parents indicated a wish to have contact with the EP prior to their involvement with their child. This may be face-to-face or a telephone conversation. The EPs highlighted a desire to allocate more time to working with parents, either on an individual or group basis.

4.4 Data set: three- EP/parent pairs

4.4.1 Pairs

The analysis of the pairs (EP and parent) will illuminate possible similarities and differences between the two subject positions. This approach has the potential to illuminate primary and secondary contradictions. The themes for each pair have been compared within each node and are presented below.

4.4.1.1 Pair 1 & 2

Node	Similarities	Differences
Object	<ul style="list-style-type: none"> Improving the situation for the young person Receiving or giving psychological perspective 	<ul style="list-style-type: none"> In expectation: Parent: there was an expectation of a negative impact of involvement with EP EP: the situation had not been previously resolved
Outcome	<ul style="list-style-type: none"> Emotional impact on the family 	<ul style="list-style-type: none"> View of outcomes: EP: a systemic view of outcomes Parent: a perception of concrete outcomes for young person/ mother/ family
Rules (Support)	<ul style="list-style-type: none"> Motivation for change for young person and mother Independent perspective EP: trust of the school Parent: separate from family 	
Rules (Constraints)		<ul style="list-style-type: none"> Perception of constraints being present: Parent: no perceived constraints EP: a number of constraints noted
Community	<ul style="list-style-type: none"> Family Barnardos School 	<ul style="list-style-type: none"> EP: police

	representative	
Division of Labour	<ul style="list-style-type: none"> • Young person did the work • EP involved in direct work with young person • Young person and parent • School –invested in work • Barnardos- referred young person 	
Tools/artefacts		<ul style="list-style-type: none"> • Parent: highlighted the attributes of the EP • EP: named the psychological tools used

Table 4.11 Pair 1 & 2 – Similarities and differences.

This pair had the longest contact with each other of all of those who took part and it is possible that this may be reflected in the many similarities noted by the pair. In addition, this parent expressed overwhelming positivity about the outcome of the involvement in relation to her family. One slight difference between the pair could be perceived in relation to a systemic perspective of the EP of the outcomes, for example, to reduce exclusions at the school and for the parent, the extensive concrete outcomes for her family. In addition, this parent was not aware of the psychology utilised in the piece of work and the EP articulated the nature of the psychology used.

4.4.1.2 Pair 3 & 4

Node	Similarities	Differences
Object	<ul style="list-style-type: none"> • Assessment of child • Giving/ receiving psychological knowledge • Previous knowledge of referral issues/ conflict/ confusion 	<ul style="list-style-type: none"> • Feelings of powerlessness of parent
Outcome	<ul style="list-style-type: none"> • Specific information re: child's development • Understanding that the child was not presenting with a clear diagnosis 	
Rules (Support)	<ul style="list-style-type: none"> • Offering/ receiving knowledge 	<ul style="list-style-type: none"> • Relationships: EP: the relationships within the professional team Parent: the relationship between the child and the EP
Rules (Constraint)	<ul style="list-style-type: none"> • Communication: EP: the number of people involved and the number of children being assessed Parent: the receipt of outcomes of assessments 	<ul style="list-style-type: none"> • Parent: found the experience very distressing • EP: the systemic constraints
Community	<ul style="list-style-type: none"> • Physiotherapy • OT • Paediatrician 	<ul style="list-style-type: none"> • EP: NNEB • Parent: representative from nursery
Division of Labour	<ul style="list-style-type: none"> • Multi-agency assessment • EP assessment 	<ul style="list-style-type: none"> • Parent: computer test for ASD
Tools/ artefacts		<ul style="list-style-type: none"> • Language used: Parent: 'tasks' EP: named assessments

Table 4.12 Pair 3 & 4 – Similarities and differences.

This piece of work was centred on a child development centre and included a multi-agency assessment of need. To a certain extent it is possible that the activity was pre-determined and may have then influenced the perception of roles, for example,

that an assessment was involved and that there would be the giving and receiving of information. It is possible that this has led to a number of similarities between the pair. However, this parent was unclear of the nature of the assessment and also offered a perception of powerlessness within the process, albeit not attributing this to the EP.

4.4.1.3 Pair 5 & 6

Node	Similarities	Differences
Object	<ul style="list-style-type: none"> Improving behaviour/ anger 	<ul style="list-style-type: none"> EP described systemic links in work Parent had no prior knowledge of EP/ role/ involvement
Outcome	<ul style="list-style-type: none"> Tangible outcomes for the young person and mother 	
Rules (Support)		<ul style="list-style-type: none"> Support: EP: the systemic support Parent: personal support from EP
Rules (Constraints)		<ul style="list-style-type: none"> EP: communication issues when working in secondary schools
Community	<ul style="list-style-type: none"> Parent EP Young person Representative from school 	
Division of Labour	<ul style="list-style-type: none"> EP co-ordination of work School provided information and assurances 	<ul style="list-style-type: none"> Parent included actions by herself and her child
Tools/ artefacts		<ul style="list-style-type: none"> Difference in the knowledge of what the EP did with the young person

Table 4.13 Pair 5 & 6 – Similarities and differences.

The interesting similarity between this pair related to the ability to identify tangible outcomes for the young person and the parent. The parent was able to attribute her outcomes to the conversation with the EP and was 'enabled' by the conversation to act. One difference related to the knowledge of the detail of the interaction between the EP and the young person. The parent was unaware of the exact nature of this interaction. The sharing of the knowledge of the tools used is an emerging theme in relation to both professional knowledge and professional power.

4.4.1.4 Pair 7 & 8

Node	Similarities	Differences
Object	<ul style="list-style-type: none"> • Clarifying the issue/ problem • Move the situation forward 	<ul style="list-style-type: none"> • In the process that occurred: Parent: described a diagnostic role for EP EP: described a collaborative role for EP
Outcome	<ul style="list-style-type: none"> • Suggestions given to school 	<ul style="list-style-type: none"> • Nature of outcomes: EP: described tangible outcomes (e.g. interventions) Parent: described structural outcomes (e.g. report, meeting)
Rules (Support)		<ul style="list-style-type: none"> • Approach: EP: the systemic support Parent: the personal approach of EP
Rules (Constraints)		<ul style="list-style-type: none"> • Parent: expectations of involvement of EP • EP: systemic issues-constraints of consultation
Community	<ul style="list-style-type: none"> • OT • SENCO 	<ul style="list-style-type: none"> • EP: physiotherapy, class teacher • Parent: doctors, paediatrician
Division of Labour		<ul style="list-style-type: none"> • Role of EP: EP: all the people were involved and had ownership of the work Parent: the EP was catalyst for directing the work
Tools/ artefacts	<ul style="list-style-type: none"> • Knowledge of meeting, observation and work with the young person 	<ul style="list-style-type: none"> • Communication: Parent unsure of the future involvement

Table 4.14 Pair 7 & 8 – Similarities and differences.

This parent was professionally aware of the role of the EP due to her role within schools. Therefore, there were similarities in the construction of the object in terms of what the EP was going to do and also in terms of knowledge regarding the tools that were used. However, the differences emerged in terms of the process involved in achieving the object, i.e. the parent was expecting a diagnostic role for the EP and the EP a collaborative role. In addition, in terms of division of labour, the EP offered

a view of joint ownership, whereas the parent offered a view that the EP was going to be a catalyst for directing the work. Again, this is interesting in terms of the possible perceptions of partnership emerging from these views.

4.4.1.5 Pair 9 & 10

Node	Similarities	Differences
Object	<ul style="list-style-type: none"> Address behaviour in different contexts Address issue of additional support 	<ul style="list-style-type: none"> Discussion of 'additional support' for the young person: Parent: described a hope for additional support EP: described a routine discussion of process involved
Outcome	<ul style="list-style-type: none"> Support with behaviour 	<ul style="list-style-type: none"> Perception of young person's behaviour: EP: described a need to strike a balance between issues and success Parent: described that her child was 'good' on the day the EP saw him
Rules (Support)		<ul style="list-style-type: none"> Inclusion of systemic supports for EP
Rules (Constraints)		<ul style="list-style-type: none"> Parent: described organisational constraints EP: described expectations of role of EP influencing outcomes
Community	<ul style="list-style-type: none"> SALT OT 	<ul style="list-style-type: none"> Parent: unsure of roles of staff at the assessment centre
Division of Labour		<ul style="list-style-type: none"> Parent viewed EP in same way as other professionals – not distinctive EP outlined work undertaken
Tools/ artefacts	<ul style="list-style-type: none"> Knowledge of assessment and observation 	<ul style="list-style-type: none"> EP named the assessments used

Table 4.15 Pair 9 & 10 – Similarities and differences.

This was another piece of work that involved a multi-agency assessment and therefore certain activities would be common in all pieces of work of this nature, for example, addressing the issue of additional support. The EP and the parent had similar objects and outcomes in terms of focussing on improving behaviour and also the issue of future support in school. The difference was in the perceived expectations of the process. For the parent, there was a hope for additional support

to aid the inclusion of her child and for the EP, the view was that the process was routine for all parents.

4.4.1.6 Pair 11 & 12

Node	Similarities	Differences
Object	<ul style="list-style-type: none"> Collection of information to inform way forward 	<ul style="list-style-type: none"> Expectation of assessment: Parent: an expectation of a diagnosis of dyslexia EP: an expectation of an assessment of skills
Outcome		<ul style="list-style-type: none"> Nature of outcomes: EP: an understanding of issues Parent: tangible outcomes (e.g. interventions) Diagnosis: Parent: EP confirmed diagnosis EP: an understanding of where the skills had broken down
Rules (Support)		<ul style="list-style-type: none"> Support: EP: systemic Parent: personal EP manner
Rules (Constraints)		<ul style="list-style-type: none"> Parent: expectations EP: general confusion about 'dyslexia'
Community	<ul style="list-style-type: none"> SENCO 	<ul style="list-style-type: none"> EP: mother, child Parent: doctors, optician, teachers
Division of Labour	<ul style="list-style-type: none"> EP- meeting and observation School-follow suggestions 	<ul style="list-style-type: none"> EP included review
Tools/ artefacts	<ul style="list-style-type: none"> Young person's involvement 	<ul style="list-style-type: none"> Knowledge of the assessment

Table 4.16 Pair 11 & 12 – Similarities and differences.

This pair offered the involvement of the young person as a similarity. For the EP, this included the views of the young person in relation to their learning. Both parent and EP felt that the object was the collection of information to inform a way forward. However, the expectations of the outcomes were different, with the parent expecting a confirmation about dyslexia and the EP expecting that the assessment would give an overview of skills and where the skills have broken down. Further analysis of this difference illuminates the themes of knowledge and power, in terms of the knowledge

that the parent was expecting from the EP and the fact that the EP had the power of the knowledge to diagnose. The EP, however, focused on functionality rather than diagnosis. Interestingly, the parent did perceive that the EP had confirmed the diagnosis of dyslexia.

4.4.1.7 Pair 13 & 14

Node	Similarities	Differences
Object		<ul style="list-style-type: none"> Expectation of work: Parent: for the EP to 'say what is wrong with him' EP: to provide a holistic view, consolidate plans
Outcome	<ul style="list-style-type: none"> Tangible outcomes 	<ul style="list-style-type: none"> Expectations: EP: relating to the EPS service delivery model Parent: the actual outcome more satisfactory than expected
Rules (Support)		<ul style="list-style-type: none"> Perceived role of EP: EP: shaped by local/ national agenda Parent: role of EP in directing others
Rules (Constraints)	<ul style="list-style-type: none"> Expectations Parent: from TV EP: from another service 	
Community	<ul style="list-style-type: none"> SENCO Class teacher 	<ul style="list-style-type: none"> EP: TA, wider school community Parent: other service (learning support), OT, SALT
Division of Labour	<ul style="list-style-type: none"> School –put actions in place 	<ul style="list-style-type: none"> Role of EP: EP: facilitation/ 'owned by those most concerned' Parent: the EP co-ordinating the process
Tools/ artefacts		<ul style="list-style-type: none"> EP explicit about the use of the psychological tools

Table 4.17 Pair 13 & 14 – Similarities and differences.

This pair offers an opportunity to reflect on the difference before and after the piece of work. It was the parent's view that the EP would say what was wrong with her child and the EP viewed the object in terms of consolidating plans to support the young person. The parent was initially disappointed that she was not going to have her expectations realised, however, following the piece of work, she offered a view that the outcome was better than she had expected and also a more productive way

of working with the EP. The expected partnership and the actual partnership are interesting themes, especially in relationship to how the expectations of the parent may have been addressed. The division of labour is also a difference for this pair. The parent perceived that the EP would direct others and the EP perceived that she had taken on a role of facilitation. Even though there is a dominant discourse from the EP regarding a role that is espousing to challenge power (facilitation), the parent maintained the view that the EP would direct others.

4.5 Contradictions

As noted above, the use of contradiction within an activity theory framework is useful in illuminating tensions that may contribute to change (Engeström, 2001). This research has focused on one activity system; that of the activity of the EP in a piece of work, from two different subject positions, the EP and the parent. Therefore, for the purpose of this research primary and secondary contradictions will be considered. Possible contradictions within the research are outlined below:

Primary Contradictions	Secondary Contradiction
Within the nodes for the parents as a group	Between the nodes for the parents as a group
Within the nodes of the EPs as a group	Between the nodes for the EPs as a group
Within the nodes, but between the EP and parent group, for example, EP rule v parent rule	Between the nodes for the EP and parent group
Within the nodes, but between the individual pairs	Between the nodes within the pairs

Table 4.18 Definitions of primary and secondary contradictions.

In addition, the concept of historicity within the contradictions needs to be considered, for example, the contradiction between parent expectations in the rules v parent outcome.

Table 4.19 Primary Contradictions

No.	Location of Contradiction	Contradiction	Extract from Interviews
1	Rules- parents	EP approach v expectation	"...really felt calm afterwards...she did actually listen to me...that's the main thing...she understood what I was going through...she seemed to understand everything.(11) v "...somebody very hard...straight to the point kind of person...talk in big words that I didn't understand...and in jargon that I wouldn't understand."(14)
2	Object- parents v EPs	problem clarification (Parents) v moving the situation forward (EPs)	"...see what she (EP) could see in him...what the problem was with X, talking about him to find out what to do with him next." (7) v "...aims in any consultation are...clarify what the issues are from the parent's point of view and the school's point of view...what people have tried at home and at school and then see if we can't all pull together to move the situation forward." (8)
3	Tools – parents v EPs	assessment (Parents) v consultation (EPs)	"...she did a test with X...all I know is she asked him to write a small story or something like that..." (5) v "I use the consultation framework, my consultation framework, which is a problem solving framework, it's about clarification, solution-focused..." (8)
4	Rules – EPs	knowledge v knowledge	"...you've got your knowledge of child development, you've got your knowledge of how schools work...knowledge of the curriculum, where he should be..." (6) v "I'm sure there are constraints in my skill levels in terms of how I structure interviews or meetings." (12)
5	Rules – EPs	service delivery model v service delivery model	"...locally when you set up consultation as in including everybody in the same conversation." (8) v "...parents might want to see you on your own, they might not want the school involved..." (8)
6	Rules – EPs	time v time	"...I guess one of the constraints...is just fitting everything into my diary."(2) v "...there is always scope to do more...her own lifestyle..." (6)

Table 4.20 Secondary Contradictions.

No.	Location of Contradiction	Contradiction	Extracts from the Interviews
1	Parents- object v outcome	expectations of object v actual outcome	“I don’t know, I was brought up with, erm it was like social services, they get involved once, you get someone in , they never leave you and I thought I done such a bad job, I’ve had to have outside help... What’s going to happen, is he going to be taken away from me?” (1) v She’s given us another person’s perspective I think... but not in an “in your face” sort of way... Just saying “ if you like, if you see it from his point of view” yeah and it’s like “ yeah I didn’t think of it like that” (1)
2	EPs- rules v Parents - outcomes	time constraints v wanting more time	“...I guess one of the constraints...is just fitting everything into my diary.”(2) “...I’m presuming she’s going to come back and see him again and speak to us...” (7)
3	EP Rules v EP Outcomes	role of EP v role of EP	“...a feeling that you are letting the setting or the mum down if you don’t get a statement...” (10) v “...contribute to a case discussion, that’s value added, via an alternative context...” (10)
4	Parent- Rules v EP- Division of Labour	expert role v collaborative role	“...X just told the teachers what she wanted...this is the way we want to work on this...” (13) v “...the essence for me is that it’s collaborative, so people throwing ideas into the mix and more importantly when it’s working really well people are springboarding off each other.” (14)

The contradictions emerged from various points within the data analysis, primarily within the themes of the parents and EPs as groups. Examples of the contradictions were also found when comparing the pairs. The contradictions contribute to the data analysis through highlighting particular tensions, which in turn may become catalysts for change. As noted above, one of the examples was within the rules for the parents in terms of what was expected and what actually happened. This contradiction offered key areas of change of practice for EPs. Another example was the contradiction between expert role and collaborative role. This contradiction reflects the various roles the EP may engage in and how this is communicated to parents, particularly in relation to partnership working. The contradictions contribute to the discussion of the themes in the following chapter by combining with the other strands of the data.

4.6 Overview of chapter

The presentation and analysis of the data offers a rich picture of complex and interrelating themes. The data were analysed through a number of cycles, involving different sub-sets. This initially involved deductive thematic analyses, within the framework of second generation activity theory. In addition, I utilised further tools from activity theory in the form of historicity and contradictions. The analyses have occurred through socio-cultural and historical lenses. The focus on the activity of the EP from the perspective of parents and EP, viewed through these lenses addresses the overall aims of the research:

- An exploration of the general historical, social and cultural influences on the work of the EP;

- An exploration of the particular historical, social and cultural influences on the work of the EP when working with parents;
- An exploration of the relationship between the subject (individual-EP) and the collective (profession-EPS)

The research aims guided the research questions:

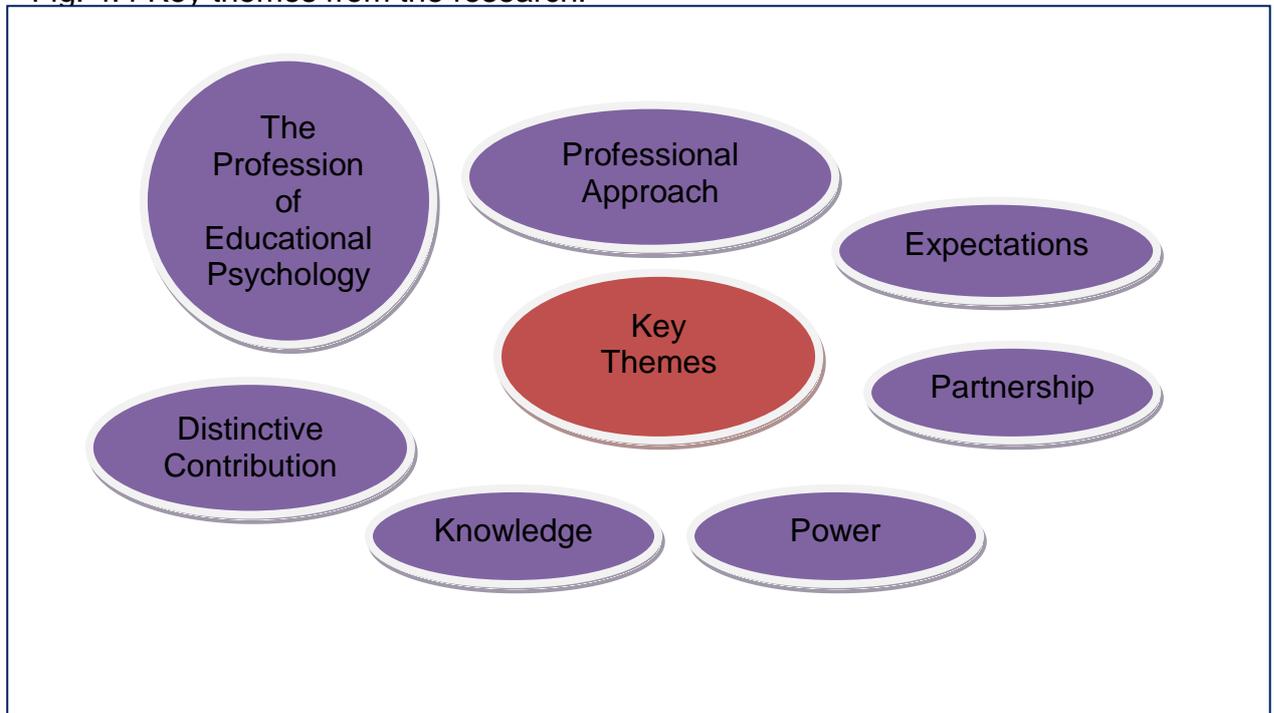
- What are the views of parents and EPs in relation to the activity of the EP regarding a piece of work?
- How does analysis of the activity from a cultural and historical perspective contribute to an understanding of EP activity in the present time?
- What contribution does a historical perspective of the development of the EP profession have to make to current activity?
- What contribution does a historical perspective of the developing relationship between parents and the education system have on current activity?
- What elements of professional/ parent partnerships are present in the activity between parents and EPs?

In order to encapsulate the key findings and to aid the discussion, a further meta analysis was conducted. The meta-analysis was conducted through reviewing all four sets of data: subject position and pen portraits, collective themes from parents and EPs, parent/ EP pairs and contradictions. Seven meta-themes emerged from the grouping of themes from the initial analyses. These seven themes capture the

main discourses from the data and form the basis for the discussion of the research.

The key themes are presented in fig. 4.4

Fig. 4.4 Key themes from the research.



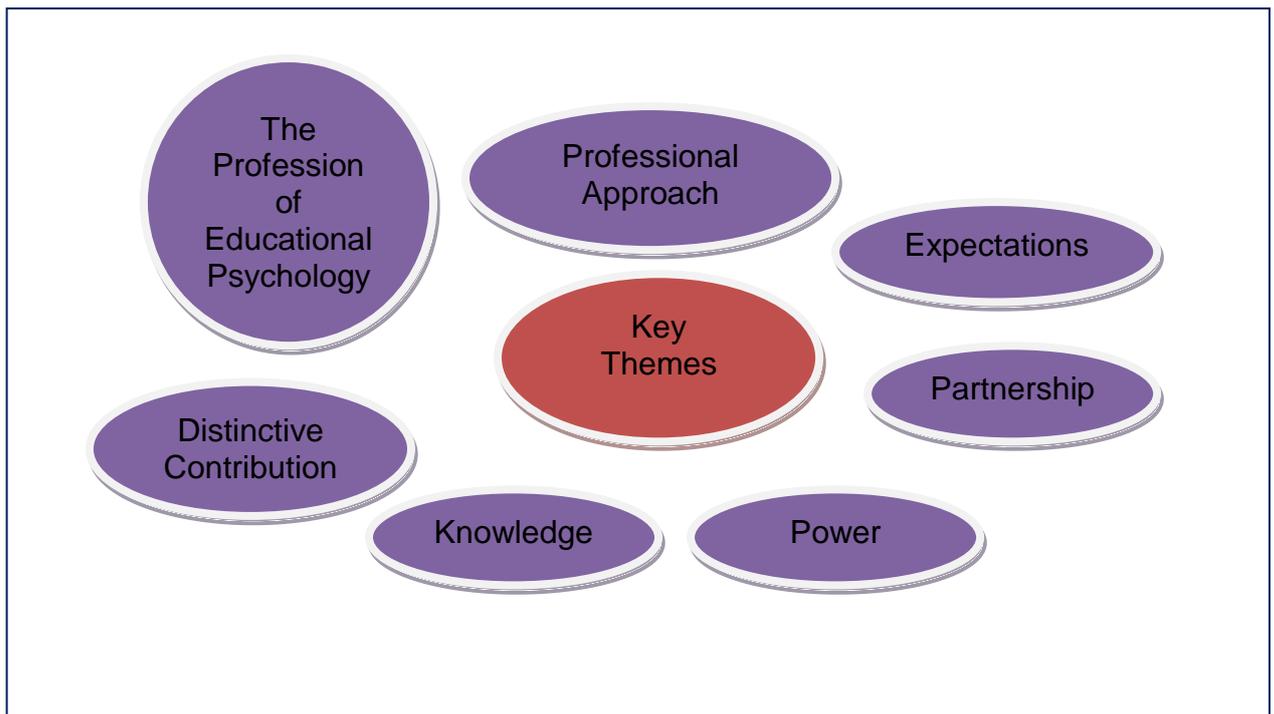
These themes intend to aid the discussion, but it is acknowledged that they interrelate and their boundaries are fluid, with points being made in one theme when they could be reasonably placed within another.

CHAPTER 5 DISCUSSION

5.1 Introduction

Fig. 4.4 presents the key themes from the research, which forms the basis for the discussion chapter. For each of the themes, this is achieved in two ways. Firstly, the themes will be discussed in relation to the research literature, if present. Secondly, they will be discussed in relation to the historical literature presented in chapter 2. The use of cultural historical activity theory offers further lenses to view the data and the literature, therefore addressing the aims and questions presented above.

Fig. 4.4 Key themes from the research



5.2 Expectations

The theme of **expectations** captures the essence of the professional journey of the research. As a practising EP, this theme is both challenging and exciting. In terms

of Engeström's expansive learning cycle this theme offers both historic-genetic (seeks to explain the situation by tracing its origins and evolution) and actual-empirical (seeks to explain the situation by constructing a picture of its inner systemic relation) analyses. Through the expansion of questioning within the interview to focus on the future, it also provides suggestions for the 'modelling' phase of the expansive learning cycle. In addition, historicity is evident here, with the impact of cycles of time on the activity of the EP.

The theme emerges from different points in the data analyses. Within the parent group, there are two contradictions that contribute to the theme. The first is within the **rules** with the contradiction being the EP manner v parent expectations. Here there was an expectation that the EP was going to speak in a manner that was inaccessible to the parents and there was a level of anxiety expressed about what might happen. The experiences of the parents were different in terms of being felt listened to and understood by the EP. This contradiction moves from the past to the present and is closely related to the second contradiction between the **object** and the **outcomes**, in terms of parent expectations v outcomes. Again, there were expectations that the EP may act in a judgmental manner towards the parents and for one parent the possibility of having her child removed from the home was indicated as a possible outcome of the EP work. The actual outcomes were different from these expectations and in some case making considerable contributions for change.

The differences between the parents' expectations and their perceptions of what happened are challenging. It was noted earlier that the published research in relation to parent views of educational psychology activity is scarce; however, some studies illuminated similar themes in relation to expectations. Cuckle and Bamford (2000) in their review of parent views offered that for some parents (41%), communication and a lack of information about procedures caused dissatisfaction and for some parents not knowing what to expect from the Portage service was a concern. Cuckle and Bamford's (2000) research was part of a wider review for the local authority, however; the aims included to ascertain if the service delivered to parents was as expected. The review conducted by Sykes et al (2007) into the views of EPs on their work with parents, included views from parents. One key theme from this research was the lack of clarity of the role of the EP before meeting them. Some of the parents in the current research offered a similar lack of clarity with confusion about roles, with one parent labelling the EP as a clinical psychologist and another perceiving that the EP would take on a similar role to social care. Understanding what was behind the label 'psychologist' was important for some of the parents in the current research.

Anxiety prior to meeting the EP/ social worker team was a theme to emerge from the research conducted by Hodgson et al (2001). The outcomes of this grounded theory approach emerged in phases of time, with 'before the referral' being the first. Anxiety emerging from a lack of information and knowledge of what was going to happen and also directly from an anticipated involvement with professionals was apparent from the pen portraits immediately following the interviews in the current research. In

particular, one parent offered the view that she felt she needed to defend her child in front of the professionals. The process for this parent was very emotional and portrayed a sense of powerlessness within the work with the professionals.

The theme of **expectation** for the parents also emerged from the **rules-constraints** and the **object**. Through the expansion of this question to thoughts for the future, the parents offered two themes: information regarding who an EP was and secondly, what were they going to do. This was also similar to the findings of Hodgson et al (2001), who highlighted that parents were concerned about the lack of information about the service available. Within the current research the parents were able to offer specific information that would help reduce anxiety and negative expectation and also about how this information may be communicated, for example, in the form of artefacts like leaflets, newsletters and websites. In addition, the opportunity to meet the EP prior to their involvement and to be aware of the kinds of things the EP may ask so that they could prepare before meeting the EP were thought to be helpful in both reducing anxiety and enabling them to discuss the involvement of the EP with their child.

Viewing this theme from a cultural and historical perspective, some interesting ideas emerge from the literature presented in terms of how these **expectations** may have occurred. One area reviewed within Chapter 2 focused on the relationship between parents and professionals, both in the context of all parents, but also in terms of parents of children with 'additional needs'. However, before focusing on how these relationships may differ, it is interesting to return to the concepts of 'difference' in

relation to educating children. Burman et al (1996) highlighted that the emergence of categorisation in the late 19th and early 20th century was to meet the need of the economy and with the emergence of all children requiring education, there was a need to define who may require specialist education. The segregation of some of these children and the need for institutionalisation (Murray, 2000) could be perceived as an early indication of how parents made sense of the respective roles of professionals and themselves. Government policy of the 1960's (Plowden Report) and the 1970's (Warnock Report) could be perceived as enabling the development of partnerships between parents and education. However, as Pinkus (2003) highlighted, with parents of children with additional needs, there is no 'opt in' to the partnership, it is imposed. In relation to this research, all of the parents were parents of children with 'additional needs' and were therefore engaging in work with professionals without any real choice.

The position of the parents within the relationships may have contributed to their expectations, in terms of the expectations they had gained historically about relationships with professionals. Pinkus (2006) found that the experiences of family members with professionals in the past had an impact on the perceptions of family members in the present.

Therefore, from a cultural and historical perspective, the cycles of relationships developed in history, including the impact of government, may offer one view on how the expectations for some of the parents in this research emerged. In terms of implications for future practice, this theme offers two areas in relation to parent

expectation. Firstly, parents wanted to know who EPs were and secondly, what they were going to do with their child. As noted above, as a practising EP these messages are powerful in terms of the assumptions we make when engaging in pieces of work, in particular the implicit position of the parent (and maybe child) within the pieces of work.

One positive outcome of illuminating this theme was the pragmatic suggestions offered by the parents (and the EPs). These suggestions for the future relate to enhancing communication with parents as partners, but may equally relate to other stakeholders, for example, young people and other professionals.

5.3 Partnership

The theme of **partnership** relates to the themes of **expectations**, **power** and **knowledge** in terms of the role of the EP within the different activities. The cultural and historical views of partnerships with parents within education and with professionals are relevant to this section of the discussion.

The data offers a number of contributions to this theme. One primary contradiction occurred within the 'object' node for the parents and for the EPs group. This was in the form of EP object of 'moving the situation forward' v parent object of 'problem clarification'. Four of the seven parents perceived that the EP would be finding out what the problem was with their child. In contrast, for a number of the EPs, the discourse espoused a different object, that of clarifying the issues and moving the situation forward.

There are no direct verbal references to partnership within the data; however, some perceptions do reflect elements of the nature of the relationship. The object of 'problem clarification' aligns with Cunningham and Davis' (1985) 'expert' model, whereby the professional is perceived as holding the expertise and the decision-making power. The parents in the current research had a view that the EP would find something out about their child, suggesting that this was something that others were not be able to do. This is reiterated by the object for one parent who perceived that the EP was going to make something happen. The research carried out by Hodgson et al (2001) and Sykes et al (2007) found that parents perceived that 'giving a name to a problem' and 'clarification of the identified problem' to be a positive contribution from the EP. For one of the parents in the current research, there was an expectation that the EP would say what was wrong with her child and when this was discussed as not going to happen, there was an element of disappointment for her. However, following the work, she perceived that the EP approach had met her needs in a more positive manner than she had first expected.

The expectation of the parents that the EP would take on an expert role within the activity may be viewed from a historical perspective in terms of the development of the relationship between parents and education and then parents and professionals. This may be related to the development of the role of the teacher as *in loco parentis* in order to fulfil their role of parent while the child was at school. The policy of governments over time encouraged a partnership and acknowledged the value added of partnerships between school and home (e.g. Plowden 1967). However, critics of the policy suggested that this was a mechanism to 'convert' parents to the

aims of the school (Vincent, 1996) and also that the schools were taking on a role of compensating for something lacking in the home (e.g. Bullock Inquiry, HMSO, 1975). Although governments of the 1980s and 1990s espoused firstly the role of the parent as a consumer and then as a partner with increasing power, it is interesting to note that for some of the parents in the current research there was a perception that the EP would take on the more powerful expert role. However, this was not always viewed as a negative perception, with parents in the current research attributing positive change to the EP, for example, in the form of confirming that their child had dyslexia when other professionals would not. In addition, there were outcomes for the whole family, the school and the young people and for some parents these outcomes had significant impact on their lives. Even though the literature presents models and desired components of partnership, for example, equal strengths and expertise, active and central in decision making, shared responsibility and contribute as well as receive services (e.g. Wolfendale, 1985), some of the parents in this research appear to attribute both expected and actual objects and outcomes to the EP as an expert partner.

The object position for some EPs in terms of 'moving the situation forward' contrast with this parental position and may be considered as espousing a different kind of partnership. Although there is indication of both finding something out and contributing to changing the situation, there was also indication of collaboration.

This position aspires to Dale's (1996) negotiation model of partnership, which aims to develop a working partnership where negotiation and joint decision making on issues

of joint concern are the focus. Similarly, the division of labour for these EPs espoused ownership of the work to 'those most concerned' and 'all owned the work'. Again, this suggests a collaborative partnership similar to Dale's negotiation model and also the desired components of partnership described by Wolfendale (1985). However, as noted above, this does contradict the perceptions of some of the parents, which align with a more expert role for the EP. One possible contribution to this contradiction is the service delivery model at the time of the research. At the time this was in relation to a consultation model. Within the outcomes, some EPs noted service delivery as 'exploring the issues' and 'trying to reframe schools' ideas that EPs can put things right by seeing pupils'. The underlying values of the consultation model of the time aligned most closely with Dale's negotiation model, with explicit attempts to work towards joint decision making and shared perspectives. This was not the case for all EPs and this may reflect the nature of the role taken within the piece of work. Two of the EPs were working within a multi-agency pre-school assessment role, with particular aims and outcomes, leading to particular perceptions of their role with the parent.

Appleton and Minchom (1991) focused on the nature of partnerships within child development centres, adopting the 'expert', 'transplant' and 'consumer' models from Cunningham and Davis (1985) and adding a 'social network/ systems' model, which involved a network of informal and formal support for the family and child. It seems that some EP perceptions align more closely with the 'expert' model from Cunningham and Davis, with perceptions of needing to provide 'truth' and 'not protecting from the pain'. However, an analysis of the rules-constraints for these EPs

does indicate that there was an expectation from other professionals that they would take on an 'expert' role and the need for speed in assessments due to the quantity of young people passing through the centre.

The combination of the multiple and changing roles of the EPs within the current research may contribute to perceptions of the roles of both the EPs and the parents within the partnerships. This is illustrated by the contradiction 'role of the EP v role of the EP'. Pinkus (2005) found that a lack of transparency in the procedures to support children with special educational needs led to confusion for parents in terms of the roles the professionals held, including gatekeeper to resources.

Two reviews of the profession (DfEE, 2000 and Squires et al., 2007) highlighted themes for parents at the time to be a need for clarity of the role of the EP and also the role of the EP as gatekeeper to resources. Sykes et al., (2007) also highlighted the acknowledgement of the variety of roles held by the EP within the same relationship with the parents.

A further contributing factor to the nature of the partnerships may relate to the subject position of the EPs. Historicity is evident through the discourses around this node in terms of past experiences and influences on practice. The subject position for the EPs in this research are multiple and diverse, including past experiences of teaching, researcher and conductor (Peto Institute). In addition, they have trained at a variety of universities and have diverse and varied career paths. All trained at times when teaching experience was a requirement and although this is not an explicit

contributing factor to the development of partnerships, it is interesting to note the work from Calliste (1993). This focused on a model of change for EPs working with parents and highlighted possible barriers to partnership working including teaching background and training, with the suggestion that the teaching background would influence the perceptions of the role of the EP within the partnership.

The nature of the partnerships presented within the current research is diverse and changing. They are complex and contradictory, with potential influences from the past, but also the potential to be fluid within the same partnership. To a certain extent there is an expectation from some of the parents that the EP would take on an 'expert' role and this is not always perceived as a negative factor. For some parents, this use of position has led to some very positive outcomes. At a professional level, the focus on partnership offers thoughts for future partnerships with parents in terms of clarity of roles within the partnerships and that these roles may change. In addition, the nature of the partnerships may be influenced by the expectations of both parents and EPs and this relates to the **expectations** theme above in terms of information prior to involvement about who the EPs are and what are they going to do.

5.4 Knowledge

5.4.1 Introduction

The theme of **knowledge** is central to this research, both in terms of the original intentions to address my interest in the use of knowledge and power, but also in

relation to a wide range of data that has been coded within the theme. A definition of 'knowledge' is required to support this analysis and the one below is typical.

“understanding of or information about a subject which a person gets by experience or study, and which is either in a person's mind or known by people generally”

“the state of knowing about or being familiar with something”

(<http://dictionary.cambridge.org/dictionary/british/knowledge?q=knowledge> accessed on 30/08/11)

In addition, the historical influences on knowledge are also important when discussing this theme. The analysis has been influenced by Engeström's expansive learning cycle (historic-genetic) and also my understanding of and interest in Foucault's exploration of the uses of knowledge to govern populations. When analysing the data in relation to knowledge, three strands emerged. They were 'kinds of knowledge', reflecting the psychological knowledge used by the EP and the specialist knowledge held by them, the 'use of knowledge', reflecting how the EP knowledge was utilised and the 'value of knowledge', reflecting on the value given to the EP knowledge by the parents and the EPs.

5.4.2 Kinds of knowledge

The kinds of knowledge generated by the EPs in this research are varied, incorporating a range of psychologies. The data are mainly located within the tools and for the EPs this has been themed as 'direct work with the young person' and 'psychological tools'. The rationale for selection of those who took part in this research included 'work with a young person and their parent' and all of the EPs had direct contact with the young people at some stage during their involvement. This

direct work included the use of psychometric assessments, curriculum related assessments, pupil views and observations. The EPs in this research used a range of measures, including elements of intelligence tests. However, the predominant measures involved standardised assessments of achievement, with psychometric properties.

The use of psychometric tools within the profession of educational psychology can be traced back to its infancy with the work of Burt in the development of increasingly more standardised approaches to assessments and measures of intelligence (Love, 2009). The early influences on the development of these tools related to defining 'normal' and the identification of those young people requiring specialist provision (Billington, 1996, Dessent, 1978). This is also aligned with government policy and legislation, for example, the 1944 Education Act and the formalisation of children being educated according to age, ability and aptitude. The involvement with the assessment of children as a significant activity for EPs continued and is noted in the findings of the Summerfield Report (DES, 1968), with a large proportion of time assessing children in clinics (10%) or in schools or other settings (20-70%). The role of the EP within the statutory assessment of special educational needs and the writing of psychological advices could be viewed as influencing the work of EPs and aligning them with the role of categorising need for the purpose of additional support or funding. This possible tension is exemplified by one of the EPs in the current research in terms of the constraints on their work from an expectation of a statutory role. It has been suggested that the legislation following the Warnock Report increased an expectation for the use of standardised tests and Lokke et al's (1997)

survey of EPSs indicated an increase in the use of psychometric assessments, with a perception that the legislation required greater specificity of need and had also introduced a system of independent tribunals. This kind of psychological knowledge is present in the current research, with some EPs utilising these tools to ascertain knowledge in relation skills and attainment.

In addition, knowledge regarding skills and attainment was also gained through the use of curriculum related activities and observation. The emergence of an interest in children with behavioural issues and the influences of other strands of psychology, for example, psychoanalysis, and the involvement of EPs within child guidance clinics may mark the beginning of this diversification of interest in other forms of knowledge. The 'reconstructing' movement of the 1970's and the interest in moving away from child-deficit approaches (Gillham, 1978), and the introduction of increasingly varied psychologies available to EPs, for example, the development of solution focused approaches in the early 1980s may have also contributed to range of psychology used today. The EPs within this research reported using solution-focused approaches, CBT, family therapy, psychology of resilience, knowledge of child development and personal construct psychology. This range may reflect the subject position of the EPs and their professional backgrounds and influences (Calliste,1993), for example, the choice of CBT to ascertain knowledge with a therapeutic emphasis, relating to need, but also relating to her training and historical influences on her practice. The choice of psychological tool may also relate to the aims of the individual pieces of work, although this link is not made explicit within the data. These psychological tools are multi-functional and although the kind of

knowledge reflected by the use of psychometric tools centres on the individual, the range of tools present in the current research may reflect aims of positioning the young person within their context, with possible historical influences of the 'reconstruction' movement.

The emergence of consultation as a form of service delivery (Leadbetter, 2002) also reflects intent to collect a different kind of knowledge. The current research was conducted within a service where consultation as a service delivery model had been adopted approximately ten years prior to the research and reflects the review into the profession published in 2000 (DfEE). The outcomes of that research indicated a movement away from a referral system towards a consultation based approach, with future priorities including the further development of consultation. Three EPs in the current research reported using consultation in the piece of work. This ranged from identifying the model adopted to offering the range of elements of the consultation process. The utilisation of consultative skills may illicit different kinds of knowledge, for example, pupil views and may suggest a movement towards facilitating joint knowledge production, for example, solution-focused approaches, which may also relate to models of partnerships and perhaps the alignment with Dale's (1996) 'negotiation' model. The use of consultative skills may also be linked with the theme **professional approach** explored below.

The data in relation to 'kinds of knowledge' for the parents as a group also emerged from the tools and differed from the EPs in the detail of the knowledge they had regarding the kind of knowledge being collected. For some parents, there was an

awareness of assessments being carried out, but for three of the pairs the parents were unaware of the nature of the tools being used. This difference is interesting and may reflect the two previous themes of **expectations** and **partnership**. In terms of expectations, the lack of knowledge the parents expressed prior to the involvement with the EP regarding what they were going to do continued through the piece of work. However, parents were able to reflect on the general possible areas with the theme of assessment within 'tools'.

In addition, the difference between the reflections of the parents and the EPs may also relate to the perceptions of partnership, with some parents perceiving that the EP would take on the 'expert' role and to a certain extent that information was not necessary.

Five parents referred to the EP observing their child. The purpose of collecting this observational knowledge is not expressed by the parents, but the EPs who included observation in their tools reflected on 'putting a name to a face', 'agreed by a colleague' and 'observe in class'.

The kind of knowledge collected by the EPs during the observation is not explicit, but again this may reflect individual choice. Observation as a tool can engage a range of psychologies, for example, behaviourism and eco-systemic approaches.

Foucault described 'hierarchical observation' as one method of surveillance to achieve 'disciplinary power' and enable 'governmentality' (Foucault, 1979, 1977).

Hierarchical observation was described by Foucault as 'power that acts by means of general visibility' p171 (1977). Foucault suggested that this method of surveillance could be applied to different structures, systems and populations, for example, school children.

“...among schoolchildren, it makes it possible to observe performances (without there being any imitation or copying), to map aptitudes, to assess characters, to draw up vigorous classifications and, in relation to normal development, to distinguish 'laziness and stubbornness' from 'incurable imbecility...' p199 (Foucault, 1977).

Allan (1996) has suggested that 'panopticism' (continual surveillance is ensured for the purposes of observation) can be seen in relation to children with special educational needs in the mainstream setting. These children can be observed at all times via the allocation of roles. The supervision is also hierarchical, for example, the child may be accompanied by a teaching assistant, whose surveillance informs the class teacher and is monitored by the class teacher. The class teacher is under surveillance from 'specialists', i.e. learning support advisors and EPs and the head teacher needs to be informed in order to communicate with parents and auditors. Viewed through this lens and linking back to the emerging profession of educational psychology and the role of the early psychologists to assess children's needs to define those who were educationally 'subnormal' for example, observation could appear much more powerful than 'putting a name to a face'. This is one lens through which to view the data and future research may be interested in focusing on the tools used by EPs and relating these with the kinds of knowledge to be collected.

A further kind of knowledge emerged from the rules-support of the parents and the rules-support of the EPs. This knowledge seems to relate to the role of the EP. Within the rules-support, one parent referred to the EP knowledge of statutory assessment.

Here the EP is perceived as clarifying the statutory assessment system and this is similar to the findings of Dowling and Leibowitz (1994) where parents felt that the knowledge of the procedures was a positive contribution from the EP. This kind of knowledge relates directly with the role of the EP with the statutory assessment legislation initiated by the findings of the Warnock Report (DES, 1978). In relation to the EPs, one felt that the knowledge of the school system supported their work. This is similar to the findings of Sykes et al. (2007) where EPs felt that knowledge and information contributed to positive working with parents. Knowledge of the school system may also relate to historicity as all of the EPs in the current research had previously worked as teachers.

The kinds of knowledge present in the pieces of work within the current research can be viewed within a cultural and historical context, with influences on practice being traced to trends in psychology and government policy of the day. A range of knowledges are present in the current research, including psychometric measurement. However, there are various tools utilised in the form of the choices of psychologies used by the EPs. This will have led to the range of knowledges noted. One difference noted was in the detail of the knowledge held by the EPs and the parents in terms of the tools used. This does seem to have implications regarding

the importance of sharing this knowledge and this will be discussed further within the theme of **power**.

5.4.3 Use of knowledge

Engeström's (1999b) categorisation of artefacts is useful when considering the use of knowledge. The 'why' artefact can 'diagnose and explain properties of the object' and for the parents as a group one of the themes within the object was 'problem clarification', including 'finding out what the problem is' and 'assessing needs'. This also relates to the parents' tools of 'assessment' and the parent rules-support in terms of 'information from the assessment'. As a group, the parents identified explanation and for one parent actual diagnosis (of dyslexia) as a use of the knowledge gained by the EP. This continues within the parent object as a theme of 'next steps'. This use of knowledge was also noted by Dowling and Leibowitz (1994) with parents highlighting that they felt the EP acknowledging that their child had needs was supportive. In addition, Cuckle and Bamford (2000) found that parents thought the alternative ways of interpreting behaviour was a helpful contribution. Finally, Sykes et al.,(2007) found that parents were positive about the accuracy of the EP assessments and being able to give a name to a problem. The views of the parents in the current research seem to align with the published research, highlighting the positive use of the knowledge collected. Similarly, the EP object themes of 'feedback' and 'moving the situation forward' and the EP outcome themes of 'understanding the issues', 'move things forward' and 'actions' indicate the use of the knowledge gained. Historically, this could relate to the early influences on the developing profession of educational psychology, the developing relationships

between schools and parents and the developing relationships between parents and professionals. It may be argued that the use of this knowledge was to contribute to collaborative partnerships, for example, when some of the EPs in the current research refer to consultation. However, the dominant discourse provided by both parent and EPs does seem to indicate elements of Cunningham and Davis' (1985) 'expert' model.

There are elements of Cunningham and Davis' (1985) 'transplant' model evident in the other area of use of knowledge; that of giving the knowledge to others, for example, the school or the parents. This is present within the parent theme of 'meetings' within the tools and the parent rules-support in the form of giving advice to school. For the EPs the giving of knowledge is evident in division of labour, with the 'reporting of findings'. This use of knowledge is aligned with Engeström's (1999(b)) 'how' artefact in terms of 'guiding and directing processes on, within or between objects'. Cunningham and Davis' (1985) 'transplant' model involved the professional remaining in the 'expert' role, but with the acknowledgement that the parent would be able to offer resources in terms of advice given to them.

5.4.4 Value of knowledge

The value of the knowledge provided by the EP is present within the parents as a group in the outcomes. Here the themes of 'for the family', 'for the school' and 'by the EP' all indicate that there was value given to the knowledge. One example within 'for the family' was 'confirming dyslexia' and this was within the context of frustration for the parent in relation to other professionals not confirming or dismissing dyslexia,

something that had caused anxiety due to the perception of dyslexia being a familial issue. Another example in 'for the school' indicated that the knowledge given by the EP in the form of a report had offered suggestions for implementation within school, again indicating for this parent that there was positive value to the knowledge given. The value of the knowledge is also present within the parents' rules-support in terms of 'knowledge from the assessment' and 'advice to school'. Viewed in this way, the parents are indicating that there has been value added through the knowledge gained by the EP.

This section of the discussion has focused on knowledge, in particular the knowledge of the EP. The comparative value placed on the knowledge of the EP and the parent will be discussed in the following section on **power**.

5.5 Power

5.5.1 Introduction

The concept of power, alongside that of knowledge, as noted above, has been a professional interest of mine. This has been particularly so in terms of a belief of the use of psychology to enable children, young people and families to move their own situations forward. This philosophy of working led to the current research interest and the present study.

Within this thesis two constructions of power have been presented, those of 'labour power' and 'disciplinary power'. Both seemingly constructed in very different ways, but both pertaining to the work of EPs.

5.5.2 Labour power

Labour power relates to activity theory and the influences of Marx. Daniels (2008) highlighted that labour power is the potential or capacity to labour through skills, knowledges and attitudes. Within the work of EPs this may involve the application of psychological knowledge, the attitudes and approaches of the EP. Labour power is used in the production of 'use-value' and is central to Engeström's (2001) primary contradiction. Use value would be seen as the usefulness of the commodity, so within the work of EPs this may involve change in the situation for the parent.

Within the data there are a number of themes that relate to labour power in this way. In the **division of labour** for the EPs and the **tools** for the parents, 'meetings' are highlighted. Parents noted tools such as 'ideas of things to try', 'explained findings and what to do' and 'what EP thought was needed for the first term'. These tools all relate to the use of labour power in terms of skills and knowledges. Two further examples are found in the **outcomes** for both parents and EPs in the themes of 'for the family' and 'move things forward' respectively. Parents noted that the EP had 'confirmed dyslexia', 'wrote a report' and was 'trying to help me'. One example from the EPs for 'moving things forward' was to 'contribute to case discussions that are value added'. Again, these examples highlight the use of labour power to enhance the usefulness of the commodity, i.e. the work of the EP. Labour power is viewed in a positive manner within these examples, that of adding to the use value and also viewed as enabling rather than disempowering.

5.5.3 Disciplinary power

The second construction of power within this thesis is that of 'disciplinary power' and as noted above, Foucault offered disciplinary power as a way of achieving governmentality. This has been explored within the theme of **knowledge**. The three elements of disciplinary power; 'hierarchical observation', 'normalising judgements' and 'the examination' can be seen in the work of EPs. This is exemplified within the data, within the **object** for both parents and EPs. For the parents an example would be 'problem clarification' through 'assessment of needs' or 'find out what the problem is'. For the EPs the theme of 'assessment of needs' highlighted the 'assessing difficulties' and 'assessing skills'. Normalising judgements are evident within the tools of the EPs in the form of 'direct work with the young person', including 'standardised assessment tools'. Foucault's hierarchical observation related to the surveillance of populations, including children with additional needs and it is interesting to reflect on the purposes of observation within the work of EPs. Some parents within this research indicated that the EP had observed their child and were able to identify where the observation took place. Assessing and observing their children did not seem problematic for the parents in this study and for some there was an expectation that this form of power was going to be utilised by the EP. However, this may be as a result of the perceived position of the parent within the relationship and this may relate to the historical discourses regarding parents and the education system and parents and professionals.

5.5.4 Feelings of empowerment

One of the most striking examples from the data of a parent feeling empowered was in terms of feeling empowered to look for a job after talking with the EP. This parent had previously felt disempowered by her situation and had given up her job. Another example was from a parent who felt that the EP had given her son a diagnosis of dyslexia and that this was a relief to the family after other professionals had not.

Pinkus (2005) found that parents had felt disempowered when information about their child had not been communicated, or if so in a way that was less accessible. Interestingly, a number of parents within the current research were unable to talk about the nature of the involvement of the EP in terms of the tools used and the knowledge produced. However, this did not seem to lead to feelings of disempowerment, with the parents accepting the interventions with their children. This is interesting when considering the literature regarding the nature of partnerships and also the nature of the relationships between parents and professionals. Vincent (1996) found that parents had difficulty in challenging the professional knowledge of the professional working with them. Within the data, a parent highlighted the need to defend her son when she was working with professionals in a multi-disciplinary assessment setting. In this instance, her perceptions of her son's needs and those of other professionals were in conflict and she did offer feelings of disempowerment within the process.

5.5.5 Summary of section

The constructs of professional power are complex and intertwined with the other themes within the research. Two constructions of 'power' have been used within this research to illustrate the potential relationship with the work of EPs. The **professional approach** of the EPs within this research offer a number of examples of actions that could be viewed as empowering and as using professional power to enhance and change the situation for the young person. Some of the parents in this research held expectations that the EP would hold the more powerful position and this was acceptable for them. There also seems to be an acceptance that the use of 'disciplinary power' is part of the role of the EP, in terms of the tools and instrument utilised. The use of 'labour power' may be interesting to explore further in terms of service delivery in the future and the relationship between labour power and use value, particularly in the potential future of commissioning of EP services.

5.6 Professional approach

The theme of **professional approach** emerges from the data at two key points. The primary contradiction for the parents of EP approach v expectation highlights the significant difference between what the parents were expecting and what they perceived actually happened. The second key point within the data was within the parent **rules-support**, where EP approach emerged as a theme. When considering defining this theme, core skills emerged, including the interpersonal skills of EPs, the skills to facilitate and the skills to enable. These core skills also relate to the theme of **partnership**, in particular Dale's (1996) negotiation model of partnership and also

some of the underlying skills of consultation expressed by some the EPs within this research.

Section 5.2 details the nature of the theme **expectations**, offering challenging constructs of how parents felt prior to being involved with the EP. The theme of EP approach within the **rules** for the parents contradicted this and this contradiction provides learning opportunities. The theme of EP approach within the **rules** for the parents contained 3 sub themes. These were 'relationships with parents', 'intention to act' and 'relationship with young person'.

Parents in this research described the EPs as being able to 'put them at ease' and were 'easy to talk to', 'supportive and positive', 'calm' and 'helpful' and 'understanding'. Similar findings were found by Hodgson et al (2001) where personal qualities of being a good listener, uncritical and supportive were important to parents. In addition, Squires et al (2007) and Sykes et al (2007) found being a good listener, being supportive and being an advocate were important EP attributes from parents' perspectives. This contrast significantly with the expectations and indicates a need to enhance communication with parents prior to becoming involved with them and their children.

One of the themes for the EPs within **rules-support** was also EP approach. Attributes included making parents 'feel at ease and trying to reduce anxiety' and 'perceiving the partnership as equal'. Sykes et al (2007) ascertained the views of

EPs when working with parents and these included emotional competencies such as reassurance, trust, respect and empowerment.

A further sub-theme for the parents within the theme of EP approach was that of 'intention to act'. This involved EPs honouring their intentions and following things up for the parents, and a belief that there was going to be an outcome as a result of the involvement of the EP. There are elements of trust and professionalism within this theme. Dowling and Leibowitz (1994) found that parents valued the EPs taking their views seriously and acknowledging that their children had needs. Similarly, the 'intention to act' sub-theme suggests that the parents' perspectives were valued and there was an intent to be active in changing the situation for their child.

One of the sub-themes not noted within the literature reviewed was that of 'relationship with the young person'. Parents perceived that the work with the EP was supported by the relationship made with their children. This included their child's respect for the EP and a perception that their child had 'bonded' with the EP. Developing positive and enabling relationships with young people is a key skill for EPs and it is interesting that this has also been perceived by the parents in this research.

Reflecting on the cultural and historical influences on this theme is interesting. The profession of educational psychology is guided by professional ethics and professional practice and interpersonal skills are present within the curriculum of the training courses. The subject positions of the EPs also offer possible insight into the

development of these skills and the value placed on them by the practitioners. The subject positions of the EPs included both personal and professional influences on the way the EPs perceived themselves as practitioners, including training experiences and philosophical positions. All of the EPs within this research were trained teachers, but in contrast to the work of Calliste (1993) where it was suggested that a teaching background may pose a barrier to the working relationship between parents and EPs, there is no explicit evidence within this theme of the current research.

This theme of EP approach relates to all of the other themes of the research. The cultural and historical influences on the approaches highlighted by the parent and EPs in this research may be aligned with the evolution of the profession of educational psychology explored in the following section.

5.7 The profession of educational psychology

In 2013 the profession of educational psychology will be 100 years old and, as noted in the literature review, many of the characteristics of the emerging profession are present today. This theme reflects some defining influences on the profession identified within the data, relating this to cultural and historical influences and the research literature.

The data within this themes can be arranged into 3 levels; macro (national), meso (local) and micro (individual) influences on the activity of the EPs. The majority of the data for this theme emerged from the interviews with the EPs, with contradictions

between EPs and parents in relation to time available and the EPs' rules and outcomes with respect to changing roles.

At a macro level, the EPs' **rules-support** theme of 'National agendas/ local interpretations' provided views relating to government policy and legislation. These included reference to the Every Child Matters agenda (2004) and the renewed focus on early intervention and multi-disciplinary teams. In addition, the perceived influence of the re-emergence of therapeutic approaches offering 'permission' to engage in CBT is also presented as a support to practice. Policy implementation in schools was also viewed as a support for work, for example, the promotion of the 'letters and sounds' initiative (DCSF, 2008) and the personalised agenda (DCSF, 2008). Conversely, within the **rules-constraints**, the theme of 'national issues' emerged, with one EP noting the lack of clarity over the term 'dyslexia' as hindering their work with the parent. In addition, the role of the EP within the statutory assessment process was also noted as a constraint.

The relationship between the profession of educational psychology and the government has been explored in chapter 2. Historically, Wooldridge (1994) highlighted the role of the early EPs in supporting and guiding government with the development of social policy, for example, the development of selection techniques to define which young people attended the different schools. It has been suggested that this, in turn, has defined the activities of the profession (Love, 2009). The reviews of the profession over its lifetime have consistently concluded that EPs engage in a range of work involving individuals, groups, schools and communities

and historically, have been shaped by the guidance and legislation of the day (e.g. Warnock, DES, 1978). More recently, the 2004 Children Act has influenced current practice with the organisation and delivery of services from a multi-agency focus. These cycles of influence seem intertwined with the profession and the data from this research concurs with the views of Norwich (2000), whereby the profession is charged with providing a flexible response to the socio-political landscape.

The multiple roles engaged by EPs, noted in the literature, were illustrated within the **division of labour** for the 'EPs' and within a secondary contradiction **EP rule v EP outcome**. The range of work and the changing roles, sometimes within the same piece of work has been highlighted in the literature (e.g. Sykes et al. 2007). Potential conflict and confusion can develop and is highlighted in this research by one EP, who noted the tension of being linked with resources within the statutory role. The review of the profession (DfEE, 2000) found that clarification of role was an important theme for parents in that study. In the current research, this may also be linked with the theme of **expectations** and a consideration when communicating with parents prior to working with them, i.e. being explicit that the EP may have different roles and being clear about the aims of these.

At a meso level, the practices of the EPs within the data were influenced by local authority interpretations of national policies, for example, multi-agency working and then further influenced by service level interpretations of these policies and initiatives. The **rules-support** for one EP highlighted the local interpretation of the role of the EP within the statutory assessment process. For this EP the local authority not

requiring the involvement of an EP in the initial stages was a support. The role of EP as gatekeeper to resources is noted within the research of Sykes et al, (2007) and practices differ across the country. It is interesting to note that although the espoused practice is reported by this EP, there is a tension in her practice in terms of an awareness of her role in securing funding.

Within the **rules-support** for the EPs, the theme of 'service delivery' highlighted structures that were felt to support the work. These included clarity about the cycles of work, for example, planning meetings and the perceived structure to the practice via a system of consultation requests and records. Characteristics of 'service delivery' were also noted within the **object** for the EPs. Here, the model was guiding the work with the individual, e.g. information provided from the planning meeting, but also providing guiding principles in terms of encouraging alternative forms of working with the EP. The reviews of the profession have provided insight into the delivery of services. Of particular interest is the presence of service levels interpretations and variations in practice, which were noted by the Summerfield Report (DES, 1968) and continues to be the case today.

A secondary contradiction between **EP rules** and **parent outcomes** and the primary contradiction within the **rules** for the EPs were in relation to time and seemed to relate to both service delivery and individual interpretations. Time constraints were noted by EPs in terms of fitting everything in and speed of response for statutory assessment. However, this contradicted with both parents and EPs in terms of wanting more time to work together. For some parents there were expectations that

the EP would be involved with them in the future in terms of reviews and for some EPs the desire to have more time with parents in the future. The research by Dowling and Leibowitz (1994) highlighted that the parents wanted more time to be available to work with the EP. Delivery of EP services in the future may reflect attention to this tension, both in terms of the amount of time working with parents and also the range of activities that EPs will be involved in.

At a micro level, the variations between individual EPs can be viewed as contributing to the nature of the profession. Individual interpretations in terms of delivering a service is exemplified through views held regarding the service delivery model. These were in terms of the support provided by the structures of the model for some EPs compared to the constraints noted by others. Here some EPs felt that the consultation model may constrain working with parents in relation to parents sometimes wishing to meet with EPs individually. In addition, the positioning of the planning meeting may raise expectations for the parents and so a more flexible approach may reduce the waiting time.

The subject positions identified by the EPs provide a historical perspective on the influences on practice, particularly in terms of influences on the psychology used. Choice of psychologies may have related a number of factors including previous experiences, training routes and institutions, post qualification interests and professional experiences. Throughout the history of the profession new psychologies have emerged and have influenced the interest and working practices of EPs, for example, the interest in behaviour, outlined in the Underwood Report (1955). More

recently, the increased interest and focus on therapeutic interventions have begun to shape some service delivery models (Farrell et al., 2006). The development of brain imaging technology is also beginning to impact on the development of new psychologies, which in turn will influence the practices of EPs in the future.

The influences on the developing profession of educational psychology can be viewed within cycles of time. They can also be viewed in terms of layers of influence, at a macro level, relating to the changing socio-political landscapes and the emerging policies of the time; at a meso level in terms of responding to the influences, but also local authority and service level interpretations and finally at a micro level, in terms of the individual nature of each EP and the multiple influences on their practices and activities.

5.8 Distinctive contribution

The theme of **distinctive contribution** emerged from the data at two key points. During the interviews with the parents one of the questions related to outcomes and what was achieved. For some of the parents these outcomes were attributed to the work of the EP. The second point was within the interviews with the EPs, during the discussion of tools, where the questioning was expanded to ask specifically about the distinctive contribution made. The nature of distinctive contributions was examined in the review of the profession following the Children Act 2004 (Farrell et al., 2006). Of the school staff surveyed the majority felt that another professional could carry out the work done by the EP and half the EPs surveyed felt the same.

The distinctive contribution for the EPs within the tools related to Engeström's (1999 b) 'where to' artefacts. These artefacts offer information for the future state or development of the objects, including institutions, in this case the educational psychology services. The EPs within this research referred to their 'psychological knowledge' as being distinctive and this was also found by Sykes et al (2007) in their research on EP views of working with parents. In addition, EPs within the current research felt that knowledge of the 'schools and school systems' was also a distinctive contribution and it is perhaps the combination of these two knowledges that begin to define the EP. 'Facilitating home-school joining up' was a further contribution noted by the EPs and this links with the views of parents in the work of Dowling and Leibowitz (1994). Empowering parents was also felt to be a distinctive contribution of the EP and this links with the section above on **power**. This was also found in the research by Sykes et al (2007). Further links with the theme **professional approach** and **partnerships** are evident within this theme in terms of the EPs' views on offering confidence, reflecting on the positive, championing parent choice and rights. As noted in the research by Farrell et al. (2006) other professionals could provide these contributions, but maybe it is the combination of skills and attributes, centred on education and learning that make it distinctive. However, the outcomes for the parents are far more wide ranging than this.

The parent outcomes provided a wide range of actions and activities that they viewed as being a result of the work with the EP. These included 'achievements by the young person', for example, a reduction in binge drinking and a change in perceived emotional state for the young person. In addition, there were outcomes for the family

including activities to try at home and a change in the relationship between mother and young person. There were outcomes for the school that related to learning and behaviour, and these reflect the historical role of the EP. Perhaps one area for development for the profession is to make these outcomes explicit, something that has not always been forthcoming (Stringer et al., 2006). Methodologically, the parents in this research offered what was distinctive for them through the questioning relating to outcomes. However, they were not asked to compare EPs with other professions or whether other professionals could have supported similar outcomes. However, it is clear that the outcomes for these parents were far ranging and extended beyond the school system and that the role of the EP may begin to merge with the roles of other professionals. It is possible that the movement to multi-agency working and the co-location of teams and roles may render the need to be distinctive redundant. However, within the social, political and financial context of 2012, including the increasing opportunities for commissioning, it does seem appropriate to champion the 'distinctiveness' of the profession.

5.9 Methodological issues

A number of methodological issues were discussed within Chapter 3, section 3.12.7, particularly in relation to validity and reliability when conducting qualitative research. During the lifetime of the research a number of methodological issues were reflected upon and require further consideration in light of the discussion of findings explored above.

Central to how the research findings have been viewed is the position of the researcher. Other researchers may have discussed the findings in different ways and made different conclusions. The lenses through which I viewed both the literature and the data led to choices being made about the main themes of the research. It is important to note that this relationship with the literature and data reduces objectivity and therefore potential validity of the findings. However, as a researcher, I attempted to address this through high levels of reflexivity in the form of research diary, supervisions and a colleague cross checking the codes to themes of the initial data. A second area for consideration is the relationship I had as researcher with the EPs in the research. At the time of the research, I was a colleague of the EPs, working in the same service, many of whom I have known for a large proportion of my career. This may have influenced who offered to take part in the research and what was contributed in the interviews. However, I feel that the strength of our relationships enabled the EPs to provide their perceptions in an open and reflexive manner, leading to thought-provoking conversations within the interviews. The purpose of the research was not about assessing the quality of the work of the EPs, rather to reflect on their perspectives of the work they were doing.

It is also important to reflect on the relationship between the researcher and the parents. The literature highlights the construction of partnerships between parents and professionals and the implicit and explicit notions of power within these partnerships. As an EP I am potentially positioned with power within the relationship, both in terms of knowledge of the role and of the research tool used. Ethical considerations of informed consent, right to withdraw and complaints procedure

addressed this issue to a certain extent, with the need to be explicit with the parents about the purpose of the research and their rights within it. In addition, I used a diagram of the questions within the research interviews and explored the starter questions before commencing the interviews. However, it is important to note the potential for power differences within the research impacting on the outcomes.

The nature of the interviews meant that content varied between them in terms of the questions being asked. The process was flexible and the lines of questions stemming from the starter questions were guided and mediated by me as the researcher. This process will have been influenced by my reading and ultimately may have contributed to the outcomes. However, as a researcher, I endeavoured to capture the interview experience following each interview through the pen portraits. In addition, I attempted to maintain high levels of reflexivity through the research diary and supervisions. These cycles of reflection will have contributed to the construction of the interview experiences.

Finally, the analysis of the data was completed by me as the researcher. Activity theory offers opportunities to reflect the data back to those taking part via the use of Developmental Work Research (Engeström, 2007). These sessions enable those involved to interrogate the data further and utilise it to facilitate changes in practices. The sessions also provide the opportunity to interrogate the constructions of the data presented. Unfortunately this was not possible within the current research and would have enhanced the process significantly and offered the outcomes as contributions to organisational change and learning. The data was cross-checked by a colleague,

with differences being noted and considered, therefore offering a further cycle of reflection. However, this also has further implications in terms of validity due to the final decision making being made by me as the researcher. Feedback was provided through a letter to the parents (appendix 5) and preliminary feedback was provided to the service as part of a team meeting.

5.10 Overview of the chapter

Chapter 5 has explored the meta-themes of the research: **expectations, partnership, knowledge, power, professional approach, the profession of educational psychology** and **distinctive contribution**. The themes have been explored through reflecting on the data and relating this to the research literature. In addition, themes were explored in relation to the cultural and historical literature presented in Chapter 2. The concluding chapter will provide an overview of the themes and their relationship with the research aims, implications for practice and possible areas for future enquiry.

CHAPTER 6 CONCLUSIONS

6.1 Introduction

This final chapter will summarise the research themes and reflect on them in relation to the research aims of:

- An exploration of the general historical, social and cultural influences on the work of the EP
- An exploration of the particular historical, social and cultural influences on the work of the EP when working with parents
- An exploration of the relationship between the subject (individual-EP) and the collective (profession-EPS)

It will then offer some implications for practice, for research and future enquiry.

Finally, it will offer some concluding comments.

6.2 Research themes

6.2.1 Expectations

This theme proved to be both challenging and exciting, professionally and from a research perspective. The theme demonstrates the expansive cycle in action, with historicity key to exploring the theme. It emerged from different points within the data including the primary contradiction within the rules for the parents of EP approach v parent expectations. Key to the theme was a lack of information prior to working with the EP and this included a lack of clarity about the role and the work that the EP would be doing with their children. The expansion of the questioning enabled the future to be explored with a number of pragmatic suggestions being offered by both EPs and parents. The research aims of exploring the relationship between the

individual and the collective is achieved here through the framework of questioning around the rules, in terms of exploring individual constraints and utilising this for the learning of the collective (EPS). In addition, the cultural and historical viewing of the literature contributed to an understanding of the current work practices.

6.2.2 Partnership

There were no direct references to partnership within the data; however it did illuminate aspects of the relationships that developed between the EPs and parents. The data were discussed in relation to the literature regarding professional partnerships and the nature of the partnerships within the data ranged from Cunningham and Davis' (1985) 'expert' model to aspirations of Dale's (1996) negotiation model. On occasion there were differences between the pairs, with the data illuminating an expectation by the parents that the EP would take on an 'expert' role and this was often viewed as empowering rather than disempowering. The changing roles of the EPs within the work may have contributed to the potential confusion of roles and is a factor to consider when focussing on the nature of partnerships between parents and EPs. This theme encompassed the cultural and historical influences on the nature of the partnerships, including the subject positions of the EPs and therefore addresses the research aims of exploring the general role of the EP and also with reference to working with parents.

6.2.3 Knowledge

Knowledge and the work of the EP was central to the initial research interest and the theme was divided into the three sub-themes of 'kinds of knowledge', 'use of

knowledge' and 'value of knowledge'. The theme of knowledge was explored within a cultural and historical framework and examined these influences on the current work of EPs. Within 'kinds of knowledge' the associations with the emerging profession of educational psychology and the development of psychometric assessments were illuminated. The 'use of knowledge' was aligned with Engeström's 'why artefacts' which involved the ability to diagnose and explain properties of the object. In the current study this involved 'explanation' and 'acknowledging need' for some parents and 'moving the situation forward' for some of the EPs. The 'value of knowledge' was particularly evident for the parents within the rules-support relationship. The theme of knowledge seems a core element of the work of EPs and for the parents in this study emerged as a very positive contribution to the work with their children.

6.2.4 Power

This theme was closely aligned with professional knowledge and utilised two constructions of power; labour power and disciplinary power. This theme addressed the research aims through examining the cultural and historical influences on the relationship between parents and EPs. Labour power within the context of the research can be viewed as the application of psychological knowledge and the attitudes and approaches of the EPs. Within the data it emerged for the parents within the tools in the form of meetings and also within the outcomes 'for the family'. Labour power can be viewed within the outcomes for the EPs in the form of 'moving things forward' and for the parents in this research the outcomes of the use of this kind of power was viewed in a positive manner and as enabling rather than disabling.

The Foucauldian construct of disciplinary power related to the work of the EP through 'hierarchical observation', 'normalising judgements' and 'the examination'. It was exemplified within the data in the object for both the parents and the EPs. The use of disciplinary power did not seem disempowering to the parents within this research, rather contributing to changing the situation for their children.

6.2.5 Professional approach

This theme highlighted the contradiction with the theme of expectations, particularly as explored by the parents. Central to the theme was defining some of the core skills of the EPs within the research, particularly their interpersonal skills and approach with the parents. This theme is important when addressing the issue of the 'distinctive contribution' of the profession and it addressed the aims of the research through the cultural and historical influences on the profession, exemplified within the data through the subject position of the EPs.

6.2.6 The profession of educational psychology

This theme is most closely aligned with the research aim of exploring the general historical and cultural influences on the role of the EP. The data were analysed at three levels; macro, meso and micro. At a macro level 'national agendas' and local interpretations of policy were evident and these were analysed through historical and cultural views of the literature presented. At a meso level, the local influences emerged, including the local interpretations of national agendas and also through explorations of the service delivery model. At a micro level, the subject positions for the EPs offered the variations between the individual and influences on the work of

the EPs within the local context and the profession as a whole. This theme illustrates the multiple influences on the work of the EPs within this research and the connections with the past.

6.2.7 Distinctive contribution

This theme addresses the aim of exploring the relationship between the individual and the collective through the use of Engeström's 'where to' artefacts, which provided information for the future state or development of the object, including the institution, in this case the EPS. Within the data the theme emerged within the tools for the EPs, for example, when relating to the knowledge held about schools and school systems, the professional approach of the EPs and the developing partnerships with the parents. For the parents, the 'distinctive contribution' theme was wide ranging within the outcomes. Capturing the distinctiveness of a profession is not an easy task; however, the people within this research provided some very specific examples.

6.3 Implications for practice

There are a number of implications emerging from this research, in particular the work that EPs do in partnership with parents, whether directly or in relation to their children.

Communication with parents prior to being involved with their children is crucial to build relationships and reduce anxiety caused by expectations of the nature of the EP as a professional and also the nature of the involvement. The research offered

pragmatic suggestions to achieve this through providing information about what EPs do and who we are. It also offered early contact as a way to reduce anxiety. A further implication for practice in relation to communication regards the changing role of the EP, sometimes within the same piece of work, leading to confusion and possible conflicts within the partnerships. Explicit communication of the role and that this may change seems central when communicating the purpose of our involvement with the young people.

There are some implications for the delivery of services to parents and a need to reflect on these services, both structurally and operationally. Generally there are few services where direct access to the EP service is available to parents and this was the case for the EPS in this research at the time of the study. Future service delivery may wish to reflect on enabling parents to have direct access to the service, particularly in light of changing practices and some services working within a community psychology remit. Operationally, models of partnerships with parents and the views of parents about their work with professionals seem important when considering the nature of the aspired partnerships offered in the current research. Focussing on these partnerships may enable services to reflect on the nature of their work and service delivery.

Published research regarding the views of parents is scarce and a further implication for practice would be reflecting on how the views of parents are collected. Parents within the current research were very positive about contributing to the future of the service delivery and it may be both pragmatic and reflect espoused partnership

models to invite parents to work alongside services to construct methods of consulting with parents about their views and also about service delivery to parents.

Finally, within this small group of parents and EPs there was much to celebrate. There were many examples of how the involvement of the EP had changed situations for young people and their families. As a profession, we do not always communicate these celebrations, particularly of our distinctive contributions. It may be timely to re-focus on this area at a time of considerable change and as the profession approaches its centenary year.

6.4 Implications for research and future enquiry

The aims of this research were to explore the cultural, historical and social influences on the work of EPs and also in relation to their work with parents. The research also aimed to explore the relationship between the EP and their profession (subject and collective). Cultural historical activity theory was chosen as the principle theory of analysis due to its potential for studying human activity within its cultural and historical context (Holzman, 2006,b). In particular, Engeström's second generation activity theory was utilised, drawing on the influences of Leont'ev and the focus on the collective nature of activity. In the current research, one activity system was viewed from two subject positions, that of parents and EPs. Engeström's (1999) five guiding principles contributed to the collection of the data via the interviews and subsequent analysis. In particular, the principles of historicity and the role of contradictions to illuminate tensions within the activity system were evident in the analysis. The principle of the second phase of Engeström's (1999,b) expansive

learning, in terms of explaining the situation through tracing its origins and evolution and by seeking to explain the situation through constructing a picture of the inner systemic relations was also useful in illuminating the themes. This is exemplified in the theme of expectations, for the parents. The theme highlighted the difference between what their expectations were and their perceptions of the outcomes of the activity. The expansion of the questioning around the rules enabled cycles of time to emerge through exploring the past, present and future. The analysis of the data from a cultural historical perspective highlighted some potential origins of the views, for example, the historical development of the relationships between parents and professionals and the potential impact of government policy on these relationships.

Engeström's principle of multi-voicedness is illuminated through the exploration of the subject positions. In particular, the subject position for the EPs highlighted a wide range of cultural and historical influences on their practice. Through the exploration of their position, the personal and professional journeys emerged, highlighting for some, the choices they made in terms of tools (in the form of psychological theories adopted). The combination of the voices within the parent and EP groups contributed to the themes. This is apparent in all of the themes and exemplified in the theme of professional approach, whereby within the rules, both groups indicate the attributes of the EPs in developing a positive professional relationship with the parents. This theme contradicts the expectation theme highlighting how parents expected the relationship to be. Utilising the principles of cultural historical activity theory has enabled an exploration of historical, social and cultural influences on the work of EPs from the perspectives of EPs and parents.

A further aim of the research was to explore the relationship between the subject and the collective. This can be traced to the influences of Marx's 'dialectics as method' on the thinking of Vygotsky and subsequent developments of the theory. This enabled a view of human development in terms of the continuous socio-cultural and historical influences on human action. The relationship between the individual EP and the collective (profession) is explored within the structure of the interviews and emerges within the themes. In particular, the theme of the profession of educational psychology, whereby macro, meso and micro influences on the activity of the EPs were illuminated. At a macro level, EPs viewed some national issues as constraints, within the rules and also in some cases support for their practice, for example, in the case of the EP who felt supported in using CBT, due to a re-emergence of therapeutic approaches as a national agenda. For some commentators, for example, Avis, 2009, Engeström's activity theory falls short of moving beyond the local in terms of change processes. It is argued that the issues from a macro level that shape the local activity, for example, the policy from government, are not accommodated within activity theory (Martin and Peim, 2009). In addition, this leads to an inability to effect change at the local level and a lack of social antagonism results. Within the current research this is highlighted within the theme of profession of educational psychology at the macro level. The history of the profession illuminates the political and policy influences on the activity of EPs and, although it is noted that the early EPs influenced the policy of governments, that two-way process is less evident at the present time. In addition, within this research the relationship between EPs and parents is described within a social, cultural and historical context, influenced by the macro level of government policy and practice. It endeavoured to identify the macro

influences on activity, but it could be argued that it fell short of effecting change at this level.

One area of interest for the current research was to address the question of professional power within the EP-parent relationship. Within the thesis two forms of power were utilised to analyse the data. These were in the form of labour power, relating to the influences of Marx on Engeström's construction of primary contradictions and also in terms of Foucault's disciplinary power and its relationship with governmentality. Within the data, labour power was highlighted in the division of labour, tools and outcomes and was viewed as supporting the production of 'use-value' in the work of the EPs. This was particularly so for some parents who viewed this as enabling rather than disempowering. Examples of labour power from the data included the skills and knowledges of the EPs and this leading to the use value of changing the situation for the parents. Within the current research, this construction of power did not address the underlying issues of the nature of power within the relationships between EPs and parents. The utility of cultural historical activity theory in the current research did not illuminate the diversity of relationships and the differentials in power within the relationships. However, these factors were highlighted within the literature review, in particular when focussing on the nature of partnerships between parents and professionals. The analysis drew on the Foucauldian concepts of governmentality and disciplinary power to illuminate these differences in power and relate them to the macro level in terms of the influences of policies of government over time. It could be argued that cultural historical activity

theory was less effective in grasping this element of the influences on the nature of the activity and future research could explore the element of power further.

The theme of knowledge was composed of three sub-themes, kinds of knowledge, use of knowledge and value of knowledge. In terms of use of knowledge and value of knowledge, the concepts of labour power and use-value are evident in terms of capacity to labour through skills and knowledges. However, the kinds of knowledges emerging from the data highlighted closer alignment with Foucauldian knowledges gained through the 'gaze', surveillance and measurement of the subject (Allan, 1996), for example, through the use of observation and testing. It could be argued that the cultural historical activity theory analysis was unable to capture the nature of the knowledges produced by the EPs. It is acknowledged that cultural historical activity theory and Foucauldian approaches are composed of wide ranging, complex theorising and applications rooted in their own cultural and historical foundations. Combining these ideas was exploratory and future enquiry may focus on critiquing the combination and exploring its utility in future research.

Further research regarding the relationship between parents and EPs would also be interesting, building on the outcomes of the current study. The changing social, political and cultural context of the working EP and the influences of government in the form of the Green Paper Support and aspiration: a new approach to special educational needs and disability (2011), and also commissioning of services would offer the opportunity to explore the developing partnerships between EPs and parents. In addition, robust research tools to ascertain the views of parents, as

mentioned above, would contribute to this area, where less focus has been placed in the past.

6.5 Concluding comments

This thesis is a result of cycles of reflection and study over a number of years. Its origins were in response to questions within my professional practice and an interest in exploring those elements I perceived as offering contradictions and tensions. The research was constructed around an interest in the cultural and historical influences on the work of EPs and if viewing the work through these lenses could provide insight into the tensions I was experiencing. Further interest developed through reflecting on the partnerships that EPs have, in particular with parents and the current research, viewing the work of EPs from these different perspectives thus evolved.

The approaches I adopted challenged and extended my thinking, particularly in terms of making sense of the philosophical and historical influences on my work. As noted above, there are some methodological challenges and unanswered questions that may be usefully addressed in future work, particularly the relationship between the work of Vygotsky and Foucault. In addition, the methodological approaches adopted by activity theorists provide a wide range of interesting areas of further work and reflection. Within the current research the focus was on cultural historical activity theory, however, further utility within work teams and focus on the relationship between the individual and the collective would also be of interest.

It is hoped that at a pragmatic level, the research has offered opportunities for professional reflection, but also practical suggestions in response to the emerging data that can enhance the activity of EPs when working with parents.

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Appendices

Appendix 1 Telephone Consent Script

Introduction:

Hello X, my name is Colette Soan and I work with XX. (S)he spoke to you recently about taking part in some research?

Is now a good time to talk about it?

Research:

I'm interested in talking to parents who have been involved in our service, the Educational Psychology Service. I want to find out what parents thought of the service and how it may be improved.

You worked with XX recently and she would be happy for me to talk with you about your views.

Shall I tell you about the research?

I have some questions to guide our discussion; this would take about 1 hour. With your permission I would tape our discussion. I will be talking with XX as well and then look at what you both said.

I'm going to do this with 18 other people and then look at everything people talked about to see if there are things in common. I hope this will help to make our service better.

How do you feel about it?

When I've got all of the information I shall contact you again to talk about what I found out.

Our discussion will be confidential and when I complete the research and tell people what I found out, any information that I share will be anonymous.

Consent:

Would you be willing to take part?

Do you have any questions at the moment?

You will have the right to withdraw at any time during the research, you just need to let me know.

Would you be happy for me to visit you at home? When would be a convenient time?

Appendix 2 Informed Written Consent

PARTICIPANT INFORMED CONSENT

Title of project: Educational Psychologists: What do we do?
Investigating the views of parents.

Researcher: Colette Soan
email address
telephone number

This research is part of my Doctoral Studies at The University of Birmingham.

Purpose of the study

- To investigate what Educational Psychologists (EPs) do in their work through asking the views of parents and EPs about the same piece of work.

1. I have had the opportunity to ask questions about the study and have received satisfactory answers to any questions I have asked.	<input type="checkbox"/>
2. I understand that my participation in the study is voluntary and that I may withdraw from the study at any time, without explanation, by advising the researcher	<input type="checkbox"/>
3. I understand that only the researcher will have access to the personal data provided, that data will be stored securely and used only for research purposes.	<input type="checkbox"/>
4. I agree to take part in this study	<input type="checkbox"/>
5. I agree to audio-taping recording of the interview and give my permission for the tape to be used for transcription, analysis and as part of the researcher's studies at The University of Birmingham.	<input type="checkbox"/>

Information received as part of this procedure will be treated in confidence. The data obtained through interviews will be analysed and themes will be fed back to those taking part. Any quotes used from the interviews [used to illustrate themes] will remain anonymous.

Name of research participant (print) Signature _____ Date _____

Name of researcher (print) Signature _____ Date _____

- Original to researcher
- Copy for research participant

Appendix 3 Form EC2 for postgraduate research students

[Not available in the digital version of this thesis]

BRIEF OUTLINE OF PROJECT: (100-250 words; this may be attached separately)

This research will focus on attempting to understand parents' views of Educational Psychology Service delivery, using sociocultural and Activity Theory framework to analyse semi-structured interviews. The interviews will take place following a piece of work involving parents and an Educational Psychologist (EP), regarding their child. Historical, political and social themes will emerge and may then be considered in terms of a Foucauldian framework, incorporating knowledge and power. The purpose of the research is to look in detail at the views of parents and EPs following an identified piece of work. It is hoped that this research will contribute to a deeper understanding of the distinctive role of the Educational Psychologist.

MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc):

- Parents may be considered to be a vulnerable group in terms of power relationships with the EP and the researcher;
- Confidentiality of information gained by the researcher
- If specific negative feedback is provided that requires action.

RESEARCH FUNDING AGENCY (if any):

N/A

DURATION OF PROPOSED PROJECT (please provide dates as month/year):

September 2008 – August 2009

DATE YOU WISH TO START DATA COLLECTION:

December 2008

Please provide details on the following aspects of the research:

1. What are your intended methods of recruitment, data collection and analysis? **[see note 1]**

Please outline (in 100-250 words) the intended methods for your project and give what detail you can. However, it is not expected that you will be able to answer fully these questions at the proposal stage.

Recruitment of EP colleagues:

The research project will be introduced at a service meeting on 6/10/08. EP colleagues will be asked to volunteer for the research.

Recruitment of Parents:

Parents will be telephoned by the link EP in the first place to obtain initial consent, followed by a telephone call from the researcher.

Data collection:

Data consists of taped interviews with EPs and parents. This will be collected by the researcher onto digital recording equipment and transferred to a secure memory stick.

Data Analysis:

Taped interviews will be transcribed by the researcher, followed by a thematic analysis. The emerging themes will be fed back to the participants.

2. How will you make sure that all participants understand the process in which they are to be engaged and that they provide their voluntary and informed consent? If the study involves working with children or other vulnerable groups, how have you considered their rights and protection? **[see note 2]**

A process of written, voluntary, informed consent will be followed. With EPs this will be through discussion during the introduction of the research and then prior to the interview. Verbal consent will be ascertained with parents during the selection phase via a telephone conversation. The telephone conversation will follow a script to enable information to be clear and accessible to parents. Written consent will be obtained at the beginning of the interview.

3. How will you make sure that participants clearly understand their right to withdraw from the study?

Participants will be informed of their right to withdraw at any time without prejudice during the introduction to the research and request for participation, during the written informed consent form and at the beginning of the interviews.

4. Please describe how you will ensure the confidentiality and anonymity of participants. Where this is not guaranteed, please justify your approach. **[see note 3]**

The parent participants will initially be approached by the EP who conducted the piece of work, therefore EP participants will be aware of the parent, but EPs will not be aware of other EPs and neither will parents. Confidentiality will be ensured by the researcher conducting and analysing the data, using coding to identify the participants.

During the reporting of the findings of the research, quotes will be used from the raw data. Quotes will be anonymous.

5. Describe any possible detrimental effects of the study and your strategies for dealing with them. **[see note 4]**

- If a parent wants to make a complaint, need to have a script to ensure feedback to service is available outside of the research – the researcher will have developed a script for this possibility, that does not prejudice the participants right to complain.

6. How will you ensure the safe and appropriate storage and handling of data?

Data will be recorded on to a digital voice recorder and transferred to a password protected memory stick for storage.

7. If during the course of the research you are made aware of harmful or illegal behaviour, how do you intend to handle disclosure or nondisclosure of such information? **[see note 5]**

I would follow council protocols and British Psychological Society codes. If in doubt I would consult with my line manager.

8. If the research design demands some degree of subterfuge or undisclosed research activity, how have you justified this and how and when will this be discussed with participants?

None expected.

9. How do you intend to disseminate your research findings to participants?

- Feedback to EPS via an Activity Theory worklab; offering the opportunity to develop some next steps for service delivery.
- Written feedback to parents with the opportunity for parents to comment on feedback

Appendix 4 Example of Transcribed Interview

Parent/ EP Perception of EP Practice

Interviewee / respondent (EP)	Researcher CS	Method of data capture Written notes <input type="checkbox"/> / audio <input type="checkbox"/>
Date of interview 23.10.08	Duration of interview 50.49	Location of interview Large Meeting Room
Date of transcription 25.10.08/ 26.10.08	Transcriber CS	Notes DS230044

Voice	Transcription	thread no.	Notes
R	Thank you x, first of all when you were thinking about that piece of work that you were doing with L and S	Line 1.	
Int 1	Yes	2.	
R	What was it that you think you were working on?	3.	OBJECT 0.22
Int 1	Right, you mean, what was I trying to improve, what were my goals?	4.	
R	Yeah, what were your goals, what were you trying to do?	5.	
Int 1	I was trying, the school asked me, they said for this work to be successful, the bit they fill in on the consultation request	6.	
R	Yeah	7.	
Int 1	Was keeping him in school	8.	
R	Great	9.	
Int 1	Because they felt that he was going to be permanently excluded the way things were going	10.	
R	Yeah	11.	
Int 1	So really that was	12.	

R	What you were working on		13.	
Int 1	My primary goal, but obviously I wanted to do a bit more than that		14.	
R	Mmm		15.	
Int 1	I wanted to find out why school was so difficult for S		16.	
R	Mm mm		17.	
Int 1	And obviously, help to make things happier for him		18.	
R	Yeah		19.	
Int 1	So to try to resolve whatever was going on, as far as I was able, to point to give some indicators to family or the school could help this situation to move forward		20.	
R	Yeah		21.	
Int 1	To enable him not to just be contained within school, although I guess he wasn't being contained at the point that I started seeing him because they had put him on a part-time timetable		22.	
R	Yes		23.	
Int 1	Because he was having so many difficulties and they were having difficulties knowing what to do with him		24.	
R	Yes, ok that's great. So your primary focus was to keep him in school?		25.	
Int 1	Yes		26.	
R	But you also wanted to explore more permanent things around		27.	
Int 1	That's right		28.	
R	Rather than in a vacuum?		29.	
Int 1	Yeas I did, I didn't just want a quick fix		30.	
R	Mmm mm		31.	
Int 1	Erm and also, I think I was made aware that a quick fix was probably not possible, because before I was involved there was already a family support worker who had done		32.	
R	Ok		33.	
Int 1	A lot of work with S and his mum		34.	
R	Yeah		35.	

Int 1	On looking at improving his behaviour and rewards and being consistent and those sorts of basic behavioural work		36.	
R	Yeah, so your expectations before you became involved		37.	
Int 1	Yes		38.	
R	I guess from the background information and the consultation request, what were they, were they any different from what actually happened for you?		39.	
Int 1	Erm I suppose I already had a preconception that I would try some cognitive behaviour therapy		40.	
R	Ok		41.	
Int 1	With this boy because it looked like things were quite stuck		42.	
R	Yeah		43.	
Int 1	And perhaps the people working with him already hadn't really got underneath why he was having all of these difficulties		44.	
R	Right ok		45.	
Int 1	They were trying to, if you like, sort out the symptoms		46.	
R	Yes		47.	
Int 1	And that wasn't working, so I thought something underneath that was keeping it all going		48.	
R	Yeah		49.	
Int 1	So there was something undealt with underneath it all		50.	
R	Yeah, so you had an idea that you were going to use something different		51.	
Int 1	Yes, so it wasn't going to be a one session quick fix		52.	
R	Yeah		53.	
Int 1	It was going to take longer and the school seemed quite willing for me to do that, in fact they showed little interest in my method		54.	
R	Laugh		55.	
Int 1	They just said do whatever you think, do whatever you can		56.	
R	Right, ok that's great. That's expectations and what you were working on and what was it that you wanted to achieve?		57.	OUTCOME 4.12

Int 1	Ooh, what did I want to achieve? I suppose I always have extremely high expectations		58.	
R	Yeah		59.	
Int 1	I want, ridiculously high expectations, I want to be able to identify whatever was causing the difficulty		60.	
R	Mm		61.	
Int 1	Help other people to resolve that and for the boy to be going to school happily		62.	
R	Mmm		63.	
Int 1	erm and for parents to be happy		64.	
R	mmm		65.	
Int 1	For the family to be happier and the school to be a happier place for that boy and his mum		66.	
R	Mmm mm		67.	
Int 1	And other members of the family		68.	
R	Mm mm		69.	
Int 1	So, yeah ridiculously high expectations, so I'm expecting more from myself than perhaps the school were expecting from that		70.	
R	Yeah		71.	
Int 1	Initial consultation request		72.	
R	Yeah. Fantastic, Ok thinking about that piece of work in its entirety		73.	
Int 1	Yes		74.	
R	Erm Thinking about the work with S and his mum, what kinds of things supported that work?		75.	RULES
Int 1	Right, urm his motivation		76.	
R	Yes		77.	
Int 1	He was extremely well motivated		78.	
R	Yes		79.	
Int 1	And the evidence for that is that he arrived err perhaps 20 minutes early for the first session, when I was still talking with staff about		80.	

R	Yeah		81.	
Int 1	Him and err mum was completely co-operative		82.	
R	Yeah		83.	
Int 1	If I asked to see her that was fine		84.	
R	Yeah		85.	
Int 1	I also had a family support worker who knew the family err who willingly allowed me to use her working space, if you like		86.	
R	yeah		87.	
Int 1	Erm which was in a bungalow on the school campus		88.	
R	Yes		89.	
Int 1	But not really part, I don't know if it is part of the school or not really, it's a little bit separate from the school and the youth service use it		90.	
R	yeah		91.	
Int 1	And the family support worker uses it and that was a very useful space to work with mum and S, it was kind of neutral territory, it wasn't the school and it wasn't home		92.	
R	Yeah		93.	
Int 1	Erm because S was very clear really in what he thought would work and what he wanted and erm he knew that mum didn't like coming to school, or he said that mum didn't like coming to school		94.	
R	Ok right		95.	
Int 1	And he didn't like outside agencies coming to his house		96.	
R	Right, right		97.	
Int 1	So it was the half way house in that sense		98.	
R	Yes, yes		99.	
Int 1	So I think that helped		100.	
R	That was important wasn't it?		101.	
Int 1	Erm what else helped? Erm I suppose the school had the trust in me to let go about my business		102.	
R	Mmm mmm		103.	

Int 1	In however I chose to do it, erm I fed back to them fairly frequently, but they didn't actually, I think once I said to the year team leader, new name for head of year, erm "can I talk to you at the end about how its going?" erm and he didn't turn up		104.	
R	Oh		105.	
Int 1	Erm I think that happened. Erm my supposition is that because things were going quite well with this boy, it was no longer a crisis for him		106.	
R	Yeah		107.	
Int 1	So he wasn't really interested. They weren't really interested in what I was doing		108.	
R	No		109.	
Int 1	They just trusted me to do something that would improve the situation		110.	
R	Yes		111.	
Int 1	So in some ways that helped me to get on with it and I suppose it saved me time 'cos they weren't asking me lots about it, although I tried to make opportunities in the consultative framework		112.	
R	Yeah		113.	
Int 1	To feedback and really to be quite honest about what I was doing. I asked S for permission to talk to the year team leader about what we had done. He said "oh yeah, you can share anything you want, he knows most of it anyway"		114.	
R	Right		115.	
Int 1	Although, I don't know		116.	
R	No		117.	
Int 1	I very much doubt that, erm so that helped. I was very clear I suppose when talking to S about when I would meet his mum		118.	
R	Yeah		119.	
Int 1	Erm, and about was there anything he didn't want me to share with mum		120.	
R	Yes		121.	

Int 1	Erm, so that was, that changed while we worked together from “don’t tell her this, don’t tell her that, to yeah anything”		122.	
R	Yeah, yeah		123.	
Int 1	So that helped		124.	
R	Yeah yeah, fantastic. So the flexibility really		125.	
Int 1	yes		126.	
R	The freedom, the trust		127.	
Int 1	The trust		128.	
R	From all parties really		129.	
Int 1	Yes		130.	
R	Where do think all that came from, that kind of trust?		131.	
Int 1	That came from the work I had already done in school		132.	
R	Right		133.	
Int 1	I’d done erm two, not as lengthy as this piece of work, but I’d done two pieces of work with two pupils erm, on solution focused, the three session change model		134.	
R	Yeah		135.	
Int 1	With two pupils and I had encouraged the SENCO to sit in on one, who I think is part of the senior management team		136.	
R	Right		137.	
Int 1	I think so and erm an assistant head to sit in on the other one, so they’d seen me work		138.	
R	Yeah		139.	
Int 1	And it had had good results		140.	
R	Yeah		141.	
Int 1	In one it had had miraculous results, erm , again it was a pupil they were about to exclude		142.	
R	Mmm		143.	
Int 1	And now and since that work, it is a bit ridiculous really, since that work I don’t think this boy has stepped out of line at all		144.	

R	Wow		145.	
Int 1	Yeah, it is yeah, it has been miraculous, and I wouldn't take all of the credit for that, but there is certainly a correlation between my involvement and improving dramatically, which was about telling the parents that this wasn't a child who should be excluded		146.	
R	Yeah		147.	
Int 1	Your child is fine, we need to look at whats going on		148.	
R	Yeah		149.	
Int 1	Yes and I think that took the stress out of it and the heat out of the parents' relationship with the school		150.	
R	Mmm		151.	
Int 1	Because the school had got me on board, so they were the good guys		152.	
R	Mmm		153.	
Int 1	And it just took the heat out of it		154.	
R	Mmm fantastic		155.	
Int 1	Yes		156.	
R	So in a way the results engendered that		157.	
Int 1	Yes		158.	
R	Trust for you to		159.	
Int 1	"we don't know how she does it, but she does it" Although they did see how I'd done it		160.	
R	Yeah in that case, yeah, but in this case they haven't got		161.	
Int 1	No they don't know what happened, they don't know what I'd done and they didn't seem particularly interested		162.	
R	Right Be interesting to know what happens with the next one really, any other kinds of things wider that support that work there, I don't know, local, service, national kind of themes that		163.	
Int 1	yes		164.	
R	Supported that piece of work		165.	
Int 1	Yes definitely, erm the permission to do CBT		166.	

R	Yep		167.	
Int 1	Also, in a way I wasn't doing it on my own		168.	
R	Mmm		169.	
Int 1	Because I could talk through this case and did talk through this case on at least two occasions, with colleagues that are doing the CBT		170.	
R	Yeah		171.	
Int 1	So that was enormously helpful		172.	
R	Yeah		173.	
Int 1	And they were able to ask key questions from the outside, which were absolutely spot on, erm so that was extremely helpful		174.	
R	Yes		175.	
Int 1	And I guess the permission nationally that CBT has had a very good press		176.	
R	Yes		177.	
Int 1	Erm and NICE , erm NICE recommend it		178.	
R	yes		179.	
Int 1	For all kinds of things, erm , so I guess, well I suppose I could have argued that it was good for my CPD		180.	
R	Yeah		181.	
Int 1	To try it out. I'd also considerable success using CBT with a boy with anger issues at a special school		182.	
R	Yeah		183.	
Int 1	Erm, so I knew it could work for this sort of situation		184.	
R	Mmm		185.	
Int 1	Which obviously wasn't quite as extreme as the one I'd already worked on		186.	
R	Ok		187.	
Int 1	And I had a boy that was very keen to work with me		188.	
R	Fantastic		189.	
Int 1	"I must do something, its making my mum ill", which it probably		190.	

	was			
R	Ah, that is a really great erm, set of ideas for that, thank you for that. So what about things that constrained the work, were there any things that you thought, you know, if that had been slightly different , then we could have been more successful, and that again is like at different layers, individual, service national, kind of layers, constraints really of the work?		191.	RULES Constraints 14.05
Int 1	Erm not really, I don't think anything particularly constrained it erm occasionally, I think communication in school hadn't got through to S, erm I'm not sure why that was, but in secondary schools that often happens		192.	
R	Mmm mmm		193.	
Int 1	Where he didn't come for his session and I had to get the secretary to ring whoever was teaching him at the time and then he'd come later and say "oh, I didn't know you were coming today"		194.	
R	Oh		195.	
Int 1	Which wasn't great		196.	
R	Mmm mmm		197.	
Int 1	Erm but I did bring that up with the team leader, who said "well it was in his register" or something, but then that pre-supposes that the form tutor remembers to give it to the boy, the boy remembers to put it in his bag		198.	
R	Yeah		199.	
Int 1	You know there's a lot of things to go wrong in that kind of system		200.	
R	Yeah		201.	
Int 1	So that happened, it certainly happened once, it may have happened twice, erm I also had a very nice room to work in		202.	
R	Mmm		203.	
Int 1	Erm, which was in the reception area, they've got like an interview room, just by reception, which is a great place to have it, because		204.	

	if someone doesn't turn up, you can just come out of the room and ask the secretary to just			
R	Yeah		205.	
Int 1	To sort things out for you		206.	
R	Yeah, yeah		207.	
Int 1	And its private, erm theres a window, but there are blinds and things and its got a low coffee table		208.	
R	Right		209.	
Int 1	And about four chairs I think		210.	
R	Yeah		211.	
Int 1	Erm, and it hasn't got loads of stuff on the walls, so its erm, nobody's room		212.	
R	Yeah		213.	
Int 1	Erm, so that was perfect really		214.	
R	Fantastic		215.	
Int 1	Erm, that wasn't the first place I saw him in, I saw him in the assistant head's office the first time, erm, but after that I used the interview room		216.	
R	Mmm You know when you worked with his mum		217.	
Int 1	Yeah		218.	
R	What kinds of things supported that work?		219.	Support (parent) 16.10
Int 1	Erm, I suppose, erm, I trod quite carefully, in that S dictated in a way when I would see mum		220.	
R	Right		221.	
Int 1	"I want to see mum"		222.	
R	Yeah		223.	
Int 1	"Shall I see her next time" 'Cos I saw him first, and I'm trying to think why I saw him first, 'cos quite often I start with the parents, but I think school probably wanted me to see him, maybe, I cant really remember, maybe it was that urgency. I'd picked up from mum that she wasn't really confident so I thought		224.	

R	Mmm		225.	
Int 1	It would be good to see him first and then have something to tell her		226.	
R	Mmm mmm		227.	
Int 1	So I did it that way round		228.	
R	Mmm mmm		229.	
Int 1	But I cant quite remember what my reasoning was, erm and when I saw him for the first time I said "I want to see your mum, shall I see her next or shall I see you once again and then see mum?"		230.	
R	Mmm		231.	
Int 1	And he was very clear that he wanted me to see him again first		232.	
R	Ok		233.	
Int 1	Before mum		234.	
R	Yes		235.	
Int 1	So I guess that helped in that he'd met me twice, presumably talked a little bit about it		236.	
R	yes		237.	
Int 1	And Sa, the family support worker, knew mum, so she was able to, I'd been given a very good press before I ever saw S or mum		238.	
R	Right		239.	
Int 1	By, I think Sa		240.	
R	Mm, mm		241.	
Int 1	Who actually didn't know me that well before this piece of work, but she obviously said some very positive things		242.	
R	Yeah		243.	
Int 1	To reassure mum that I'd be a good person		244.	
R	yeah		245.	
Int 1	To work with her		246.	
R	Yeah, great		247.	
Int 1	So that has helped, and I suppose just the way I interact with parents checking that it is ok to visit, giving them enough warning		248.	

R	Yes, yes		249.	
Int 1	Those sorts of things really		250.	
R	Yeah		251.	
Int 1	Erm, I guess they still don't know exactly what I'm going to do on the day that I get there, 'cos I don't know		252.	
R	No no		253.	
Int 1	But I probably said "to let you know what I'm doing with S"		254.	
R	Yeah, yeah		255.	
Int 1	And I also think they need to set eyes on me to see who's doing all this work with their son		256.	
R	Yes		257.	
Int 1	So that they know that when he comes home, I haven't got two heads		258.	
R	Yes, so you structures, your ways of working supported your work with mum		259.	
Int 1	Yeah and that others were involved and they had mum's trust		260.	
R	Yeah		261.	
Int 1	Because they said I was a good person to work with, that helped, I think		262.	
R	With the		263.	
Int 1	I had like an introduction		264.	
R	Yeah, fantastic. And anything that constrained that working relationship with mum?		265.	Constraints (Parent) 19.04
Int 1	I think sometimes S said " oh don't say this, don't say that, mum wont like this, mum will get upset"		266.	
R	Right		267.	
Int 1	"if we talk about that" which proved to be myth		268.	
R	Mmm mm		269.	
Int 1	And I think that this was a myth that he had picked up, from other members of the extended family		270.	
R	Mm mm		271.	

Int 1	'Cos what was happening in this situation is that everyone knew their business and they almost, in a way, kept mum and son apart		272.	
R	Yes		273.	
Int 1	"don't talk to mum about this it'll upset her" and "S doesn't know about this"		274.	
R	Yeah		275.	
Int 1	So there was a lot of interference from extended family and friends		276.	
R	Yeah, yeah, ok		277.	
Int 1	That could of potentially constrained it more, erm, but actually when I met mum, she didn't get upset, she spoke very frankly, there wasn't a problem		278.	
R	No		279.	
Int 1	Erm, but I suppose I might have been thinking that there might have been		280.	
R	Yeah, but there wasn't in the reality of the situation		281.	
Int 1	The reality was that there wasn't		282.	
R	Mm mm		283.	
Int 1	So there were very few constraints really		284.	
R	Mmm mmm. That's excellent, ok, the next area and I guess you've kind of ..		285.	
Int 1	I guess one of the constraints		286.	
R	Ok go on		287.	
Int 1	Is just fitting everything into my diary		288.	
R	Yes		289.	
Int 1	But at least I had some control over that		290.	
R	Yes		291.	
Int 1	Erm and I suppose I was feeling a bit negative, erm, at the end of the summer holidays, 'cos I'd heard from Sa that S had been arrested and I thought "Oh, no". I was thinking that most of the work had been done		292.	

R	Yeah		293.	
Int 1	And I'd also gone to a lecture on CBT in July I think, where they'd said "Oh it sometimes doesn't work for people who are drinking a lot"		294.	
R	Right		295.	
Int 1	And I thought "oh gosh, he drinks a lot"		296.	
R	Yeah		297.	
Int 1	Maybe this is not going to work for him		298.	
R	Yeah		299.	
Int 1	So I guess at the end of the summer holidays I was feeling quite anxious about it		300.	
R	Yes		301.	
Int 1	Actually, that maybe it wasn't going to work for S		302.	
R	Mmm		303.	
Int 1	And I'd have to decide how many more sessions I'd put in to this piece of work		304.	
R	Ok		305.	
Int 1	And might have to accept a certain level of achievement, or accept it hadn't worked		306.	
R	Yeah, yeah		307.	
Int 1	Which doesn't come easily to me		308.	
R	No		309.	
Int 1	[Laugh] 'cos I'm a bit of a finisher		310.	
R	Yeah, yeah		311.	
Int 1	And I like to see results. But in fact when I saw him at school, he was doing great		312.	
R	Yeah		313.	
Int 1	So, I suppose that might have constrained the work		314.	
R	yeah		315.	
Int 1	And I also had supervision, when they were really quite positive, just when I was thinking that I was failing, they actually said "Well		316.	

	there's this and there's that" erm and I had perhaps given him some unreasonable things to do, erm to contact his dad, which he actually needed a lot more support to do			
R	Yeah		317.	
Int 1	So I was able to give him permission not to have achieved the task		318.	
R	Mmm mmm		319.	
Int 1	And to give myself permission that that had been an unreasonable expectation		320.	
R	Mmm mmmm		321.	
Int 1	Of him and me		322.	
R	Mmmm mmmm. That's amazing. Ok what about the community then, that's like who else was involved with this piece of work with them both in order for it to happen, who else was involved? You've named a few people		323.	COMMUNITY 22.35
Int 1	Right, the assistant head teacher		324.	
R	Mmmm		325.	
Int 1	Erm, the SENCO, I think she was involved because there was concern that S wasn't very able, but I don't think he was as unable as was thought		326.	
R	Yeah		327.	
Int 1	Because the way they talked about him I thought "he won't even manage CBT" and he managed it fine		328.	
R	Yeah		329.	
Int 1	Erm , so there were other things going on that effected his ability to learn and apply himself in school		330.	
R	Yeah		331.	
Int 1	But she was involved I guess because she had had a look at or tried to have a look at his learning		332.	
R	Yeah yeah		333.	
Int 1	The assistant head was involved, I suppose from the pastoral side of it		334.	

R	Yeah		335.	
Int 1	And he links up with the outside agencies. The family support worker, Sa had worked with the family erm		336.	
R	Did she come from Banardos?		337.	
Int 1	Yes, Banardos, she is partly funded by Banardos and partly funded by SCC		338.	
R	right		339.	
Int 1	He was also working with the police as well		340.	
R	Mmm mmm		341.	
Int 1	Who try and help young people in using their leisure in positive ways		342.	
R	Yeah		343.	
Int 1	I think they did some fishing with him and things like that		344.	
R	yeah		345.	
Int 1	Tried to get him into football I think		346.	
R	Yes		347.	
Int 1	So that was going on		348.	
R	Yes		349.	
Int 1	Erm,		350.	
R	So who else was involved?		351.	
Int 1	Erm, I think the year team leader		352.	
R	Mmmm		353.	
Int 1	Was involved, because he was supposedly my link person		354.	
R	Mmm		355.	
Int 1	Although it actually wasn't that easy to link up with him, as I say he was only very interested when things were appalling.		356.	
R	Mmm		357.	
Int 1	Once things started to improve		358.	
R	Mm mm		359.	
Int 1	He pulled away, almost as if he hadn't been a problem		360.	
R	mm		361.	

Int 1	While I was dealing with it, which is not what we		362.	
R	No		363.	
Int 1	Really want, erm, but you know if someone doesn't ring you back or agree to meet you but doesn't turn up, there's not a lot you can do and I suppose I could have kept hounding him, but I was aware that he was busy and I was busy		364.	
R	Mmm mmm		365.	
Int 1	And actually it wasn't interfering with the work , it was continuing and going well and I was only going to report to him, what was happening		366.	
R	Mm mm		367.	
Int 1	I wasn't actually asking him to do anything, which is unusual		368.	
R	Mm		369.	
Int 1	But in this instance I wasn't really demanding anything of him		370.	
R	No no		371.	
Int 1	So I let that go I suppose, because of the time and I'm aware that they're teaching and all the pastoral stuff		372.	
R	mmm		373.	
Int 1	Erm		374.	
R	In the family unit were there people involved in the family unit?		375.	
Int 1	Err step dad and a half sister are very much part of the nuclear family		376.	
R	Yeah		377.	
Int 1	So I think the step dad, although they're aren't actually married, mum's partner, erm I think is very supportive of her		378.	
R	Mmm		379.	
Int 1	I think his emotional support, they've been in a relationship for seven years and I think she feels that it's a stable relationship		380.	
R	Mmm		381.	
Int 1	And therefore its safe now perhaps to explore some things		382.	
R	Mmm, mmm		383.	

Int 1	And so that helped and erm nan had died at Easter		384.	
R	Mmm		385.	
Int 1	Around Easter time		386.	
R	Was hat during the work that you did or		387.	
Int 1	No that was before		388.	
R	Before the work started		389.	
Int 1	I started work I think in May and she must have died March time		390.	
R	Ok, yeah		391.	
Int 1	End of March that sort of time		392.	
R	Yeah		393.	
Int 1	So a very recent bereavement		394.	
R	yes		395.	
Int 1	And she had been very much a mother figure		396.	
R	Mmm		397.	
Int 1	To S		398.	
R	Mm mm		399.	
Int 1	But she'd also undermined mum's authority		400.	
R	Mm		401.	
Int 1	And they both said , separately that they had got a much closer relationship since her death		402.	
R	Yes		403.	
Int 1	So although they were both obviously upset to lose that person they		404.	
R	Yes		405.	
Int 1	Recognised that there had been some positive spin offs from it for their relationship and he just couldn't play one off against the other 'cos if mum told him off he'd say " right I'm off to nan's then"		406.	
R	Yeah yeah		407.	
Int 1	So that and nan had completely colluded with that.		408.	
R	yes		409.	

Int 1	And then he ended up kind of laughing at mum I think, a big row, mocking her in some way, mum threatened to chuck him out and put all of his things in a bin liner, which I don't think she ever did, but it had still caused obviously		410.	
R	Yeah, yeah		411.	
Int 1	Considerable upset		412.	
R	yeah		413.	
Int 1	I cant remember the question now		414.	
R	Who was involved?		415.	
Int 1	Right		416.	
R	Erm were you expecting any other people to be involved beforehand that weren't, or?		417.	
Int 1	Possibly, I thought that mum's partner would have had more involvement		418.	
R	Ok		419.	
Int 1	I though he might have been a key player		420.	
R	Yeah		421.	
Int 1	But I didn't meet him at all		422.	
R	Right		423.	
Int 1	Erm, and I guess I decided that it wasn't necessary for me to meet him		424.	
R	No, no, no		425.	
Int 1	And I, I didn't have thoughts of meeting the half sister		426.	
R	No		427.	
Int 1	So, no not really		428.	
R	No, you felt as if you got the community that you needed		429.	
Int 1	Yeah, yes		430.	
R	Fantastic		431.	
Int 1	And if I hadn't, I would have asked to see		432.	
R	Searched them out		433.	
Int 1	Yeah, yeah, think so		434.	

R	Mm, in terms of like the work that different people did		435.	
Int 1	Yes		436.	
R	How was that shared out, so this is like the division of labour question – who did what? So yourself, the mum, S and anybody else, school?		437.	DIVISION OF LABOUR 28.51
Int 1	S did most of it		438.	
R	Mmm		439.	
Int 1	By far, S did, almost all of it		440.	
R	Mm mm		441.	
Int 1	Supported by sister, step dad, mum, I don't know how much, I don't really know what Sa, I think she probably pulled out a bit once I was involved		442.	
R	Yeah		443.	
Int 1	I think she stepped back a bit		444.	
R	Yeah		445.	
Int 1	I think mum had said that she hadn't seen her for weeks and I thought well that makes sense in a way		446.	
R	Yeah		447.	
Int 1	Erm, I think she may have, I think during the summer holidays, when I hadn't got any appointments, I think she must have been involved, 'cos that was how she found out about being		448.	
R	Yeah		449.	
Int 1	Arrested		450.	
R	Mmm		451.	
Int 1	So she must have supported the family during the school holidays		452.	
R	Mmm		453.	
Int 1	Erm and a bit and I guess the year team leader did quite a lot in terms of putting S on report and keeping an eye on him		454.	
R	Yeah		455.	
Int 1	And saw A, the year team leader as a very helpful person, who		456.	

	was on his side and looking out			
R	Yes		457.	
Int 1	For him		458.	
R	Ok, what was A's second name, just for cross referencing?		459.	
Int 1	S, AS		460.	
R	Ok, How long was the piece of work?		461.	
Int 1	I started, I first saw AS, if you like before they filled in any paper I think		462.	Referring to file
R	Mmm		463.	
Int 1	On the 6 th May		464.	
R	Mmm mm		465.	
Int 1	And then I met the assistant head, senco, family support worker all together		466.	
R	Mmm		467.	
Int 1	And then I saw S on the 23 rd May		468.	
R	When did you see them then, on the		469.	
Int 1	23 rd		470.	
R	So you saw them first and then you saw him		471.	
Int 1	Yeah, I did		472.	
R	Ok		473.	
Int 1	So I talked to the year team leader on his own and then I talked to the three of them		474.	
R	So in a way you had a consultation with the three of them before you started the piece of work		475.	
Int 1	Yes, I did		476.	
R	Yeah, ok		477.	
Int 1	And then I saw S that same morning		478.	
R	Yeah		479.	
Int 1	And I finished the piece of work, I suppose on the 20 th October		480.	
R	Mm mm		481.	
Int 1	On Monday,		482.	

R	Mmm		483.	
Int 1	S was actually absent, so I didn't see S		484.	
R	Ok		485.	
Int 1	Erm, but the SENCO had a progress report		486.	
R	Mmm mm		487.	
Int 1	So I was quite admiring of the school, that she knew that things had gone well		488.	
R	Yeah		489.	
Int 1	She knew I'd been working with him		490.	
R	Yeah		491.	
Int 1	In some schools that wouldn't happen, they actually wouldn't know who you were working with		492.	
R	Yeah		493.	
Int 1	Or they'd had forgotten, not only had she known I'd been working with him, she had a progress report		494.	
R	Ok		495.	
Int 1	If you like they were monitoring the progress		496.	
R	Yes		497.	
Int 1	She was able to copy that for me		498.	
R	Fantastic		499.	
Int 1	That was really nice		500.	
R	Fantastic, so how many..?		501.	
Int 1	Sessions?		502.	
R	Yeah		503.	
Int 1	Erm, sessions with S, I think it was 7, let me add them up, one, two, three, four, five, six, seven, seven if you count the session with him and his mum		504.	
R	Mmm		505.	
Int 1	And I met mum twice, once on her own and once with S		506.	
R	Ok, fantastic		507.	
Int 1	That's quite a lot compared with what we would normally do		508.	

R	Yes		509.	
Int 1	A big piece of work		510.	
R	Yes, ok, right		511.	
Int 1	And the sessions were about an hour		512.	
R	About an hour each?		513.	
Int 1	Sometimes a bit less than that 45/ 50 minutes		514.	
R	What did you use?		515.	Tools 33.11
Int 1	I used erm, Cognitive Behaviour Therapy		516.	
R	Mmm mm		517.	
Int 1	Almost exclusively		518.	
R	Mmm mmm		519.	
Int 1	Erm, probably a bit of solution focused		520.	
R	Mmm		521.	
Int 1	Erm, what else? Some family therapy		522.	
R	Ok		523.	
Int 1	With erm, him and mum		524.	
R	Ok		525.	
Int 1	In a small way, I did use a genogram with some		526.	
R	Yeah		527.	
Int 1	Cognitive Behaviour Therapy bits, which I had got from LM who did a lecture on the CBT course, who's an ex-EP who just does CBT		528.	
R	Yeah		529.	
Int 1	And she'd got this sort of framework with a genogram and Beck's model with the four buttons, feelings, thoughts, behaviour, physiology		530.	
R	Yeah, yeah		531.	
Int 1	Significant life events down one column		532.	
R	Yeah		533.	
Int 1	Erm, and important others, and an important other that I hadn't		534.	

	identified, although he had talked about at the very first session and I had thought that he was a much younger person that he was, which was his cousin, who it emerged had actually lived with mum and S and nan at some point			
R	Uh hah		535.	
Int 1	He was obviously a great grandson, actually because S was a great grandson		536.	
R	Mmm mm		537.	
Int 1	'Cos mum was actually the grand daughter		538.	
R	Right, very complicated		539.	
Int 1	It was complicated, because it was all about knowing who you were and who your parents were		540.	
R	Yeah		541.	
Int 1	It was a huge theme		542.	
R	Yeah, yeah, so CBT generally,		543.	
Int 1	Yes		544.	
R	With some other lines coming in		545.	
Int 1	Yes		546.	
R	Ok what do you think was your distinctive contribution?		547.	
Int 1	That knowledge really		548.	
R	Mm mm		549.	
Int 1	Actually having erm the tools, having those tools		550.	
R	Yeah		551.	
Int 1	I don't think anyone else within that community		552.	
R	Mmm mmm		553.	
Int 1	Would have that much knowledge of those tools to use		554.	
R	mmm		555.	
Int 1	And I guess I had the confidence to work with mum and S		556.	
R	Yes		557.	
Int 1	I enjoy that kind of work		558.	
R	Yes		559.	

Int 1	And I've got a background in Family Therapy from being at the Tavistock Clinic		560.	
R	Yes		561.	
Int 1	So I'm quite comfortable with that		562.	
R	Yes		563.	
Int 1	Erm, yeah, I think just having the psychology, that psychology		564.	
R	Yeah		565.	
Int 1	No one else has got it,		566.	
R	No		567.	
Int 1	A lot of people have got the "look for triggers, reward the good behaviour, be consistent" erm, and that was being done, but that wasn't enough		568.	
R	No		569.	
Int 1	In this instance		570.	
R	no		571.	
Int 1	People were trying to befriend him and give him role models and all that		572.	
R	Mmm		573.	
Int 1	Mentoring of the police, but again it wasn't enough, because if you like there were things underneath bubbling away		574.	
R	Yeah		575.	
Int 1	That was causing him, he was getting into considerable trouble		576.	
R	Yeah, so what led you to that group, that family of approaches, really?		577.	
Int 1	Erm, I think knowing that this was a pretty hard case really		578.	
R	Mmm		579.	
Int 1	That it wasn't going to be a quick fix		580.	
R	Mmm mmm		581.	
Int 1	So what was I going to use? I could have used solution-focused		582.	
R	Mmm mm		583.	

Int 1	Erm, and I don't know that that wouldn't have been enough, I could have just used the three sessions		584.	
R	Mm mm		585.	
Int 1	And it might have worked		586.	
R	Mmm mm		587.	
Int 1	Erm, and that also involves parents		588.	
R	Mmm mm		589.	
Int 1	I don't know, I suppose part of it was that I had these tools and I was just learning about these tools		590.	
R	Yes		591.	
Int 1	So it was an opportunity for me to practice I suppose, but I also thought they would definitely work		592.	
R	Mm mm		593.	
Int 1	Whereas the solution-focused I wasn't sure it would work		594.	
R	No		595.	
Int 1	Erm, 'cos I suppose, when I've looked at using solution focused, the three session change model, its been where its been very clear that the child has very low self esteem		596.	
R	Mmm mmm		597.	
Int 1	And it wasn't clear that that was the main issue		598.	
R	Mm mm		599.	
Int 1	For S		600.	
R	So in that tool		601.	
Int 1	Kit		602.	
R	It felt like it was around those early consultations that helped you		603.	
Int 1	Yes		604.	
R	From what you were saying, that in this time and space in history		605.	
Int 1	Yes		606.	
R	This seems to be the most appropriate tool		607.	
Int 1	Yes, because I did actually articulate that at the consultation meeting, I said "I think I'm going to use Cognitive Behaviour		608.	

	Therapy” and they said “yeah, whatever” [laugh]			
R	Yeah		609.	
Int 1	Completely uninterested erm,		610.	
R	yeah		611.	
Int 1	Which is fine, I suppose I expected them to say “Oh, that’s interesting”		612.	
R	Yeah		613.	
Int 1	But they didn’t, “Yeah, whatever you want to use”		614.	
R	Yeah		615.	
Int 1	Erm, but I suppose that was one of the helpful things, that everyone thought it would work, that working with me would work		616.	
R	Yes		617.	
Int 1	Including me		618.	
R	Yes [laugh]		619.	
Int 1	[laugh] erm, so I think, I had that therapeutic optimism		620.	
R	Yes		621.	
Int 1	I think that’s what they refer to it as		622.	
R	yes		623.	
Int 1	Which I always have, erm, and I think very quickly after I met S, I did communicate that to the year team leader, “yep, he’s really keen, and I’m sure we can do something with S”		624.	
R	Mm mm		625.	
Int 1	Because later on I doubted that, but in fact that probably also helped, they thought “oh great good” another helpful thing was that the school really wanted to succeed with this boy		626.	
R	yeah		627.	
Int 1	They liked him, they all liked him		628.	
R	yeah		629.	
Int 1	Even though he had done some pretty awful things		630.	
R	Yeah		631.	
Int 1	There was something very likeable about him		632.	

R	yeah		633.	
Int 1	Erm, they did want him to do well and they didn't mind, if you like, using their valuable EP time on him		634.	
R	Mm mm		635.	
Int 1	That sometimes schools don't want to because they feel they're undeserving		636.	
R	No, so they were very keen to engage really		637.	
Int 1	Yeah		638.	
R	And what strikes me is that like, that flexibility of do what you need to do		639.	
Int 1	Yeah		640.	
R	And that's		641.	
Int 1	And that's unusual probably		642.	
R	Well I suppose, that's probably one of the last kind of questions, thinking about this piece of work in the context of the future, what are your thoughts about that, in terms of service delivery and work with parents as well		643.	
Int 1	Well, my feeling, its extremely satisfying piece of work		644.	
R	Yes		645.	
Int 1	I had a planning meeting in the school, also on Monday, and they were saying "oh you've really helped to push down our exclusion rates"		646.	
R	Right so they'd made the connection		647.	
Int 1	Yes, again which is		648.	
R	Great		649.	
Int 1	Lovely, but unusual, but they'd made a direct connection between my work , well it probably showed the kinds of children they've given me, that I am, well they've articulated that I am the last resort		650.	
R	Right		651.	
Int 1	For these children		652.	

R	Right		653.	
Int 1	Erm, so which is always a kind of		654.	
R	Yeah		655.	
Int 1	Huge expectation, but I succeeded		656.	
R	Mmm mmm		657.	
Int 1	And they saw that I could succeed		658.	
R	Mm mm		659.	
Int 1	And I'd also succeeded with another child where I thought that it was mild ASD, get in W outreach, erm and in the previous planning meeting we'd actually had that conversation and the assistant head said "oh, oh its too late for that, he's way down the line", but you know I had to say "if parents appeal, erm, it would be very clear, that you haven't followed my recommendations"		660.	
R	Mm mm		661.	
Int 1	And exhausted all the possibilities		662.	
R	Mm		663.	
Int 1	And then in fact they did realise		664.	
R	Mm		665.	
Int 1	That they had to get in		666.	
R	Mmmm		667.	
Int 1	W outreach, and they've turned him around, but they attributed that to me		668.	
R	Ok, so that's incredible, so have you recorded that information		669.	
Int 1	I will have		670.	
R	On the planning meeting notes		671.	
Int 1	Yes I haven't written them up yet		672.	
R	But they'll be on the planning meeting notes		673.	
Int 1	Yes I will, because its lovely that they		674.	
R	'cos how did they articulate that?		675.	
Int 1	They said "all the children you've worked with bar one", who was in year 11, had difficult family circumstances and is now pregnant		676.	

	and is in year 12, not in school, but she's now pregnant, erm, but even then they said that she may have higher self esteem now than she did have, erm but they said all the others you completely turned around			
R	Mmm		677.	
Int 1	And they were all children that they were about to kick out of school		678.	
R	Yes		679.	
Int 1	And I also talked to them about what's nice , is that you ask me to see children because you want them to succeed		680.	
R	Yes		681.	
Int 1	I said some schools will ask me to just rubber stamp how naughty they are		682.	
R	Yeah		683.	
Int 1	And then they get excluded, they can just tick the EP box, we've involved all the agencies		684.	
R	yeah		685.	
Int 1	Erm, well we did talk about the time and they said we'd rather you just spend time seeing four children over the		686.	
R	Yeah		687.	
Int 1	Whole year		688.	
R	Yeah		689.	
Int 1	Than saw 25 for an hour		690.	
R	Yeah		691.	
Int 1	'cos I said all I can do for 25 in a hour is rubber stamp whats going on		692.	
R	Yeah		693.	
Int 1	I cant make a difference really		694.	
R	no		695.	
Int 1	Erm, and I probably save on the prison costs of that and they hadn't thought about that at all and they had just thought up to 16		696.	

R	And their exclusion rates		697.	
Int 1	Yeah, and their exclusion rates, they hadn't thought about these pupils' life chances and what happens after school.		698.	
R	No		699.	
Int 1	Which I guess I always have in mind		700.	
R	Yeah, absolutely, whole life		701.	
Int 1	Yeah, yeah		702.	
R	And another thing that's come into my mind is maybe a later date is attainment, 'cos that's a big important thing for schools isn't it		703.	
Int 1	Yeah, yes		704.	
R	So it would be interesting to see the impact of that they're in school,		705.	
Int 1	Yes		706.	
R	On their attainment		707.	
Int 1	Yes, 'cos this boy is actually working now and I thought that reading and writing was a big issue and I did offer to do a little reading and writing test, but he didn't want to have anything to do with that		708.	
R	No		709.	
Int 1	So I thought fine, we went go there then, erm, but I wanted to explore that if there was a real problem with reading and writing		710.	
R	Mmm mmm		711.	
Int 1	Erm, or isn't there really, and I think probably there wasn't, the reports seem to indicate that he's knuckling down and working		712.	
R	Fantastic		713.	
Int 1	He must be able to work then		714.	
R	Mmmm mmm		715.	
Int 1	Erm, so what do I think, erm, I suppose I think we should be doing more of this work		716.	
R	Mmm mm		717.	

Int 1	And less of the one-off quick fix, being part of yes isn't he difficult		718.	
R	Yeah		719.	
Int 1	Erm, because that in a way is a waste of our time		720.	
R	Mmm mm		721.	
Int 1	Because there are other people, you know there are an awful lot of people working in schools at lower levels and we are a specialist service, there aren't many other people who could offer all of that really		722.	
R	No		723.	
Int 1	Unless they went to CAMHS		724.	
R	Yeah		725.	
Int 1	But would a family like this have gone to CAMHS, probably not		726.	
R	Yeah, yeah		727.	
Int 1	And they could have easily been put of and not gone for a second visit		728.	
R	Yeah, there are a couple of things that come into my mind really about community and community psychology and that came from a community of workers,		729.	
Int 1	Yes		730.	
R	Including you, and encouraging engaging with our service, so that's the first thing and another thing you know it seems what you are saying is its an example of that therapeutic arm that the Farrell report		731.	
Int 1	Yes		732.	
R	Was talking about the future of our profession		733.	
Int 1	Yes		734.	
R	And		735.	
Int 1	And I think we nearly lost that		736.	
R	Mmm		737.	
Int 1	I think it became very old fashioned		738.	
R	Mmm		739.	

Int 1	And erm, I don't know, therapy was a somewhat abusive thing to do, or useless, or took ages		740.	
R	Mmmm		741.	
Int 1	I think there were some very negative connotations, erm, probably, I don't know, 15-20 years ago, therapy was not ok		742.	
R	Ok that historical backdrop of themes really		743.	
Int 1	Yes I think so, and suddenly you've got a situation where hardly anyone is doing it		744.	
R	Yeah		745.	
Int 1	Because we know when we've made links with CAMHS not many people are trained in CBT		746.	
R	Mmm mmm		747.	
Int 1	Not that CBT is the only thing		748.	
R	Mmm mmm		749.	
Int 1	But now CAMHS have got themselves, well I don't know if they've got themselves into it, a lot of the time, they're into diagnosis now		750.	
R	Yeah		751.	
Int 1	Which they've been encouraged to do by a government that have said if people come to you you have to label their mental health problems, so you've got to then diagnose and articulate		752.	
R	Yeah		753.	
Int 1	Rather than say that this is a set of circumstances that a child has reacted to		754.	
R	Yeah		755.	
Int 1	In a very healthy way		756.	
R	Yeah		757.	
Int 1	Erm, but no they've got to have a mental health problem, erm The other thing, in the same school, erm, there was a mum who was very reluctant I think to agreeing to us seeing her child because she thought it might stop him getting into the army		758.	
R	Mmm		759.	

Int 1	If he had a mental health label		760.	
R	Mmm mm		761.	
Int 1	Which I think certainly did pertain to CAMHS records, but they have to be part of their medical data		762.	
R	Right		763.	
Int 1	Therefore be shown up when they go, but I think that's going to change that 'cos they're going to have no one in the army		764.	
R	Yeah		765.	
Int 1	But I think M , MH was able to ring and put mum at ease that we don't put medical records		766.	
R	And so those records wouldn't be forwarded in any way		767.	
Int 1	No, but that was interesting with the whole mental health label		768.	
R	Yeah,		769.	
Int 1	I mean you didn't used to talk about mental health		770.	
R	No		771.	
Int 1	But now its talked about all the time		772.	
R	Yes its interesting isn't it?		773.	
Int 1	"I'm not mental"		774.	
R	No, yeah, and the links between the different services and how people understand that		775.	
Int 1	Yeah		776.	
R	Ok, can you think of anything else you want to offer to that		777.	
Int 1	Erm, I just, I would say, erm, because obviously I thought about it because I knew I was coming today		778.	
R	Mmm		779.	
Int 1	Erm, I was aware, when I looked through all my notes, erm, whilst working with S		780.	
R	Mmmm		781.	
Int 1	I looked at the information from the assistant head, the senco, the family support worker and the year team leader		782.	

R	Mmm		783.	
Int 1	It was full of inaccuracies, full of guess work or hearsay		784.	
R	Ok		785.	
Int 1	And when I actually did the work with S and mum and got the information first hand I realised that a lot of it had		786.	
R	Been constructed in another place		787.	
Int 1	And I would have had a concern, that if I'd just worked with them		788.	
R	Uh ah		789.	
Int 1	What I call a pure consultation, I'd be working on hearsay		790.	
R	Uh ah		791.	
Int 1	And inaccuracies		792.	
R	Uh ah		793.	
Int 1	And that worries me		794.	
R	Yeah		795.	
Int 1	So , in fact things were so way off, that I didn't use any of that information		796.	
R	Yeah		797.	
Int 1	Because it was no use to anyone		798.	
R	Yeah		799.	
Int 1	Although it gave me enough information for me to chose what I was going to do with S		800.	
R	Yes		801.	
Int 1	The facts weren't right at all		802.	
R	They were completely different		803.	
Int 1	They were completely different, mum's job, mum's working hours		804.	
R	Mmm mm		805.	
Int 1	Everything was wrong		806.	
R	Mmm mm That's really important isn't it?		807.	
Int 1	It is although, you know one of them had worked with the family quite a lot		808.	
R	Yeah		809.	

Int 1	Yeah so myths capitulate		810.	
R	Yeah, stories kind of develop in time and space		811.	
Int 1	Ok, well thank you very much		812.	
R			813.	
Int 1			814.	
R			815.	
Int 1			816.	
R			817.	
Int 1			818.	
R			819.	
Int 1			820.	
R			821.	
Int 1			822.	
R			823.	
Int 1			824.	
R			825.	
Int 1			826.	
R			827.	
Int 1			828.	
R			829.	
Int 1			830.	
R			831.	
Int 1			832.	
R			833.	

Appendix 5 Complaints Script

Introduction

This procedure is in the case of a participant (parent) who wishes to make a complaint about the service they received.

Taking part in the research does not remove the right to complain.

Making a Complaint

If a parent would like to complain about the service they received, service protocols will be followed.

These are:

- Parent should contact the Team Leader stating their cause for concern
- Service complaint
 - Team leader will take details of the service complaint in the first instance, will take details and look into the cause for concern. A written response will be made by the team leader within an agreed timescale [usually not more than 20 days].
- Complaint about a named EP
 - Team leader will contact the EP about whom the complaint has been made and gather information from the EPs perspective.
 - Team leader may invite both parties to a meeting to attempt to resolve the issue to the satisfaction of all parties
 - A written response will be made by the team leader within an agreed timescale [usually not more than 20 days]

Should complaints not be resolved at this level they will be escalated to PEP or taken to a further line manager.

Appendix 6 Feedback letter to parents

Educational Psychology Service

Date: 03.08.09

Our ref: CS

Tel:

Fax:

E-mail:

Dear

Some time ago, you kindly agreed to take part in some research with me. You gave me your thoughts and views on our service and how we could improve it. Since meeting with you I have started to analyse the information and would like to offer you some feedback about what parents said about us.

I looked at what you said and grouped the ideas together. The following themes came out of the research:

What supported the work together?	Examples
The way the educational psychologist worked	They were calm, listened to you and were not judging you. They were reliable – if they said they would do something they did
Educational psychologist knowledge	They had information that parents felt was helpful
The timing of the work together	Parents felt that the psychologist seemed to become involved at a key point and helped to change situations

What didn't support the work?	Examples
How parents thought before they met the educational psychologist	Questions like; what is a psychologist? What are they going to do with my child? How are they going to help us?
How parents felt before meeting the educational psychologist	Feelings like; the psychologist might judge or make assumptions; the psychologist may not listen or value the parents' points of view

How could we improve access and information to parents?
Leaflets for parents - so they can explain to their children
Newsletters to schools – so more parents get to know about us and what we do
Website – so parents can find things out at a time when it is convenient for them
Preparation before meeting the psychologist – what might the psychologist ask and what do you as parents want to ask?

As a service we intend to use these ideas to improve the way we work with parents and I would like to thank you very much for taking the time to talk with me. We really value your contributions and wish you well in the future.

Yours sincerely

Colette Soan

Educational Psychologist

Appendix 7 Pen Portraits following interviews

Parent 1: This parent met the EP twice and was able to express her views of the significant impact the experience had had on her and her family. She attributed these changes to the EP and was able to relate to the practical changes for herself and her family.

EP2: This EP had used CBT for this piece of work. It had continued over a considerable length of time and my reflections related to the relationship that had been built, the trust placed in this EP (school, home and parent) and choice of therapeutic intervention rather than another piece of work.

Parent 3: This was a difficult story to tell and recalling the detail was an emotional experience. The power of the professional in the role of 'expert' was dominant and the impact of the label on the parent was significant. I am not sure if the parent's voice was heard during this multi-disciplinary assessment. The nature of knowledge and 'what is truth' seemed a strong discourse in this interview.

EP 4: I perceived that this EP had a strong underlying philosophy to the work and believed in using professional knowledge to help people. Measurement and diagnosis was part of the role in this particular context.

Parent 5: There were elements of this interview where my role as research and EP need to be considered from a methodological perspective. This parent contributed her views within a more structured framework and I needed to be aware of possible prompting or reframing. However, her perception of the involvement of the EP was dramatic in terms of encouragement to apply for a job.

EP 6: I perceived this EP's perspective as humanistic and pragmatic. Her discourse was framed within helping people practically to move the situation forward. There was some reference to service delivery models, but there was an acknowledgement that flexibility of working within complex systems like secondary school was an important factor.

Parent 7: This parent worked with EPs in a professional capacity and her expectations related to her experiences within this professional capacity. Professional power was a theme of this interview, with some expectation that the EP would provide her professional knowledge. However, this parent posed the question – what do we (EPs) actually do?

EP 8: I have worked with this EP all of my professional career and this is a methodological consideration, in terms of how I interpreted her views. This EP discussed the influences on her practice from a historical perspective and the rationale for her choice of working practices.

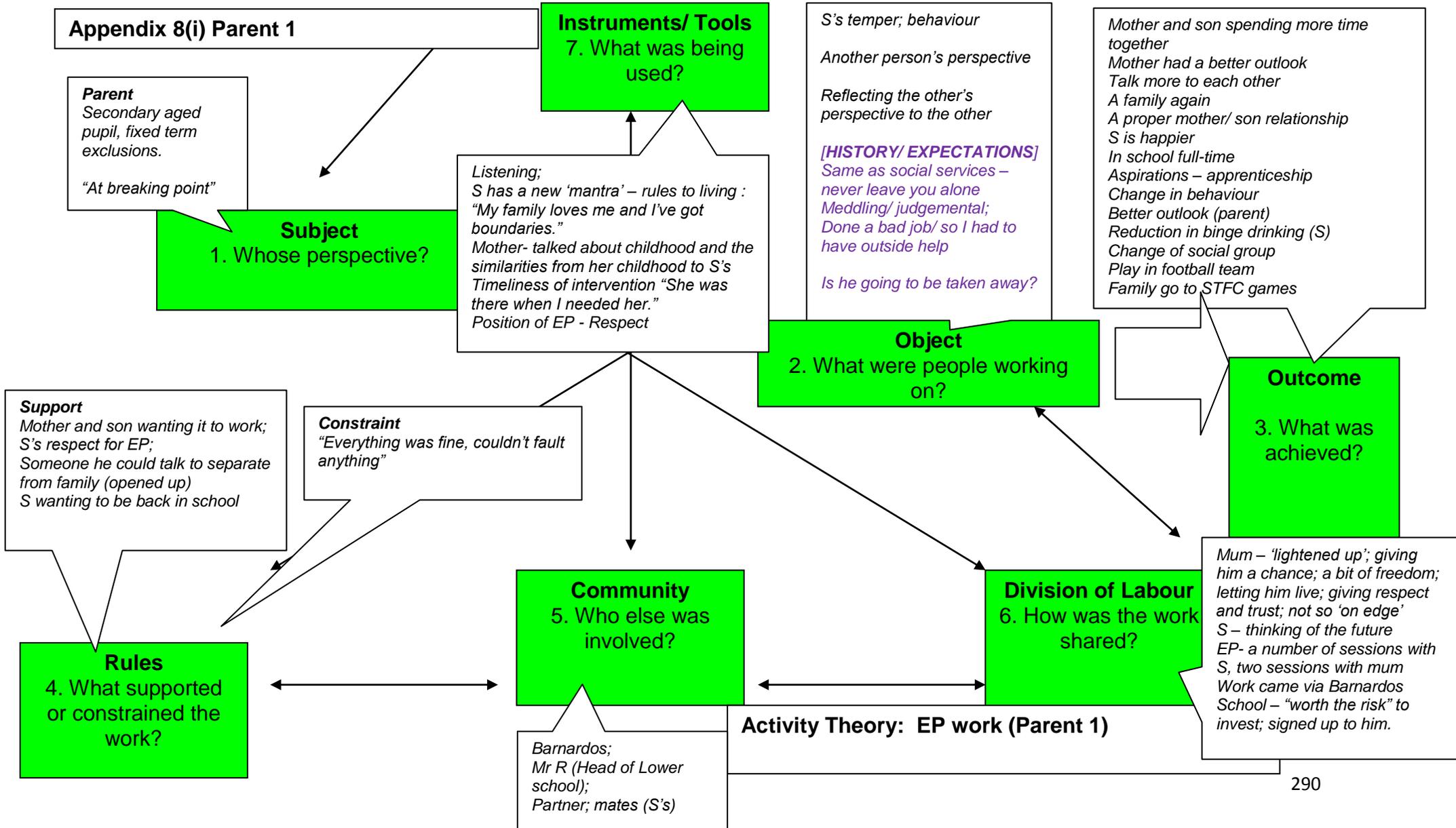
Parent 9: This was a very short interview. This parent found it difficult to discriminate between the roles of the professionals within the multi-disciplinary team and so her views about the role of the EP in particular were difficult to ascertain. However, this is interesting as a piece of information.

EP 10: My perceptions were that this EP discussed being influenced by her own past experiences which had helped guide her to the choices of psychologies she used and her philosophy of working with parents.

Parent 13: Professional power was present in this interview in terms of the perceptions of the parent of the role of the EP in terms of 'telling' the school how to proceed. This parent was also expecting the EP to say what was wrong and what to do about it. The reality was very different for her and her reflections were that she preferred the way of working that occurred – small steps to change and review.

EP 14: This EP offered a strategic view of the role of the EPS when working with parents. A strong discourse of consultation as a service delivery model was offered.

Appendix 8 Initial individual codes Parents and EPs



Appendix 8(ii) EP2

CBT—things were stuck; others working with the symptoms; something underneath not dealt with; not a quick fix. (Beck's Model)
Family Therapy
Solution-focused approach
Therapeutic Optimism
Distinctive Contribution—knowledge, tools, confidence

Instruments/ Tools
7. What is being used?

Keeping him in school
 EP- Why school was difficult
 -help to make things happier for him
 -resolve what was going on
 -give indicators to family/ school to move situation forward
Others had worked with him and situation not resolved

-identify whatever was causing difficulty
 -help others to resolve that
 - boy going to school
 -parents to be happy
 -family to be happier
 -school happier place for boy and mum
 -Reduced exclusion rates of the school

Subject
1. Whose perspective?

EP
 Recently trained in CBT; trained at the Tavistock
 Perceptions of therapy; perceptions of mental health
 Consultation working on constructions and hearsays.

Support
School/ EP relationship – use of EP time; trust from previous work “trust to go about business”; excellent results
Space – bungalow (neutral)
Pupil – motivation; pupil in control
Parent – completely co-operative
Recent bereavement – catalyst
CBT – permission; CPD opportunity; CBT supervision

Constraint
School – communication within school
Home – interference from extended family keeping mother and son apart
EP – fitting everything into diary; doubts about CBT

Object
2. What are people working on?

-Pupils did most
 -FSW pulled out when I became involved – supported in summer holidays
 -Year team leader – Pupil saw him as very helpful
 Saw Year team leader – then Assistant head/ SENCO/ FSW – then pupil (x7) and parent (x2)

Outcome
3. What is to be achieved?

Rules
4. What supports or constrains the work?

Community
5. Who else is involved?

-Family – step father/ half sister
 -Year team leader (not interested only when appalling)
 Police- fishing, football
 School – Assistant H – willing for me to take as long as it did (showed little interest in method)
 FSW (Barnardos) – used her space; knew the family; knew EP

Division of Labour
6. How is the work shared?

Activity Theory: EP work (EP2)

Appendix 8(iii) Parent 3

**Instruments/ Tools
7. What is being used?**

-Child's stage of development; perceptions of tasks
-CDC – experts and a group of children looking at broad spectrum of what he did
-6/7/ sessions over 4 weeks – preceded by initial visit in summer
Expectation:
Referred by nursery, mum very upset, nursery thought he was extreme (mum says she was in denial);
Expected children with similar learning difficulties;
One off session in summer very traumatic for child and parent – expected autumn to be the same (but wasn't)

-Decided that child doesn't fit a stereotype
-Gauge child's reactions to things- trying to help him be more vocal.
-Understanding where his learning and reactions were 'at'.

-Observing in main play room;
-Tasks - shape sorter, language tasks –over 2 sessions (individually)
Expectations:
None really (clinical Psychologist – EP role confusion), thought would look at reactions to things; child had done tests like these in the past.

Parent
CDC multi-disciplinary assessment. Issues with understanding long sentences
Feelings of shock from referral from nursery

**Subject
1. Whose perspective?**

**Object
2. What are people working on?**

**Outcome
3. What is to be achieved?**

Support
Child 'bonded' with EP;
Saw what EP meant – things mum didn't know (language prepositions);
Useful experience – need to be more involved with his development (different from 1st child);
Given tips to help learning;
EP discussed things – written – fair & accessible

Constraints
Felt that needed to defend child with 'experts' – sounds like you're making it up
Reporting of test by SALT upsetting and later found that EP had done the same test and got different results – didn't understand beforehand that this was possible.
Hard to watch your child struggle
Referred 'early' by nursery and has progressed.
Previous experiences not really considered
1st report upsetting (summer meeting)
Feelings of judging child on something never done before

-Initial session with SALT & Clinical psych, then to multi-professional assessment.
-EP: explained tests to parent
-Time with each person (individual)
-Computer ASD test (Clinical psychologist) – to put mind at rest

**Rules
4. What supports or constrains the work?**

**Community
5. Who else is involved?**

**Division of Labour
6. How is the work shared?**

Very forceful lady in nursery – felt overwhelmed
SALT, Physiotherapist, OT
Consultant paediatrician

Activity Theory: EP work (Parent 3)

Appendix 8(iv) EP 4

EP
1st degree – chemistry;
Taught chemistry in secondary; taught middle school aged pupils in special school; research into reading at X Uni; trained as EP in Uni X 86/87; job in current LA from training
Aim to do best can for people – common sense; keen to help so will do a little for a lot rather than a lot for a little

Instruments/ Tools
7. What is being used?

-Reports from nursery;
-Introduce self with script – chat with mum before individual assessment and do assessment together;
-Language – BASII Early Years
-Non- verbal - McCarthy

-Assessing difficulties;
-Feedback to mum – ‘nice and truth’;
-What would be useful educationally;
-5 sessions with 6 children – multi-disciplinary assessment
-EP and Dr meet parents to give feedback;
-Saw mum early in process – opened up discussion about conflicting opinions – EP had an ‘open’ mind.
Expectations:
Mum had received conflicting views from 2 playgroup leaders – therefore not quite sure why she had to come

‘Tell mum what we thought was wrong and what we could do about it’;
-Very complicated boy – uncertainties – expressive, receptive language, motor-co-ordination, social interactions – not very autistic – need to wait and see when he gets older
-Agreed to review in the summer

Outcome
3. What is to be achieved?

Subject
1. Whose perspective?

Constraints
Speed of response for statutory assessment;
Little for a lot – want to visit nursery and home setting, but need to settle with CDC;
Speed of response – recent yrs increase in numbers of support and range of services – liaison can be an issue – lots of people working in EY, but don’t necessarily know them.
People not realising how many children are assessed and the implications for this
Past: ‘Black hole after diagnosis’
Future: A contact person from CDC will ring and see how things are going;
EPS: other EPs more willing to see child in future setting

Object
2. What are people working on?

EP: Watched in play room and physiotherapy assessment; took out – own assessment.
Multi-agency meeting to discuss outcomes of each assessment;
Final meeting with parent/ EP and paediatrician

Support
Team of people working together;
Repeat same tasks 2 or 3 times to get a clearer picture;
Offer chunks of information to parents – i.e. statutory assessment processes;
Relationships with other team members – good working relationships;
Relationships with Inclusion Services and places children may go.

Rules
4. What supports or constrains the work?

Community
5. Who else is involved?

Social Worker visits home prior to attending CDC to talk about process and any allowances that may be available;
EP; Paediatrician; OT, Physiotherapy, NNEB
(Sometimes home visit, portage worker invited to meetings – not in this case)

Division of Labour
6. How is the work shared?

Activity Theory: EP work (EP 4)

Appendix 8(v) Parent 5

-Test with M, don't know what it was (between M and EP – wrote a small story) – said he was shy
 -Meeting: Asked me what made him smile, how he reacted to things – talked about different things, mostly behaviour as he can become violent; told me how he was expressing his feelings

Parent:
 Secondary aged pupil - Yr 9
 Getting into trouble at school
 Anger and violence at home

Instruments/ Tools
 7. What is being used?

"His behaviour – what makes him angry in the first place- stop him getting violent"

Expectations:
 Didn't know what or who?
 School told parent that they wanted a psychologist to come and see him and talk to me (key person from school on telephone)

- School and EP agreed to put him on a rota – sort out something to do before he gets angry (not sure of outcome of this- not had a meeting in school yet)

-At home:
 Calmer; doesn't lose temper as much (? Growing out of it)
 Noticed in the last 3/4 weeks (EP involved within last two months)
 At School:
 Report card – achieving B's & C's- before D's & E's - one A in PE
 -Mum : applied for a job

Subject
 1. Whose perspective?

Object
 2. What are people working on?

Outcome
 3. What is to be achieved?

Support
 EP suggested I get a job – always been worried that will lose job if he gets expelled so not worked – she said it would be better if I did get a job

Constraints
 None: Very helpful, went really well
Expectations – question 'Name'- that gets people (me – end of tether, last resort)
Future – leaflets – what a psychologist actually does then can tell child

EP met M
 Meeting in school – parent, EP, school rep
 School to put in place outcomes (going back to see what's happened since)

M: tries to keep calm;
 Mum: gone for a job, build up on my confidence;
 EP: with words, easy to understand, "I was comfortable"
 School: assured me he wasn't the "baddest" in the school – I didn't know that.

Rules
 4. What supports or constrains the work?

Community
 5. Who else is involved?

Division of Labour
 6. How is the work shared?

Parent, EP, member from school in meeting; M; Inclusion tutor

Activity Theory: EP work (Parent 5)

Appendix 8(vi) EP 6

-Saw M, asked for class observation (would have been first in school) not possible so did 'task' (set in class) with him away from class – showed nice sense of humour.
 -Had a 'chat'; previous colleague had conducted extensive psychometrics in primary school (this EP knew that info) – helped as maths was an issue in primary and still was, but this school didn't know. -
 -Discussed mum getting back to work, mum thought she should get a job – EP encouraged
Distinctive Contribution: psychological knowledge; interpersonal skills

Instruments/ Tools
 7. What is being used?

*History: Responding to school request for involvement of EP; mum's concerns; school have allocated time EP – M angry- at home a lot of anger towards mum; anger and behaviour in school – exclusions and in inclusion unit.
 Working on making it better for him 'Trying' to help reframe school's idea that EP can put things right by seeing pupils*

-Three strands – outcomes of work : Numeracy; being excluded; reading and expressing emotions.

With parent:
 Rapport building and some pointers for doing things differently for M at school.

Outcome
 3. What is to be achieved?

Subject
 1. Whose perspective?

EP
 Interest at school in people; sociology at university, swapped to psychology; first cohort to train at Strathclyde teacher training and EP training.
 LA1 – teacher and then EP; career break; LA2 – locum (2 terms); LA3 - 20 years; current since 2003.
 Influences: how people learn and behave, enjoy seeing people solve problems, EP catalyst to process.
 Interest in Language from university; senior in LA3 for language units

Constraints
 Secondary schools: Big institutions – communication issues
Future work with Parents:
 More time- own issues; relying on school to link with parent (the parent asked in this case); liaise with parent- 3-way

Object
 2. What are people working on?

*EP: reported findings, spoke to SENCO before this, feedback areas to work on; send record of involvement (no built in review as this is not what consultation does – it's a one off and this EP has reservations about this) EP will review informally
 TA: contributed to meeting thoughts on anger and levels of support in maths*

Rules
 4. What supports or constrains the work?

Support
 Knowledge from past assessment (facts and figures); EP flexibility on the day; knowledge of child development, how school's work, curriculum, solution focused approaches.
 EPS system of consultation request and record (structure for practice)

Community
 5. Who else is involved?

Learning Support TA; Mum; EP M
 Conversation with SENCO CT & Teachers/ TAs from Inclusion Centre (not available)

Division of Labour
 6. How is the work shared?

Activity Theory: EP work (EP 6)

Appendix 8(vii) Parent 7

Parent
 NNEB trained; BSS – nurture groups/ SEAL/ Webster Stratton trainer
 Child Minder
 Currently, TA at child's school.
 (Primary aged pupil)

Meeting: collecting information, background, issues, propeception (discussion of term); ideas of things to try.
Observation/ work –reading and tasks (not sure) "Don't always do as you say" re-observation
Future: A timescale – will he be reviewed? If not working then something else will happen

Instruments/ Tools
 7. What is being used?

Subject
 1. Whose perspective?

Object
 2. What are people working on?

Outcome
 3. What is to be achieved?

Support
EP approach –put at ease, easy to talk to; very supportive; explained things; very positive – was going away and was going to do things; support child.
 Phoned parent after seeing child- what went on in school, what the outcome of the work was "feel like a person, not a number on a case file"
 "EP most supportive of all professionals seen"
Meeting –something was going to be put in place – would take it further

Constraint
Information about what EPs do beforehand – what do EPs look at , how are they going to help my child, a bit more about psychology – **reduce anxiety**
Booklet? Prior Meeting?
"Psychologist" –educated and I'm not, made to feel inferior, looking down on people
Future – cluster info sent to parents

SENCO + Parent –discussion
SENCO + Parent + EP – discussion
EP – observation + worked with child
FUTURE :
School – putting strategies in place
EP –Review
Parent –"Keeping an eye on everyone!"
Frustration with lack of info share

Rules
 4. What supports or constrains the work?

Community
 5. Who else is involved?

Division of Labour
 6. How is the work shared?

OT – strategies
Drs –bedside manner
SENCO – in meeting
Paediatrician – ongoing
CDC in past.

Find out what the problem was and what to do next.
 Background information – to move to next stage
 What he was doing + what to do with him (Parent and professional perceptions not the same)
Expectations: same as reality because of working knowledge of EP

Written report – school to implement suggestions
 EP to review (assumption)

Activity Theory: EP work (Parent 7)

Appendix 8(viii) EP 8

**Instruments/ Tools
7. What is being used?**

EP
6th form – career as SALT or EP;
psychology @uni; interest in
perception '80's; PGCE ; Peto Inst
(Hungry'87) – conductor – 4 yr course
(Vygotsky + Russian school); Inst
(Bham); EP course '94/5; EP LA 1; EP
LA2 (specialist PD)(5); EP current LA
(5)

Consultation Framework: problem solving,
clarification, solution-focused, positive
Observation: name to the face
Individual: drawing, reading chat
Listened
Distinctive Contribution: helped facilitate home +
school –joined up, positive and practical next steps

*PM – SENCO-pupil diagnosed with
propreception dysfunction – led to
consultation with mum and SENCO*
Aimed:
To clarify issues with parent and
school, what works, pull together to
move the situation forward – next
steps
sensitive issue
EXPECTATIONS:
sensori integration experience from
past; worried parent; worried
SENCO; middle-class school

-Background – impact on
home and school
-school- inappropriate
touching
-sort things out
-wrote social story
-review in FEBRUARY
-next steps
-reduce anxiety
-less social isolation for child

**Subject
1. Whose perspective?**

**Object
2. What are people working on?**

**Outcome
3. What is to be achieved?**

Support
Code of Practice
Consultation –all in same conversation
(interpretation of our way of working) –
current interpretations different
School – SENCO, school ethos – do their
best for the children
Previous knowledge
History – not member of CI team
worked a bit differently – tried to do it like
you do
FUTURE –more work with parents –
support groups; all consultations occur with
parents

Constraint
Consultation –sometimes parents
like to see you alone
Previous knowledge
CI – 3 incidents in same week- no
time to reflect
CT –ill; TA teaching class

Met SENCO @ end to discuss
her thoughts re: ASD
All owned work – school
commissioned it; mother lives
with it 24/7
Parent: Clarified situation,
strategies that seemed to work
School- same
EP: listened took situation
forward

**Rules
4. What supports or
constrains the work?**

**Community
5. Who else is
involved?**
SENCO
OT/Physiotherapist –
telephone conversations;
stress toys
(New Head)
CT – social story

**Division of Labour
6. How is the work
shared?**

Activity Theory: EP work (EP 8)

Appendix 8(ix) Parent 9

Parent
Child at Child Development Centre
Mum – half time/ dad half time at hospital

Multi-disciplinary assessment
Communication & behaviour

Instruments/ Tools
7. What is being used?

-Observed in hospital and nursery
-May have met his father there
others– eye test; hand skills; puzzles

EP: behaviour at the hospital
and the nursery

To see if he needs extra
support in nursery

Expectations:
Hope she would see what
he's like so that he would get
extra help in nursery

Behaviour pretty good on the
day she saw him at nursery

Trying to help me and help
them at nursery – keep the
extra support going from Jan
when he goes to sch.

Subject
1. Whose perspective?

Object
2. What are people working on?

Outcome
3. What is to
be achieved?

Support
Saw EP a couple
of times, mainly
other staff at the
hospital

Constraints
Mum being in room with child (at
hospital) because not there at
nursery and wanted staff to see
what it was like when she did not
get involved

EP was in meeting at hospital

Was one group of people – EP
not viewed as different from
other professionals

Watched him – went for a few
weeks- twice a week
EP report: can't remember what
it said

Rules
4. What supports or
constrains the work?

Community
5. Who else is
involved?

Division of Labour
6. How is the work
shared?

Speech Therapist;
Occupational Therapist- that
was fine; 4 staff stayed with
him, Dr

Activity Theory: EP work (Parent 9)

Appendix 8(x) EP 10

- Join in the play – to do assessment; some expectation that you will withdraw to assess (occasionally – BAS); observation; understanding of behaviour & behaviour management/ nursery & foundation curriculum/ what a four yr old should be doing; PIP, Let's Play, -SALT profile; discussion with play therapist.

Distinctive Contribution: Knowledge of schools/ school systems; confidence to promote inclusion; empower parents-choice/ rights; reflect on positive (normalising – CBT)

Subject 1. Whose perspective?

EP

Teacher (primary); psychology degree + PGCE.
Personal experiences had been very positive and wanted to provide the same for others.
Trained EP course – PCP and SOL core principles.
LA1– consultation model (on maternity leave when LA2 changed so didn't change to pure consultation)
CDC – breaking news to parents about their child's disability – balance medical model and parents feeling equal- celebrating their child.
Other influence – bereavement + CI and CBT – encompass wide range of therapies

Rules 4. What supports or constrains the work?

Support

Sheila Wolfendale
Trainee reflections and questions
National: Early intervention/ Early Years/ Multi-disciplinary teams.
Local: Effectiveness of some nursery provision within LA
Personal / Professional: Continuity of role; helping parent see success of child; training – parents reflecting back; TEP evaluation; colleague – reflective partner.

Instruments/ Tools 7. What is being used?

Constraints

National: getting resources/ statutory element – feel letting setting/mum down if not get a statement – positive / honest/ not collude
Local: workload; feeling that Drs want you to give a measure/ numbers

Future Parents:

Protective time/ home visits;
expectation of parents that going to be told what's wrong; -working on idea of play assessment;
working on nature of case discussion set up

Community 5. Who else is involved?

Nursery; CAF/TAC; Multi-disciplinary – OT/ SALT/ Paediatrician/ EP
Early Years Inclusion – TA in nursery
Future: SW to visit before or after

-1:1 – introduce self, explain role, process and their role – decisions together in the case conference (set the scene).
-CDC – lots of assessments but also how child behaviour in play room with play therapists – over 8 wks – rate of progress.
-See child in nursery context (more information)
-Met mum in nursery to discuss observations.
-Don't protect parents from pain – they are clear about the outcomes of assessments.
-EP sees child 2/3 times in CDC.
-Behaviour at home different from nursery and CDC – discussed behaviour management strategies.
-Discussed statutory assessment

Object 2. What are people working on?

SALT/ OT : 1:1
Paediatrician : Griffiths;
Play therapist: over 8 wks;
EP: 2/3 times in CDC, visit to nursery, play based assessment, observation in nursery, case discussion, written report

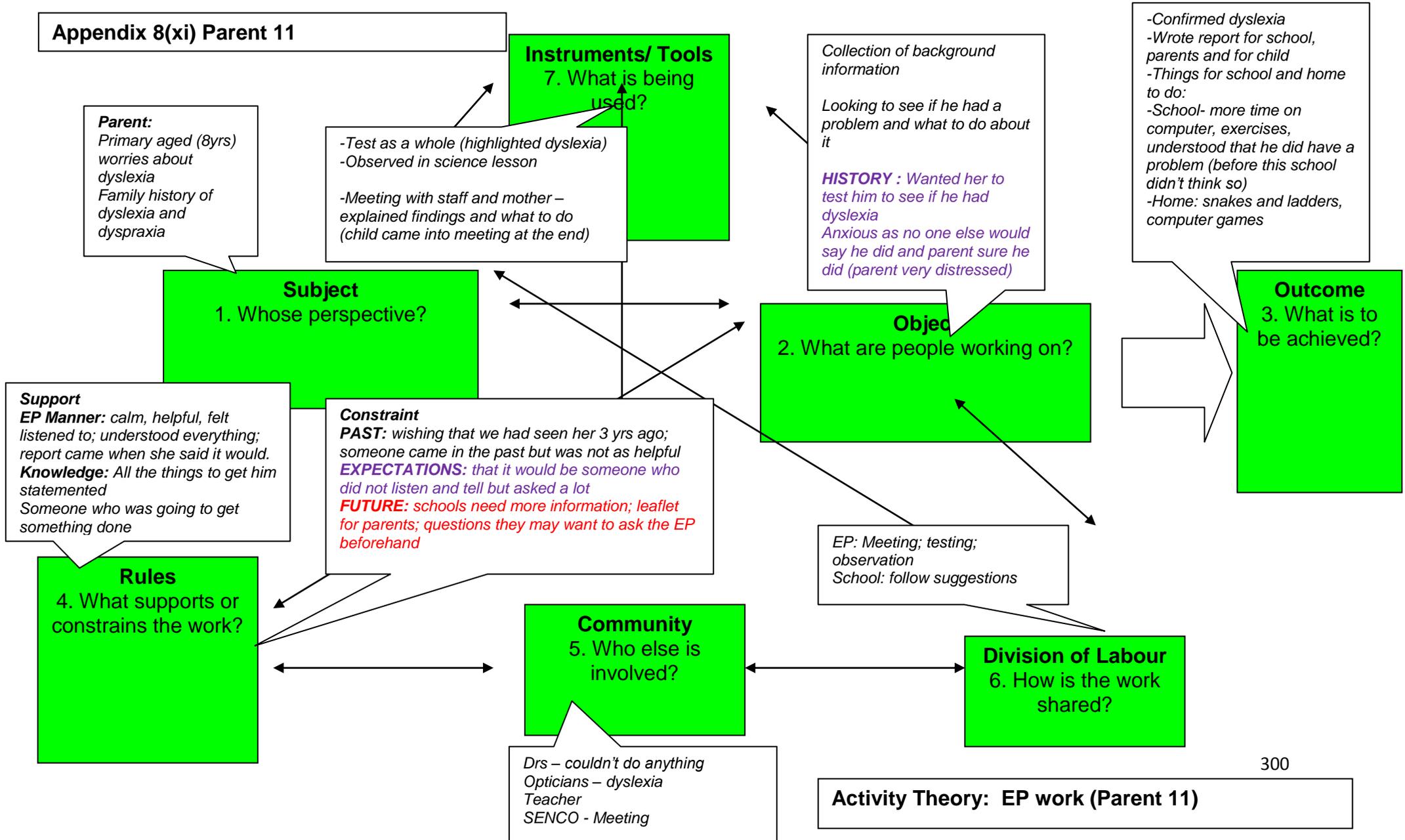
Outcome 3. What is to be achieved?

-Behaviour management strategies.
-A balance – acknowledging issues at home and celebrating success in nursery.
--Language + sensitivity
Contribute to case discussions that are value added – via alternative context and supporting parents
-Next steps

Division of Labour 6. How is the work shared?

Activity Theory: EP work (EP 10)

Appendix 8(xi) Parent 11



Past Influences: PCP – big influence – listening to their perspective; systems theory; solution focused; years as a teacher- diagnostic assessments – dynamic assessments.

Present:

Meeting: consultation prompts – key issues, concerns, strengths, solution focused questions

Pupil: competency profile, social emotional and academic – loose hypothesis -pupil views on learning/ friendships – dynamic assessment
Assessment: WIAT (phonics), BAS (word reading), listen to read, observation in class –feedback to teacher/ child

EP

10yrs –EP (SENCO secondary teacher)
Current LA only EP – experience varied
Now rural patch & tuition service

Support

National: Promotion of 'letters and sounds'

Local:

Service – planning meeting –raise concerns, routine of planning meeting – cycle clarity of system

EPs not an essential part of the initial stat assess process

Personal:

Relationship with the school over time (use time well)

School have good relationship with parents
EP approach with parent – feel at ease, outline structure of meeting –try to reduce anxiety

Distinct contribution

PCP – perspective of all involved

PCP – core issues; solution focussed -

Instruments/ Tools
7. What is being used?

Appendix 8(xii) EP 12

-"How it was for J in class" – observation; talk with J; assessment of skills; parents and someone from school –CORE WORRY –to work on in the 1st instance (views and feelings from J, his parents and someone from school – Big Picture

History

Expectations

-(Planning Meeting)
Literacy and numeracy levels were low, some information from school, but open minded

-"Move things forward now" – next steps now (stat assess possible)
-Understanding of how he was feeling (empathy)
-Accurate understanding – where the skills had broken down
-Understanding of parents' views

Subject
1. Whose perspective?

Constraints

National: confusion about the term 'dyslexia'
Local: wanting more time in the school; expectations – how we explain what we do to allay anxieties; own skills – keep working on those

Future:

Expectations- leaflets, personal communication – phone, letter (then parents can explain to the child), information about role
More time: position of planning meeting to reduce wait for parents

Object
2. What are people working on?

Piece of work (history)
Raised during planning meeting – negotiated as an appropriate piece of work
(Concern re rate of progress –literacy
Enough evidence for stat but wanted EP involved now)

EP: meeting, observation, work with pupil, write up, letter to pupil
Next Visit: see how things are going (conversation – possibly – phone, call in, consultation – talk to SENCO (what makes this work?- relationships with schools
Time management of visits)
School:
Put outcomes in place – ideas for spelling

Community
5. Who else is involved?

First EP contact – LSAT in the past
Child
Mum
SENCO
Not - CT – usually involved
Not-TA – usually involved
Informal feedback to EP attributed to long term relationship with school

Rules
4. What supports or constrains the work?

Division of Labour
6. How is the work shared?

Appendix 8(xiii) Parent 13

**Instruments/ Tools
7. What is being used?**

Parent
Student Nurse –Children
Child (8yrs) –‘behind’ with
English and language, issues
with sitting down and
concentration

-Observed in class for 1 hour; 1:1 (asked
questions, spot letters and words, make
sentences);
-mtg with SENCO and CT – what EP thought he
needed for 1st term then meet up to see the
improvements and what to do next. EP explained
everything

**Subject
1. Whose perspective?**

EP: assess needs and educational
background to see where to start and
whether to statement or not.
-Why he is doing what he is doing
rather than labelling him.

Expectations:
-Say “this is what’s wrong with him”.
Hope was that’s what this person was
going to do.
-Felt upset that I had let my son down
-She didn’t do it and I now prefer what
she’s doing

-Small tasks to do (understand
short sentences);
-Make own timetable – to know
what he’s got to do.
-Learn 8 words in those weeks.
--5 mins a day –phonics.
Sticker chart at home – school
didn’t send them
-Review meeting – improvements
-Approach of EP: little things make
a big difference – better than
expectations

**Object
2. What are people working on?**

**Outcome
3. What is to
be achieved?**

Support
-Documentation at school from when other
service was involved; mum kept asking when
the other service was coming back.
-EP told the teachers what she wanted them
to do from her observations and work with
him – worked out together how to put it in
place
E-P came back to see how he was getting on
- made new outcomes.
-EP : any problems email and also child to
email EP
-Child ‘liked’ her.

Constraints
Expectation: hard, jargon, words I didn’t
understand (from the TV) [Completely different –
down to earth, friendly, softly spoken, didn’t use
big words]
Now: She got it right (once I had spoken to her I
knew)
Future: phone call to introduce herself; more
information on what you do- background,
interests, what you do and why?; audio discs,
website, doors of schs, newsletters. Meet parents
and child together first

-Another service transferred child to EPS (don’t know
how).
-EP: observed, 1:1, meeting, second meeting on our own
to start with, then with others – new goals. EP talked about
stat assess – getting as much info as possible
-Expectation that there will be another meeting in the
future
-Mum: practice words at home.
-School: things in place
-OT: 5 wks block in school; SALT: weekly visits to school.

**Rules
4. What supports or
constrains the work?**

**Community
5. Who else is
involved?**

**Division of Labour
6. How is the work
shared?**

EP, SENCO, CT, mum – meeting
Other service (LSAT); OT, SALT

Activity Theory: EP working (Parent 13)

Appendix 8(xiv) EP 14

-Classroom observation (agreed by colleague)
 -Frameworks: consultation request : basic introduction of what going to do/ role clarification
 -'Resiliency Wheel' – talked through key principles – connected with the outcomes for the young person; solution-focused working
 -Wagner model of consultation; individual and organisational change; PCP; our calendar –not a referral system – no waiting lists
Distinctive contribution: co-ordination, facilitation, empowerment – people don't always see distinctive contribution

Instruments/ Tools
7. What is being used?

A holistic view;
 Provision map to draw strands together – consolidate plans- next steps

Expectations:
 -Work from a colleague and expectations that observation would take place;
 -Expectations from another service that there would be an EP assessment;
 -No particular assumptions as this EP - to meet key people and explore the issues (initially anonymously via consultation request)

-Explored issues and next steps;
 -Joint consultation summary;
 -Explored 'Resiliency Wheel' (2nd consultation);
 -IEP: 7/8 words read; young person make a visual timetable; everyone noticed a difference.
 -Use of Precision Teaching in future from EP training
 -Evidence of transfer of ideas from one young person to another
 -No expectation that the piece of work will be reviewed again. Young person offered the opportunity to send email about progress

Outcome
3. What is to be achieved?

Subject
1. Whose perspective?

EP
 Always interested in psychology;
 Didn't like medical environments or schools and decided on either educational or clinical psychology;
 Taught mainstream secondary and specialist residential setting;
 Disappointment in 1st 6 months of job (EP), but then decided to do it differently.

Object
2. What are people working on?

Support
National: Personalised and ECM Agendas; linking psychology to the agendas – collaborative working, voice of child /parents; importance of multi-voices.
Local: shaped tools together (consultation request); own perception of clarity of the tools; localities teams – communication about how we work.
Personal: own past experiences as an EP; confidence in psychology; perception of 'equal partner'

Constraints
 Possible expectations about nature of work (but EP went into school beforehand); another service talking about the need for involvement of EPS
Future: need for focus groups to inform delivery/ leaflets etc
Access: currently no direct access; challenges with equality of access; parent drop-ins – success.

EP: facilitation/ positive solution-focused approach- Class observations; consultations x2
 Owned by those most concerned; collaborated together
SENCO: knowledge of school systems and costs, map onto other groups in school.
Mum: recognising achievements – fridge/ chart

Rules
4. What supports or constrains the work?

Community
5. Who else is involved?

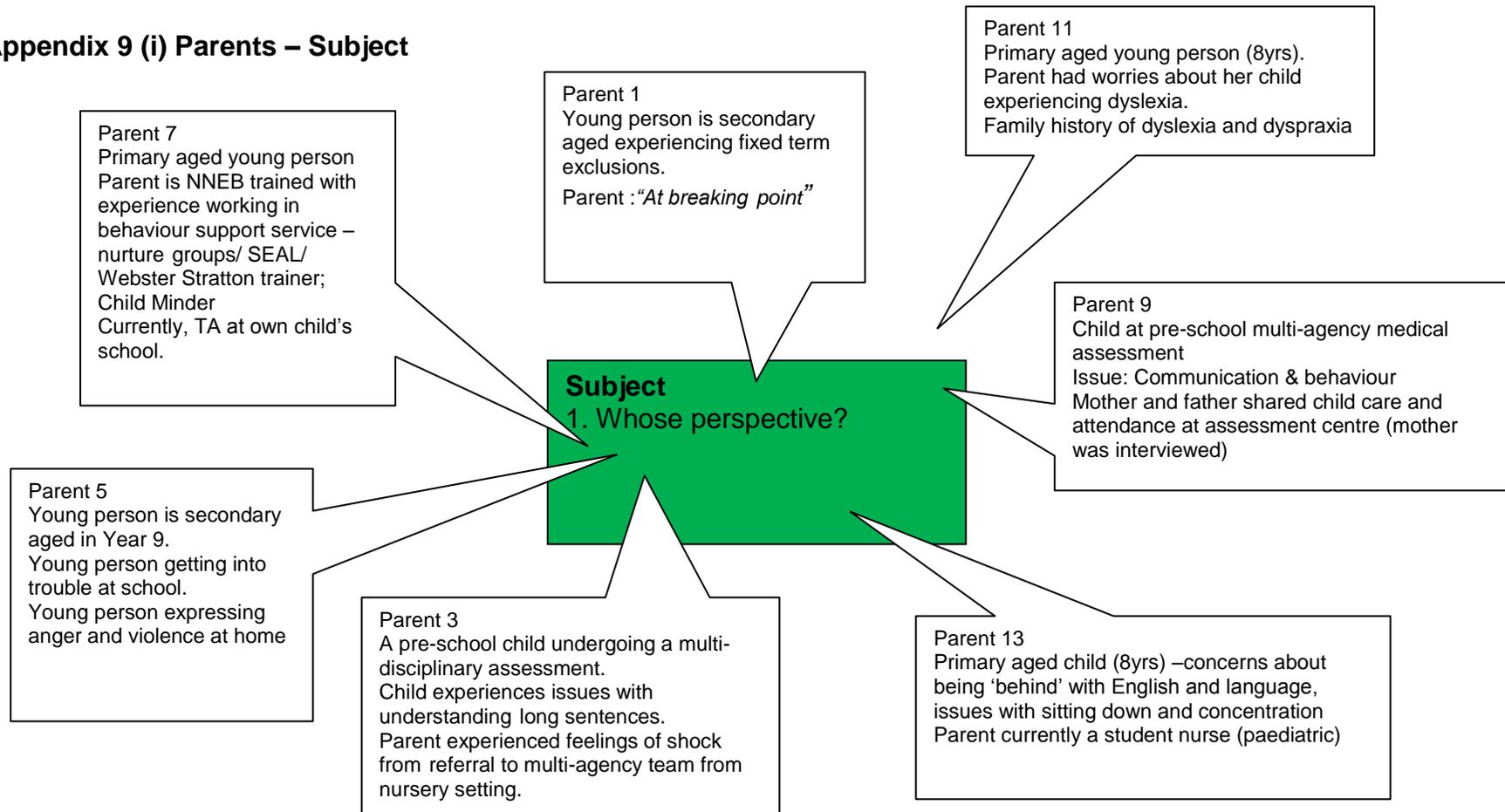
Persons most concerned:
 SENCO, CT, TA
 Wider school community

Division of Labour
6. How is the work shared?

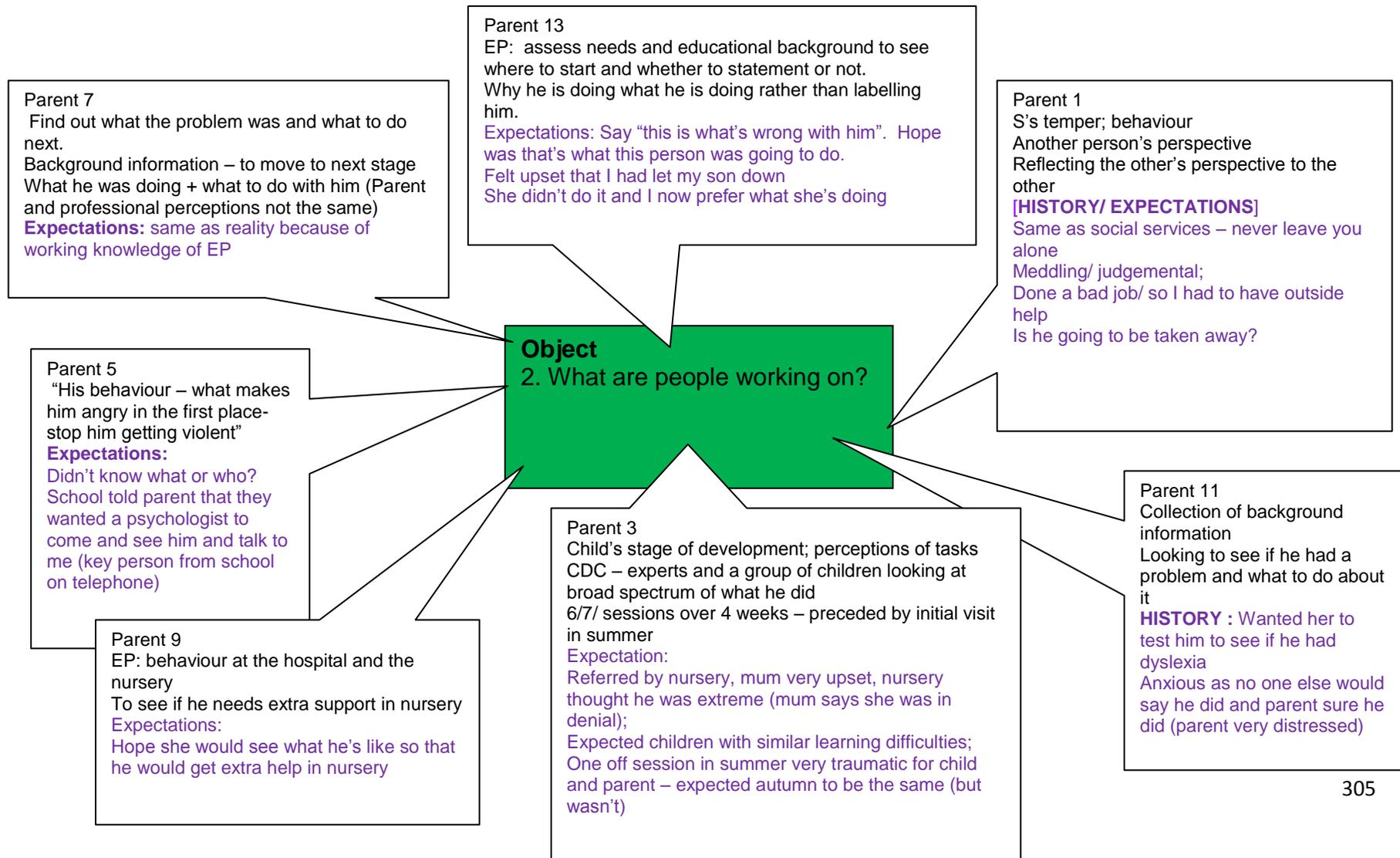
Activity Theory: EP work (EP 14)

Appendix 9 Codes for each node (step 3)

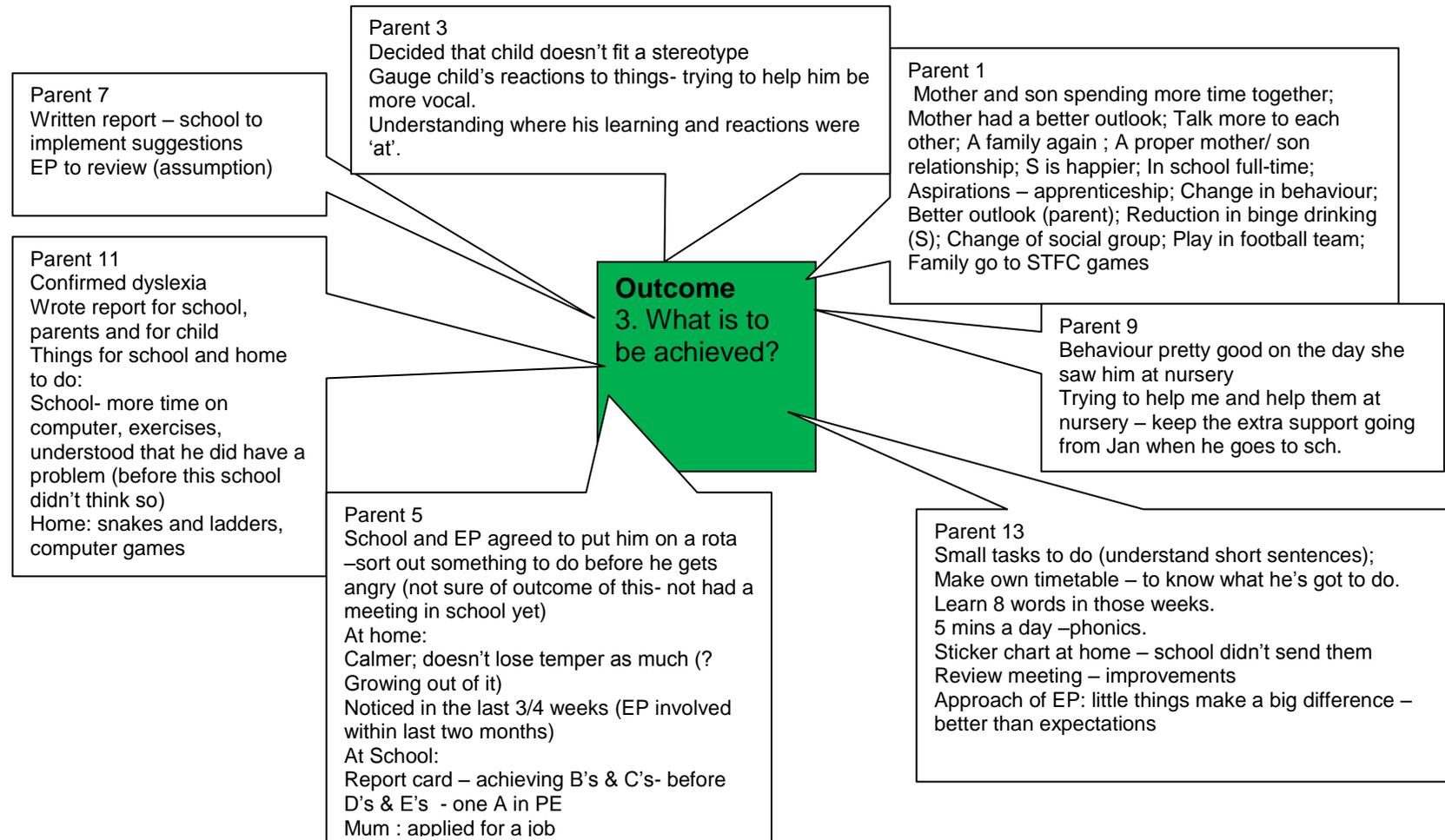
Appendix 9 (i) Parents – Subject



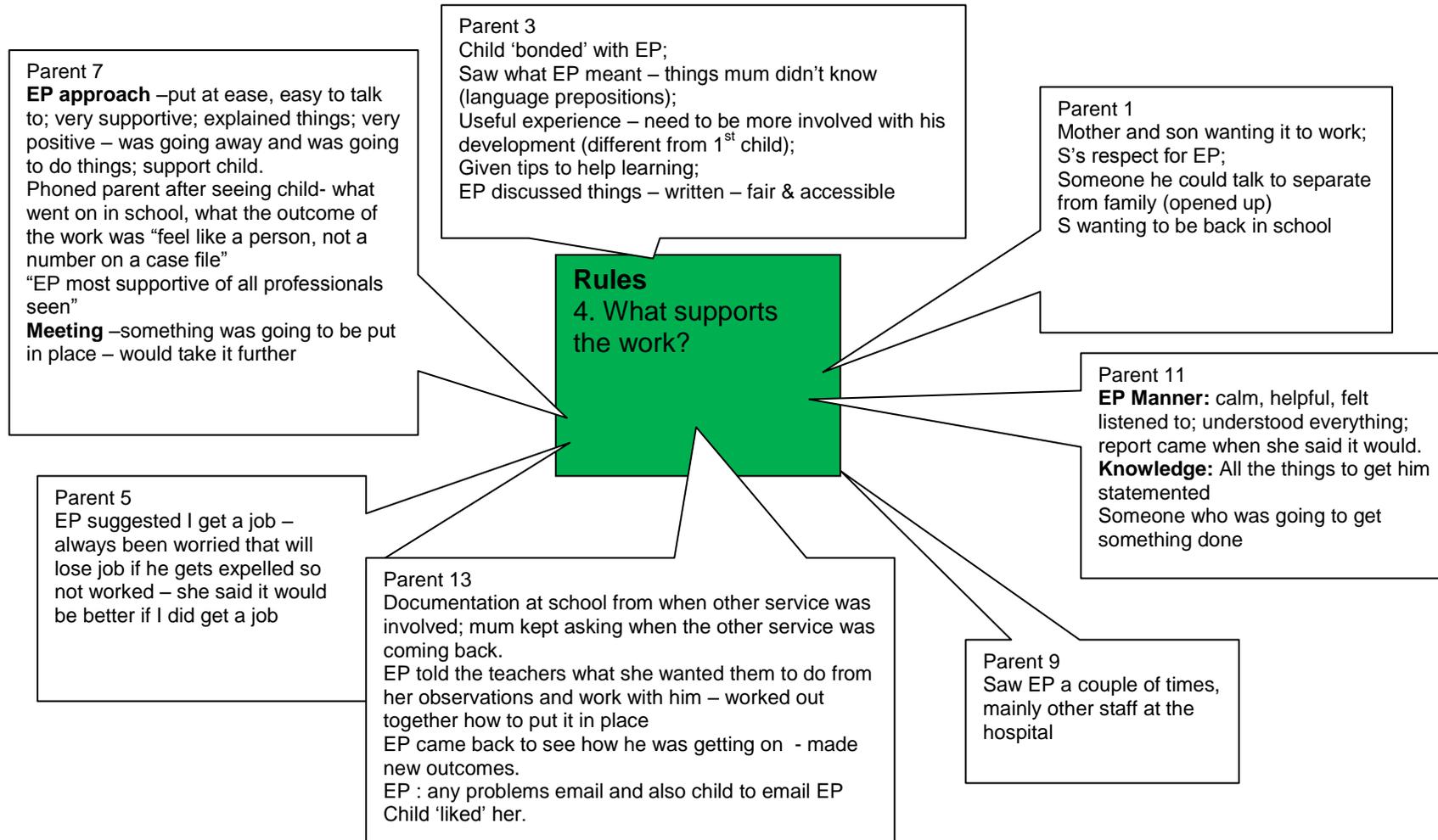
Appendix 9 (ii) Parent – object



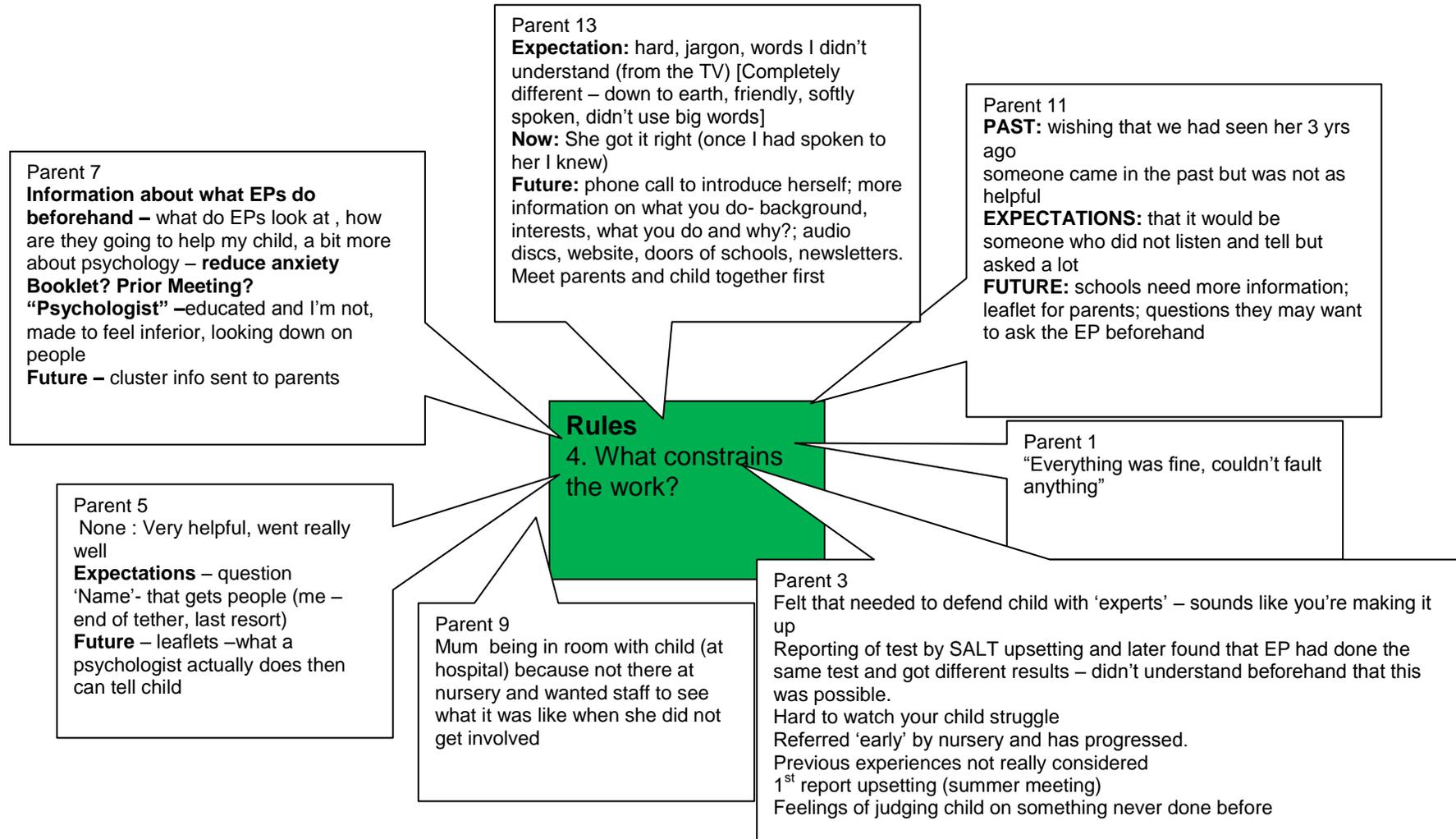
Appendix 9 (iii) Parent – outcome



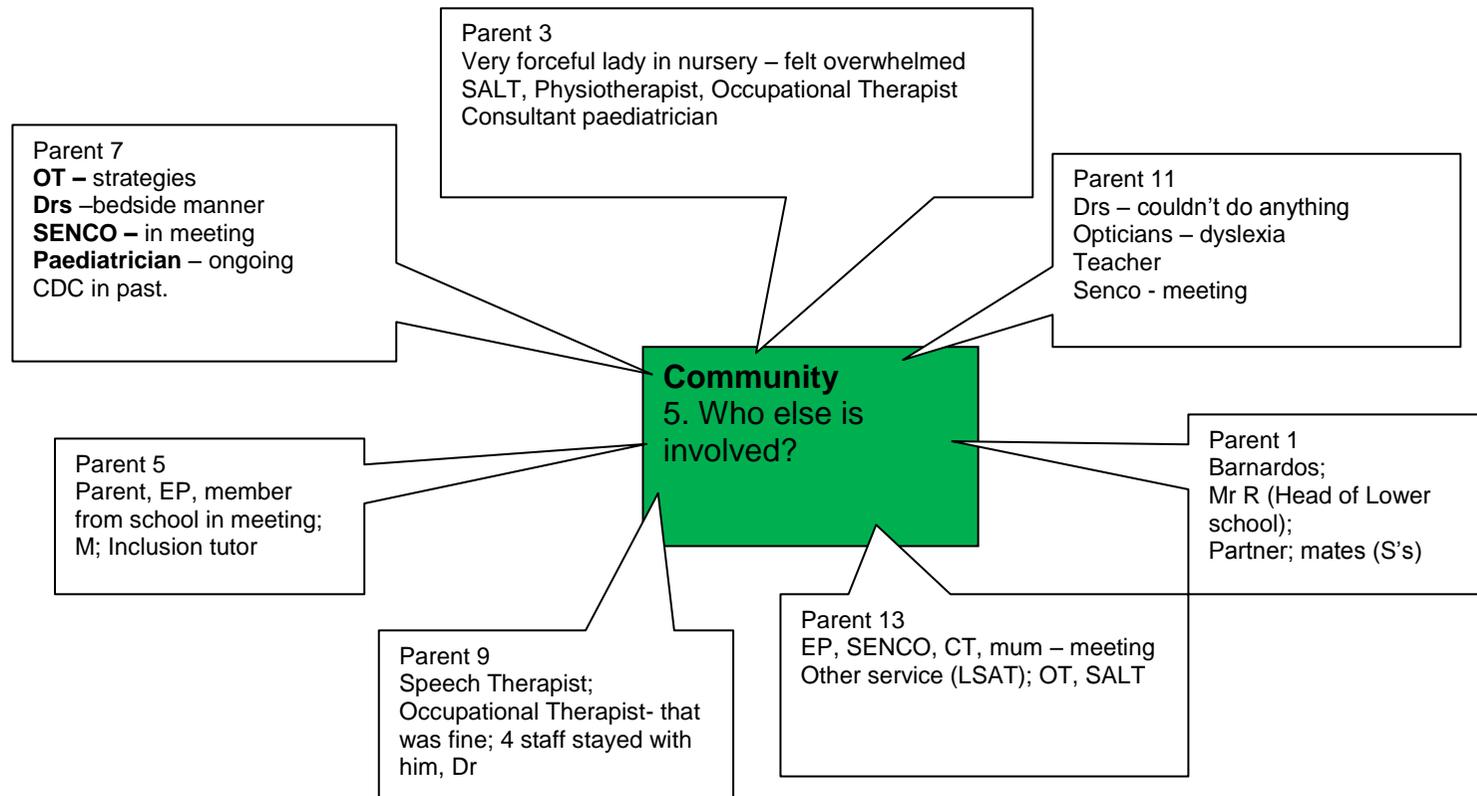
Appendix 9 (iv) Parents – rules-support



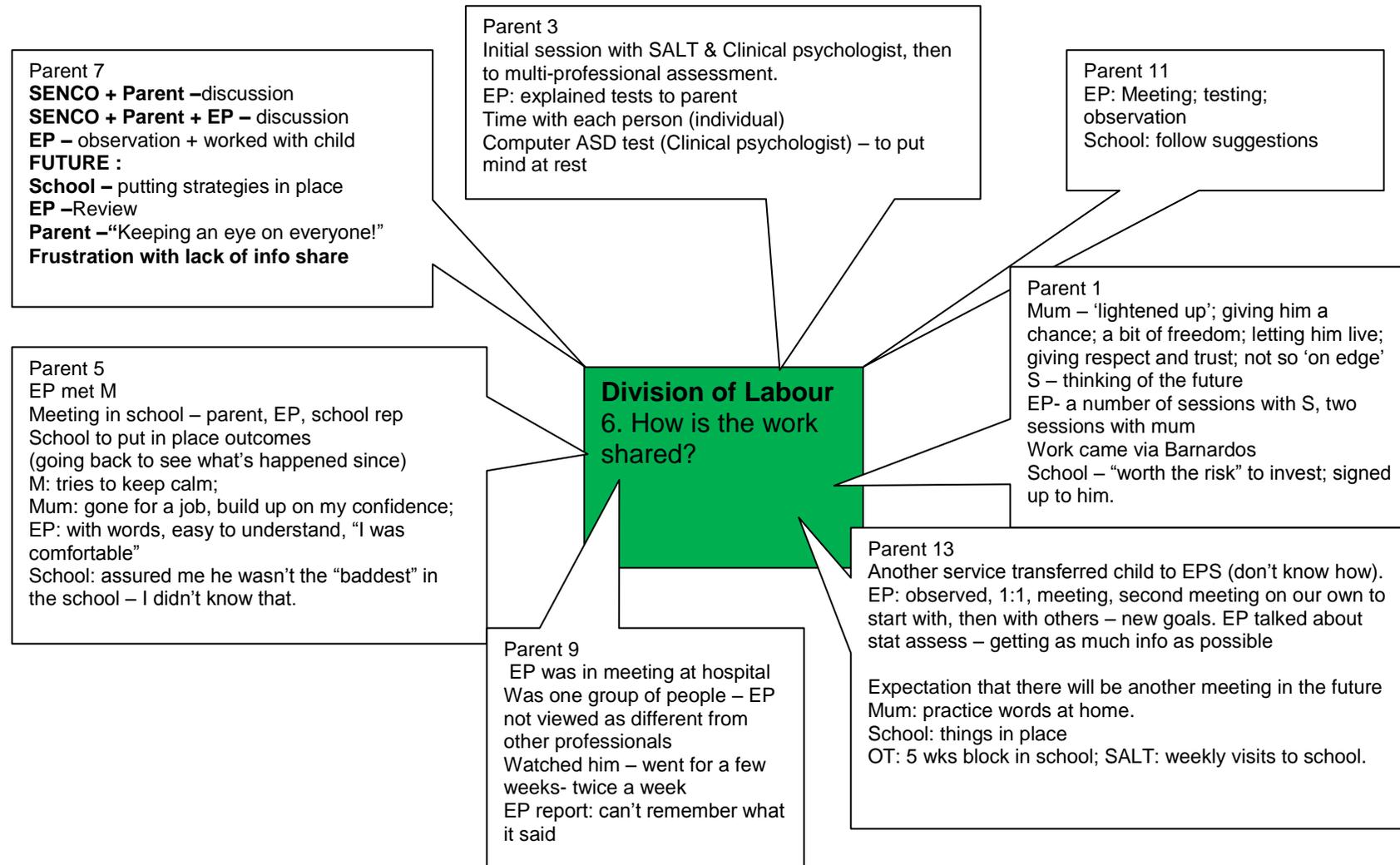
Appendix 9 (v) Parents - rules-constraints



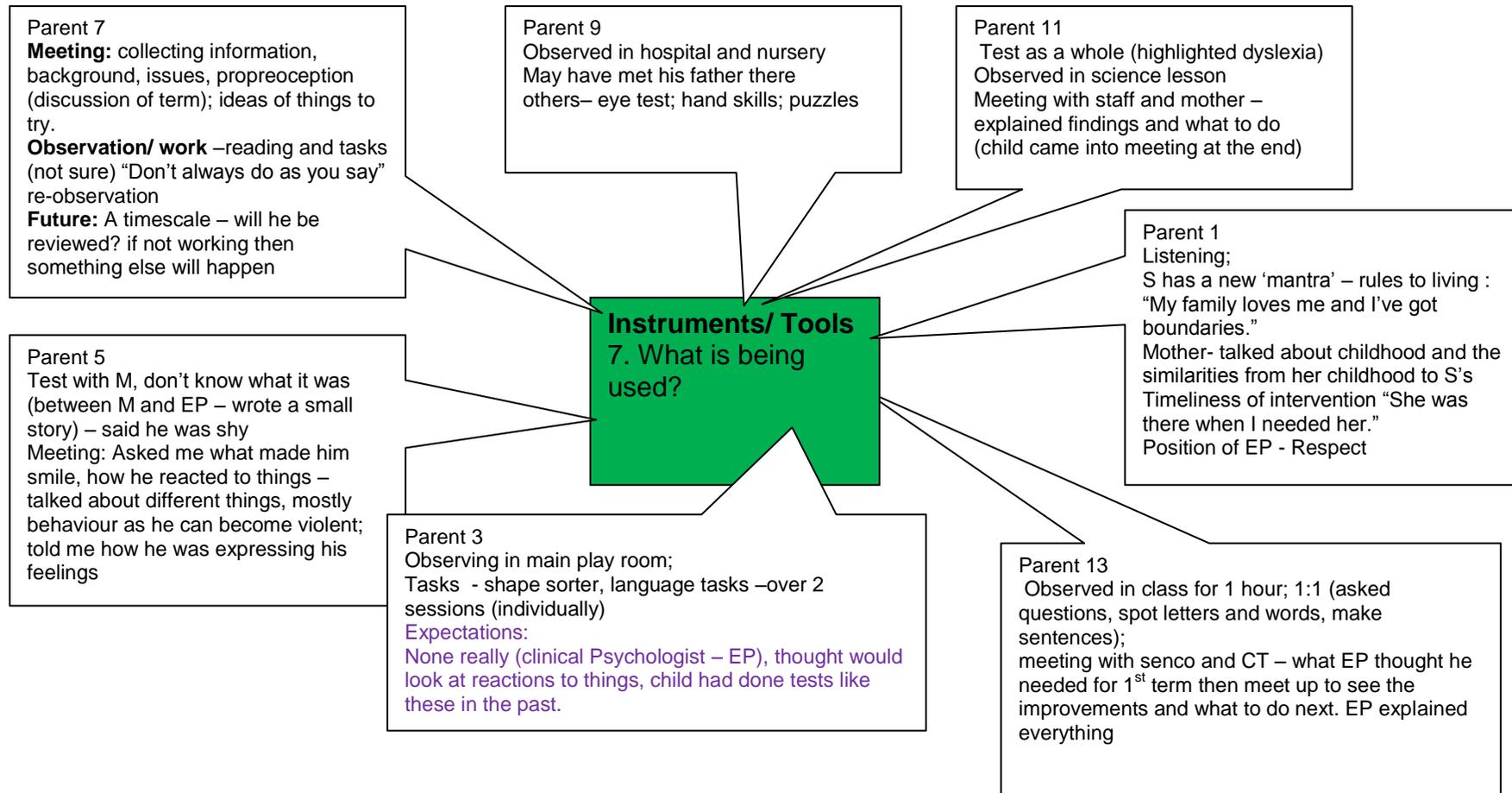
Appendix 9 (vi) Parents – community



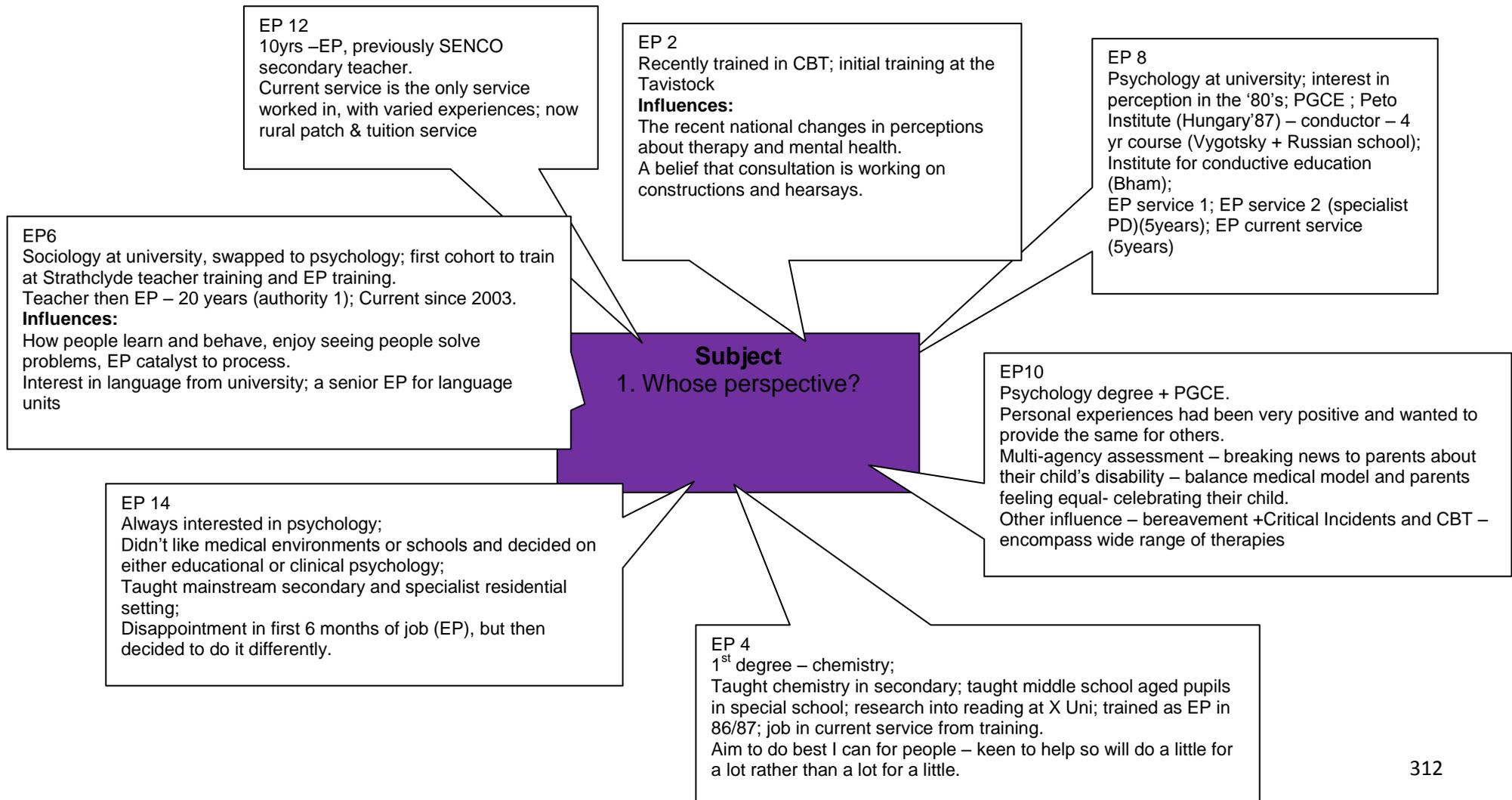
Appendix 9 (vii) Parents - division of labour



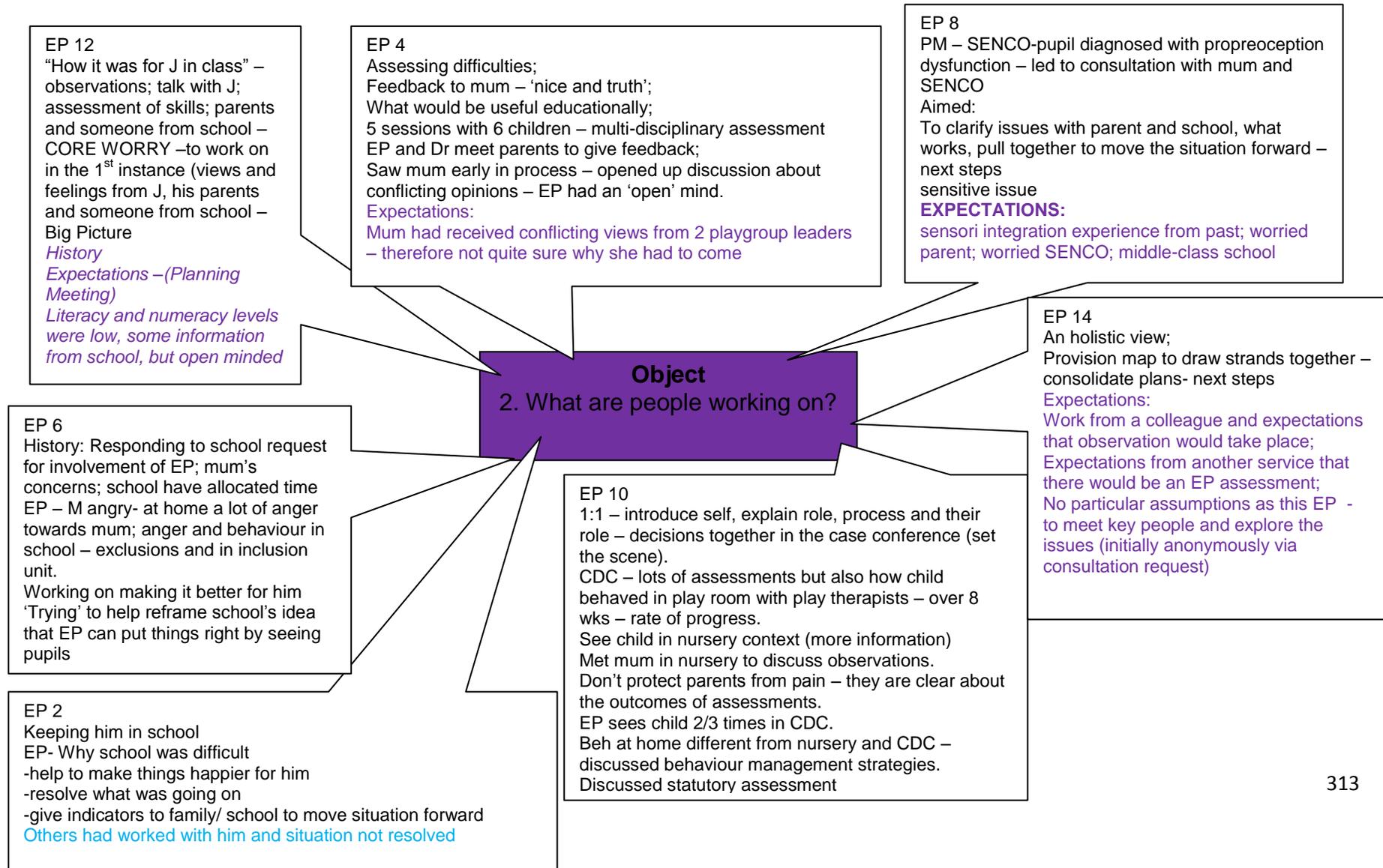
Appendix 9 (viii) Parents – Tools



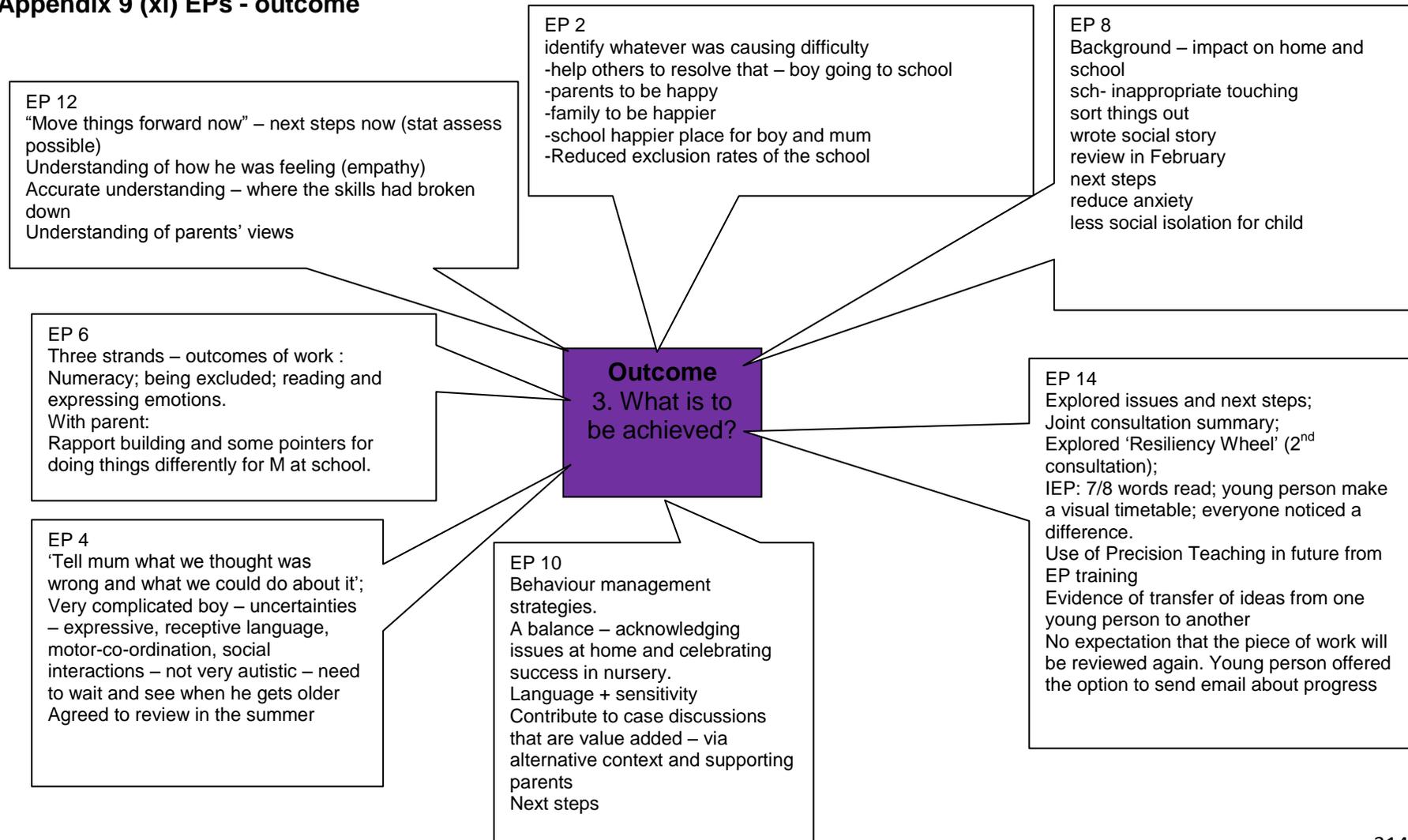
Appendix 9 (ix) EPs - subject



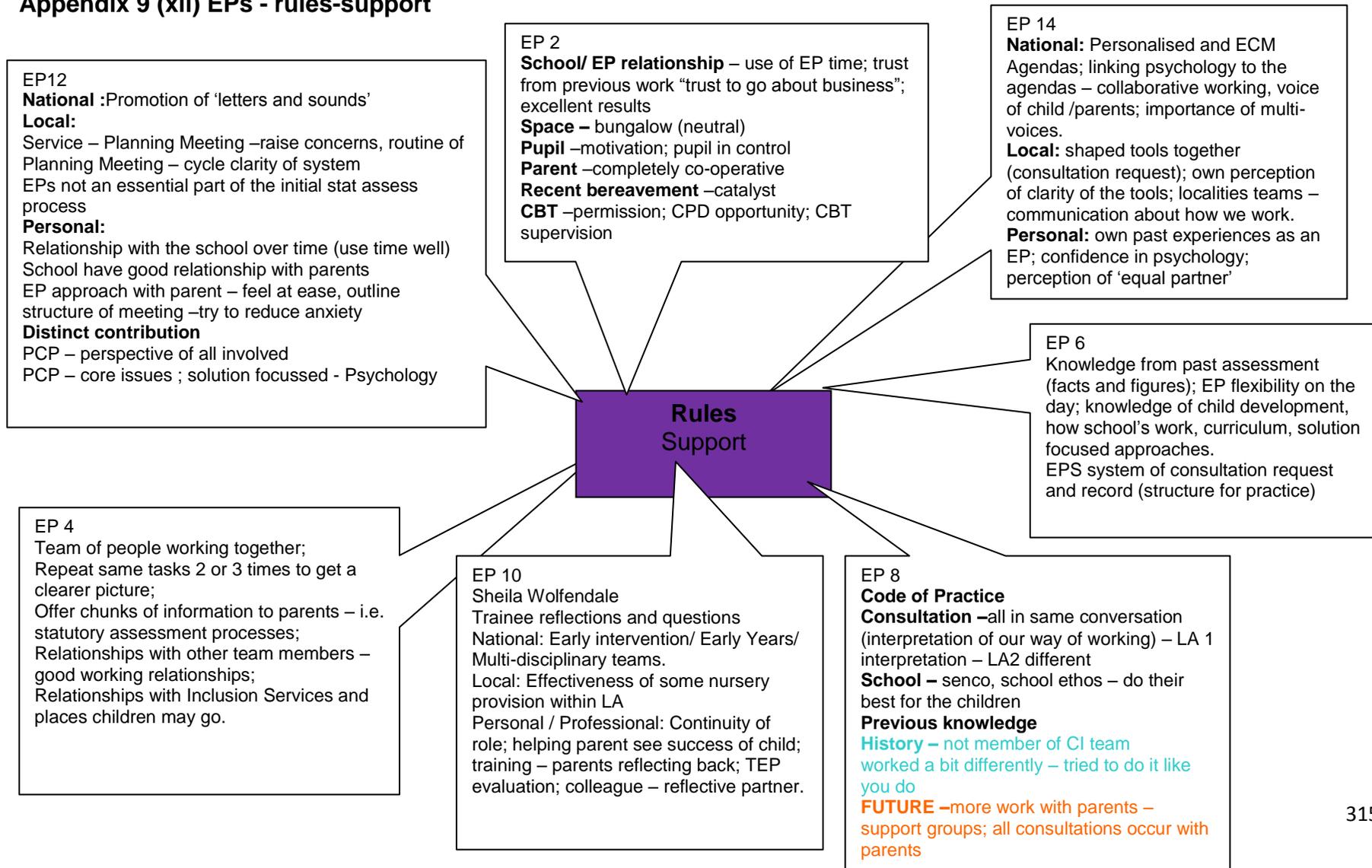
Appendix 9 (x) EPs – object



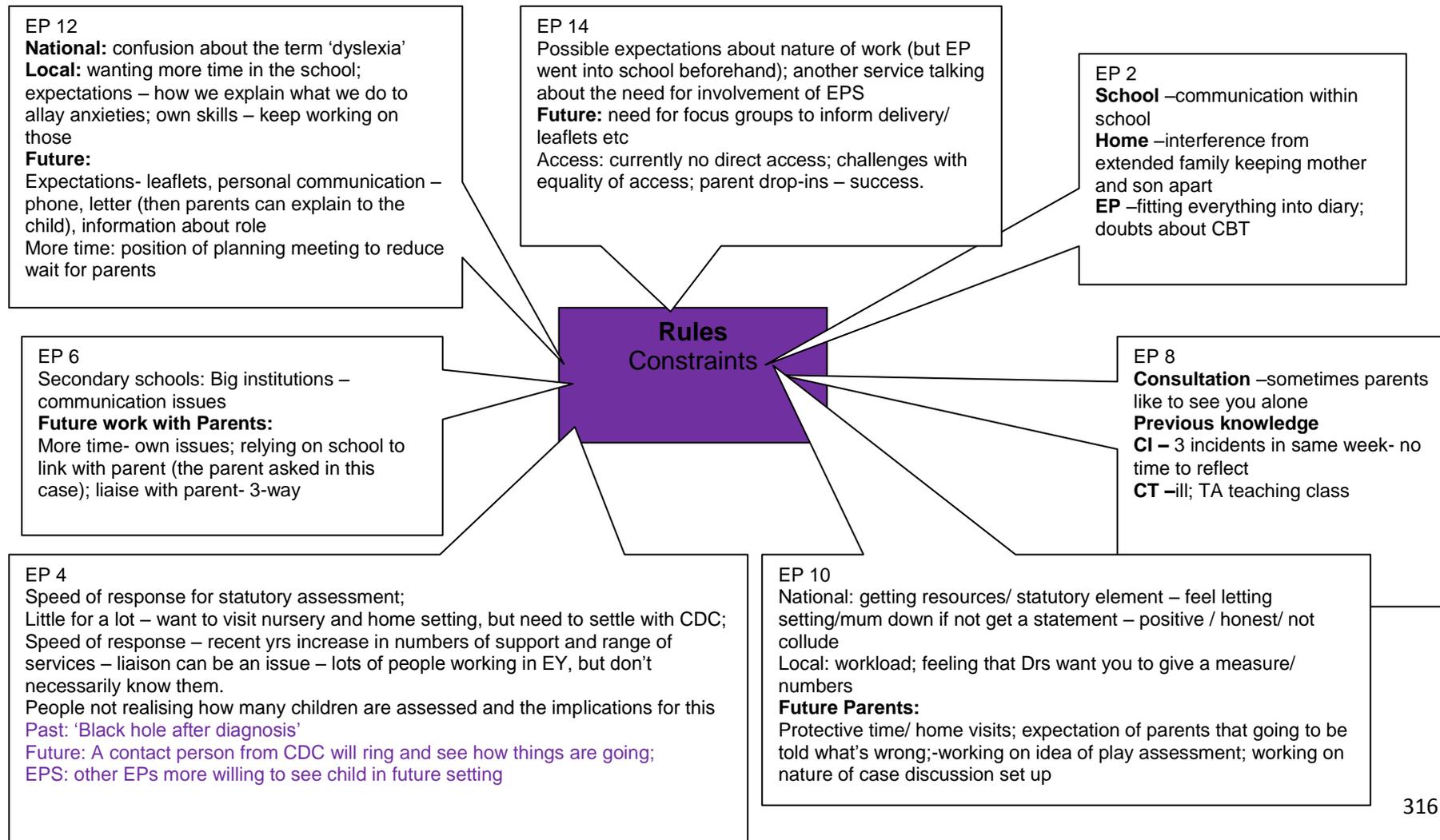
Appendix 9 (xi) EPs - outcome



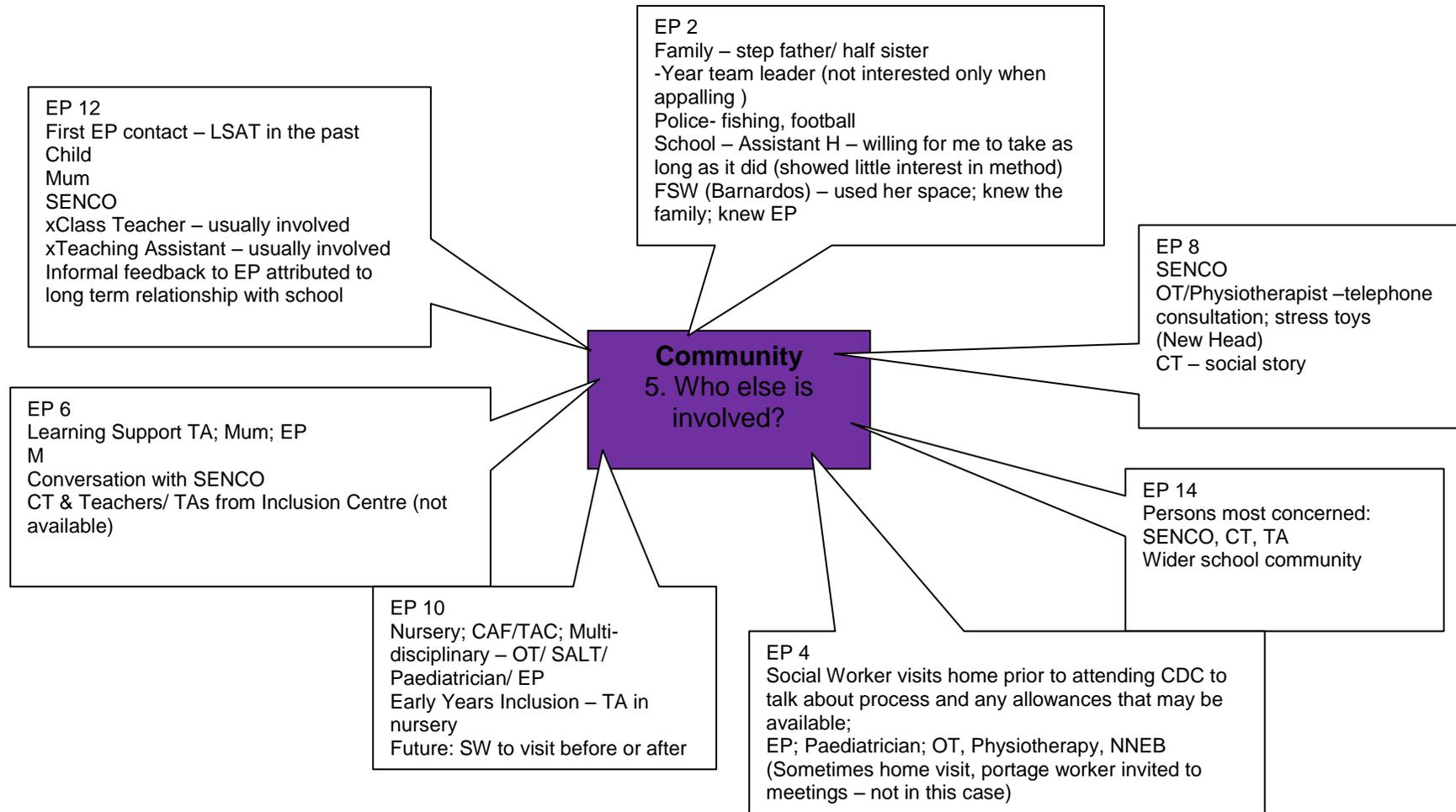
Appendix 9 (xii) EPs - rules-support



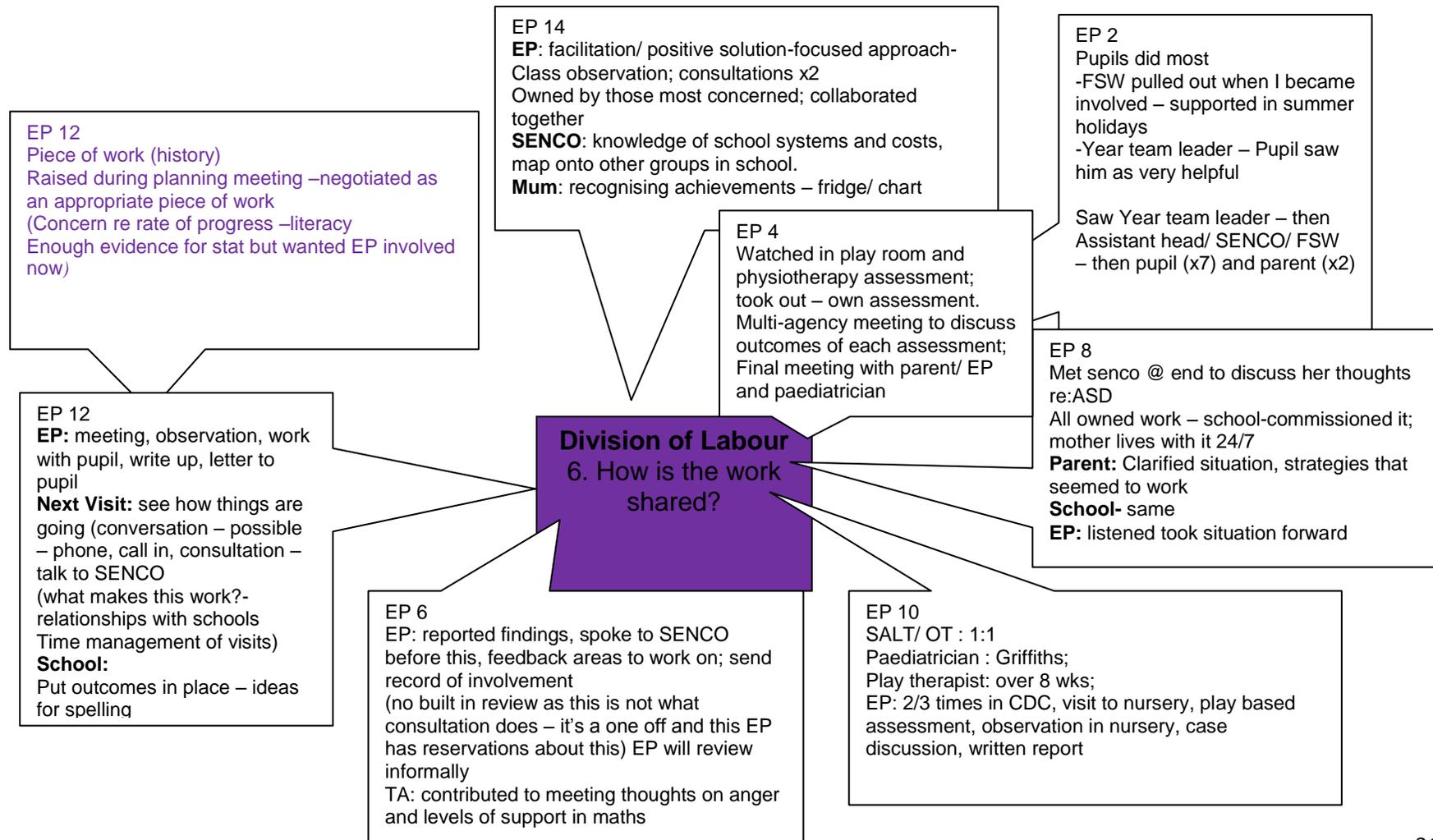
Appendix 9 (xiii) EPs - rules-constraints



Appendix 9 (xiv) EPs – community



Appendix 9 (xv) EPs - division of labour



Appendix 9 (xvi) EPs - Tools

