

**AN EXPLORATION OF THE LINKS BETWEEN WITHIN-CHILD
SKILLS AND PROGRESS MADE IN SOCIAL AND EMOTIONAL
DEVELOPMENT BY PUPILS IN A SCHOOL FOR PUPILS WITH
SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES
(SEBD) USING A MULTIPLE CASE STUDY DESIGN.**

by

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Abstract

This research evolved from work undertaken by the author with staff in a residential school for pupils with complex social, emotional and behaviour needs. This work focused on pupil progress in the development of social, emotional and behavioural skills. Pupils at the school appeared to be at different stages in their knowledge, understanding and practice of positive behaviours. This appeared to affect the progress they made and their responses to behaviour management processes. Within-child skills, felt to be important to pupils making progress, were identified through adult learning activities, a literature search and consideration of relevant research. The developmental perspective of social and emotional skills are put into the context of relevant literature and research (Greenhalgh, 2002, Weare, 2000, Riding and Raynor, 2001, Power and Dalglish, 2008 and Salovey and Sluyter, 1997). The research is qualitative and uses multiple case study design. A semi-structured interview was designed for the research. Fifteen pupils were involved in responding to questions about their behaviours past, present and the progress they felt they had made. Their responses were recorded, coded, and scored to help in identifying a pupil's knowledge of positive behaviours, their ability to practise positive behaviours with help, their capacity to take responsibility for their own behaviours and the within-child skills they demonstrated which may have contributed to them making progress. The results of the study enabled comparisons to be made between the pupils who were considered by staff to have made progress in social and emotional development and those who had made less progress. The potential for the findings to contribute to staff knowledge and future planning is acknowledged.

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Dedication

Jess Nixon-Lee 1987-2007

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Abbreviations

AB	Aggravated burglary
DCSF	Department for Children, Schools and Families
DfEE	Department for Education and Employment
DfES	Department for Education and Science
GBH	Grievous bodily harm
NICE	National Institute Clinical Excellence
PHSE	Personal, health and social education
RADIO	The Research and Development in Organizations Approach
SEAL	Social and Emotional Aspects of Learning
SEBD	Social, Emotional and Behavioural Difficulties
SEN	Special Educational Needs

CHAPTER 1

INTRODUCTION.

1.0 Introduction.

In this chapter the context and focus of the research are introduced. The research design, structure of the study and contents of subsequent chapters are outlined.

The setting for this study is a residential, co-educational school environment for fifty four pupils in the 9-16 age range with complex social, emotional and behavioural difficulties. All pupils have a Statement of Educational Needs. Its main objective is to investigate whether there was a link between the pupil's knowledge and understanding of their own social and emotional needs, their progress in managing their own behaviours within the school context and what personal, within-child skills they brought to the process. The study focuses on the contribution of pupils to the change processes. At the time of undertaking the research, a limited number of relevant studies addressing these links were identified. The research undertaken therefore provides a new line of enquiry for the age group.

For the purpose of this study the within-child skills include self achievement, having an understanding of the needs of others and having social confidence. They were agreed with staff following a series of adult learning activities between 2004 and 2008 and were influenced by a literature search. The within-child skills of the pupils were assessed via a semi-structured interview. Improved levels of behaviour management were measured by a reduction in the number of incidences of challenging behaviours

recorded on the schools' behaviour tracking system. These included reduced incidences in aggression to others, causing damage to the premises and non co-operation demonstrated by the pupil. An increase in rewards and privileges, including having a later bedtime and spending more time in the youth centre, were also taken into account when measuring progress.

1.1 Context for the development of the research focus of the thesis.

The specific focus of the research described in this thesis has been generated from a series of research and adult learning activities. These were undertaken by the author in conjunction with staff at the residential school between 2004 and 2008 as part of a school improvement agenda. The activities were negotiated with the author who was the Educational Psychologist working with the school at the time. Senior staff at the school wanted to engage all staff in improving behavioural outcomes for pupils and relate this development to National expectations.

1.1.1 In this study the National context is represented through a number of DCSF documents that were published between 2001 and 2008. These included The Education of Children with Behavioural, Emotional and Social difficulties as a Special Educational Need, DCSF (2008), The Report of the Practitioners Group on School Behaviour and Discipline; Learning Behaviour, DCSF, (2005) and Supporting School Improvement; Emotional and Behavioural Development, DCSF, (2001). The most recent document of revised guidance for schools, The Education of Children with Behavioural, Emotional and Social difficulties as a Special Educational Need, DCSF (2008), draws together existing advice from a range of earlier documents

concerned with identification and disability, whole school approaches to personalised learning and behaviour management, graduated approaches, and monitoring and evaluation procedures. This document emphasises that meeting the needs of pupils with behavioural, emotional and social difficulties is a teaching and learning responsibility of schools. Senior staff at the school were mindful that some of the findings of the DCSF suggested that schools for pupils with Behaviour, Emotional, Social and Developmental needs are less effective than other special schools in raising achievement. They hoped that their engagement in the phases of research described in this thesis would enable staff to effectively:

- engage in evidence based planning;
- increase their knowledge and understanding of the social and emotional developmental needs of pupils, from a psychological perspective;
- be able to put in place effective day to day operational practice of support guaranteed to engage pupils in developing positive behaviour; and
- maximize opportunities for success through effective planning.

1.2 A description of early phases of research.

In preparation for this study three earlier phases of research were undertaken. For the benefit of the reader these are referred to as Research Projects 1, 2 and 3. These research projects were framed within The Research and Developmental in Organizations (RADIO) approach to achieving school improvement, developed by Timmins, Shepherd and Kelly, (2003). This approach enables outsiders to negotiate research and interventions based on the specific needs of an institution or organization. The research projects were developed within a process of negotiated activity as part of a series of adult learning activities that were agreed with the school and undertaken by the author. The findings from each research project posed further questions and led to the next phase of research. The three research projects and how

they contributed to a fourth phase of research are described in Chapter 2 of this thesis.

The research projects included:

- Investigating the links between contextual and environmental circumstances of pupils and the progress made by pupils in managing their own behaviour evidenced by a reduction in the number of negative behaviours demonstrated.
- Evaluating the impact of systems and structures put in place within school e.g. intervening early, home-school contact, recognizing and rewarding achievement and positive behaviours evidenced by a reduction in the number of negative behaviours demonstrated; and
- Evaluating the impact of improved behaviour management approaches in reducing negative behaviours and achieving an increased number of rewards given through immediate feedback, enhanced reward systems and short term goals.

1.2.1 The first research project investigated links between contextual and environmental circumstances of pupils and the progress made by them in managing their own behaviour. This was evidenced by a reduction in the number of negative behaviours demonstrated. Staff predicted that pupils who made the least progress in successfully managing their own behaviours were those who arrived at the school with the most complex previous life histories. The number of negative behaviours recorded on the behaviour tracking system for each pupil was matched to the number of known risk factors in their prior histories e.g. number of permanent exclusions, early evidence of challenging behaviour leading to having a Statement of Educational Needs for social, emotional and behavioural needs, and having multiple changes of schools due to exclusions. The outcomes of the research indicated that pupils with complex life histories could make progress and the level of progress was not determined by the number of risk factors present in their prior histories. Staff at the school began to review their own expectations of the pupils. They recognized that all pupils could potentially make progress in the self management of their behaviors

despite prior histories. They reviewed systems and processes within the school that could potentially help pupils demonstrate more positive behaviours. Two further research projects were undertaken to evaluate the implementation of new practice which followed recommendations by the DCSF. These formed part of a school improvement programme that was supported by the author of this study.

1.2.2 Research Project 2 of the practitioner enquiry evaluated the impact of introducing additional structures and systems into the school to increase incidences of positive behaviours. This included adult-led actions such as intervening early, recognizing and rewarding achievement for improved patterns of behaviour and involving parents in supporting their children and young people through improved home-school contact. Quantitative evidence was used to determine the level of progress made by the pupils as a response to changes in practice within the school. To obtain this evidence records of negative behaviours as recorded on the school behaviour tracking system matched to the number of rewards gained were scrutinised. Variable outcomes were recorded, with some pupils demonstrating measurable progress, some pupils demonstrating inconsistent progress and some pupils demonstrating less progress in managing their own behaviours.

In Research Project 3 an evaluation was undertaken of the impact of introducing a revised and targeted behaviour management system into the school. This included the introduction of immediate rewards and praise in recognition of positive behaviour, an enhanced reward system with an increased number of rewards and the introduction of short term goals linked to daily targets to encourage an increased frequency in positive behaviours. Similar findings were made to those in Research Project 2.

1.2.3 Outcomes from the research projects given above indicated that, within the context of the school, pupil progress in the improved self-management of behaviours could not be predicted from differences in pupil histories, academic ability, improvement of school systems or structures, or the introduction of positive behaviour programmes. Staff were disappointed that the implementation of the activities linked to Research Projects 2 and 3 did not result in an overall improvement in self-management of behaviour by the pupils as measured on the school behaviour tracking system.

It was concluded that Research Projects 1, 2 and 3 failed to provide a clear indication as to why some pupils made progress and others did not. Senior Staff and the author agreed that a weakness of Research Projects 1, 2 and 3 was that the activities put in place by staff at the school was a response to DCSF guidance and had focused on the organization rather than the client group. They were a response to developing systems of best practice rather than meeting the needs of individual pupils. The abilities of pupils to respond to new expectations within the school had not been taken into account. Little consideration had been given to how, and by what means, pupils demonstrated knowledge and understanding of their own behaviours or what level of skills they had to draw upon in the self-management of their behaviours. It was agreed that a further phase of research would be negotiated. The focus of the new project would be to obtain pupil views of their own social, emotional and behavioural needs, their views of their own progress, and their views of the skills they needed to demonstrate positive behaviour. It was hoped that by doing so staff would achieve

greater insight into why some pupils made progress and others made less progress in the self-management of their behaviours.

1.3 Main focus of the thesis.

A new research proposition emerged as a result of the findings from earlier phases of enquiry undertaken by the author and discussions with key staff. The emerging research proposition was that there was a clear link between the knowledge and understanding a pupil had about their behaviour and their ability to self-manage their behaviours successfully. Through adult learning activities with staff at the school, led by the author and supported by a literature search, it was concluded that pupils required a range of within-child skills in order to manage their own behaviours. Staff arrived at the conclusion that these within-child skills needed to reflect:

- Self achievement
- Being able to problem-solve effectively
- Being responsible
- Understanding own needs
- Understanding needs of others
- Having independence skills
- Having social confidence
- Having a sense of belonging
- Being able to make and sustain positive relationships with peers
- Being able to make positive relationships with adults

These within-child skills are expanded and described fully in Chapter 3. The above list was collated following a literature search and through working with staff at the school.

The ability of the pupil to manage their own behaviour successfully was measured by reductions of incidences of negative behaviours recorded on the school behaviour

tracking system. The behaviour tracking system was a school data-base on which incidences of off-site behaviour, aggressive, unsafe or risk-taking behaviours and incidences of non-compliance were recorded. The proposed link between a pupil's knowledge and understanding of their own social and emotional development, and an increase in the self-management of their own behaviours is discussed in depth in Chapter 3. This is achieved through a review of relevant research and literature linked to three positive outcomes agreed, with staff, during adult learning activities.

1.3.1 The three key outcomes which staff felt a pupil needed to achieve to ensure that sustained progress could be made included:

- taking responsibility for themselves and their own actions;
- monitoring and reflecting on their own behaviour; and
- having an emotional understanding of their personal needs, the needs of others, and responding to these in socially appropriate ways

The link between the ability of the pupil to understand and have knowledge of their own social and emotional needs leading to self-management of behaviours, the use of their within-child skills and the positive outcomes given above is explored by critically evaluating relevant literature and research evidence based on work of Greenhalgh (2002), Weare (2000), Riding and Raynor (2001), Power and Dalglish (2008) and Salovey and Sluyter (1997).

1.3.2 In the work described in this study (Research Project 4), pupils at the school are considered to be at different stages of having knowledge and understanding of their own social and emotional needs. They have different levels of within-child skills. Together these developmental factors impact on their ability to self-manage their own behaviours. For the purpose of the research, having a knowledge and understanding

of positive behaviours is considered to be a pre-requisite stage needed in order to be able to practice positive behaviours with support and then increasingly on an independent level. The stages attributed to this process are described in Chapter 3.

1.4 An overview of the purpose and design of the research.

The purpose of undertaking the research was to support the staff of the school in increasing their understanding of the social and emotional needs of their pupils. The expected outcome was that staff would feel enabled to improve systems of support, refine individualized programmes of support for pupils and help pupils in developing knowledge and understanding of their own behaviours. This would result in pupils increasing their self-management of their own behaviours. There were two objectives for the author in this study. The first one was to establish whether there was a link between the knowledge and understanding a pupil had of their own social and emotional needs and the progress they made in managing their own behaviours, and the second objective was to establish whether this was impacted upon by within-child skills that the pupils brought to the process of change within the school context. The research was exploratory and was undertaken through using a Case Study design. The design of the research is explained fully in Chapter 4. Pupils were invited to be part of the study.

A semi-structured interview based on dimensions of the within-child skills given in 1.3 was constructed for the research. Pupils were selected for the research based on staff views of their progress matched to the behaviour records of the school. The pupils selected were divided into three groups, those who were deemed to have made most progress, those who had made some progress and those who had made least

progress. The cases were carefully selected for each stage. The process for this is described in Chapter 4. A multiple case approach was used. The results for each case were analysed and compared with other cases within the group. It was anticipated that findings from the research would provide information about the levels of knowledge and understanding pupils had of their own social and emotional needs and the within-child skills they brought to the process of self-management of their behaviours. It was hoped that the findings would explain why some pupils made progress in managing their own behaviours and others made less progress.

1.5 Structure of the thesis.

The chapters of the study lead the reader through the development of the research, the literature search, selection of the methodology, the discussion of the results, and conclusions. They are as follows;

Chapter 2: Background to the research.

This chapter describes the findings of earlier phases of research, referred to as Research Projects 1-3. These research projects are placed within the Research and Development in Organisation approach (Timmins, Shepherd and Kelly, 2003). The links between the three research projects are clearly defined. The chapter explains the rationale for focusing on the views of individual pupils about their progress, the within-child skills they brought to demonstrating their knowledge and understanding of their own behaviours, and how this might lead to improved self management of behaviours.

Chapter 3: Review of literature.

The review of literature addresses the issues posed by this study. It by considers a definition of complex behaviour, the contribution of research in supporting our understanding of how children and young people acquire the knowledge and understanding of their own social and emotional needs to be able to self manage their behaviours, and how the acquisition of within-child skills can lead to changes from using negative to positive behaviours.

Chapter 4: Research aims, methodology, design and procedures.

This chapter explores the design of this study. Reference is made to the RADIO model, Timmins et al (2003), as a supportive structure for undertaking the research. The choice of methodology is discussed. A case study approach is used. Sampling procedures, ethical issues, and the validity and reliability of data analysis processes relating to the study are discussed. The design and piloting of the semi-structured interviewing process and the field procedures are described. The results informed the final selection of research processes used in the study including choice of room, phrasing of questions and presentation of results.

Chapter 5: Presentation of findings.

In this chapter the findings of the research are described. Cross-case analysis of the semi-structured interviews is undertaken in keeping with multiple case design methodology. Triangulation of pupil views of their progress is provided by taking

into account staff views of pupil progress and quantitative evidence of occasions of negative behaviour through the behaviour tracking system of the school. Relevant literature is referred to.

Chapter 6: Discussion of findings and conclusions.

The findings of the research are discussed in relation to four themes. The themes include:

- outcomes of the research in meeting the theoretical stance;
- whether the research met the methodological and environmental partnership (Myers, 1989);
- the contribution of the research to increasing adult knowledge of pupil; and
- behaviours; and the role of the Educational Psychologist within the research process.

The chapter finishes with a short conclusion. Reference is made to the principles and aims of the research. Relevant literature and research quoted in Chapters 2 and 3 is referred to. The theoretical stance of the research is discussed. The validity of the research is considered in all sections.

Chapter 2

OVERVIEW OF PHASES 1-3 OF RESEARCH.

2.0 Introduction.

In this chapter Research Projects 1, 2 and 3 are described. These research projects are placed within the Research and Development in Organisation approach (Timmins, Shepherd and Kelly, 2003). The links between the three research projects are clearly defined. The chapter explains the rationale for turning towards a greater focus on pupil's own views of their progress and the within-child skills they bring in demonstrating their knowledge and understanding of their own behaviours leading to improved self management of behaviours.

2.1 The research environment.

The setting for the research is a residential school for both male and female pupils with social and emotional and behavioural needs who are between nine and sixteen years of age. The school caters for 54 pupils. Pupils are drawn from across a large rural county. All pupils at the school have a Statement of Educational Needs, and are considered to have complex and significant special educational needs arising from social, emotional and behavioural development (SEBD). The complexity of pupil needs was seen by staff to be a barrier to progress. Several pupils were described by staff as being disaffected, poorly motivated, having low self-esteem and being impulsive. All pupils were described as being challenging to adult authority. All

pupils at the school fall within the average to below average range of ability and are expected to complete examination courses.

The school is well established and it has been praised in Ofsted reports for maintaining a positive relationship with the local community and providing positive opportunities for pupils to achieve socially and academically. All pupils return home to their families or carers at weekends.

2.2 RADIO and Research Projects 1 and 2.

Each of the research projects described in this chapter has been placed within the framework of The Research and Developmental in Organisations approach (RADIO) of achieving school improvement, (Timmins, Shepherd and Kelly, 2003). This framework is a twelve phase model that provides a structure for organisational research. The phases of the RADIO model, (Timmins, Shepherd and Kelly, 2003) are:

- Phase 1. Awareness of need.
- Phase 2. Invitation to act in response to need.
- Phase 3. Clarifying organisational and cultural issues.
- Phase 4. Identifying stakeholders in area of need.
- Phase 5. Agreeing focus of concern.
- Phase 6. Negotiating framework for information gathering.
- Phase 7. Gathering the information.
- Phase 8. Processing information with research sponsors/ stakeholders.
- Phase 9. Agreeing areas for further action.
- Phase 10. Action planning.
- Phase 11. Implementation of actions.
- Phase 12. Evaluating action.

The phases relate to three broad areas of activity

- identification of the need of the organisation;
- engagement in research in response to that need; and

- organisational change based on the research evidence.

The phases of the model were applied to the three research projects undertaken within the school setting. These were:

- an investigation of the link between pupils' progress in social and emotional development whilst in school matched to their prior histories; leading to
- an evaluation of the impact of introducing systems and structures into the school to support positive behaviour i.e. early intervention, good home school links, mentoring, and recognizing and rewarding achievement; and
- an evaluation of the impact of introducing a revised behaviour management system into the school which included an enhanced reward system.

Using the RADIO approach (Timmins et al, 2003) for each of the three research projects assisted staff in problem solving issues which had impacted upon improving behavioural outcomes in the school. The researcher facilitated the discussion of findings with staff and related these to relevant government guidance and research. From these discussions additional adult learning and new enquiries emerged. Further research projects developed. These focused on school improvement activities. The RADIO model (Timmins et al, 2003) was effective in allowing each research project to build upon the findings of the one before. The identified organisational need remained constant throughout i.e. to identify ways to increase pupil progress and achievement in social and emotional development. Each new project allowed for a different aspect of this to be considered.

The application of the RADIO model (Timmins et al, 2003) to the current research is described in Chapter 4 but preceding Research Projects 1, 2 and 3 are described below. The first three research projects undertaken were supported through literature searches and scrutinized as part of doctoral studies in preparation for this study. Findings are considered to be valid but based on limited data. The author, the Educational Psychologist, worked closely with staff in examining the data. Had this

not been the case then the reliability of the data could have been challenged. Ethical issues associated with all of the research projects undertaken are discussed in Chapter 4. Parents were consulted by the school as to the work being undertaken at all stages of the research. The governing body was kept informed by Senior Staff.

2.2.1 Research projects 1 and 2.

RADIO phase 1-Awareness of need.

Staff at the school predicted that pupils demonstrating long-standing and entrenched behaviours would not change these behaviours whilst at the school. Research studies such as The Cambridge Study in Delinquent Behaviour (Farrington, 2003), which investigated the link between early patterns of behaviour, multiple risk factors and offending behaviours in adolescence, re-inforced the Ofsted findings of 1999. Laucht, Schmidt and Esser (2004) p. 30, who investigated the impact of negative psychosocial circumstances on child development, concluded that;

the sequelae of early risk factors are not confined to early life and tend to exist into adolescence

Senior staff were concerned that low expectation of pupil progress had led to a culture of containment amongst the staff. The predictability of outcomes for pupils needed to be confirmed or contradicted through research to enable the school to move forward in meeting the needs of its client group. The task was placed within a framework of school improvement; Research and Development in Organisations (RADIO), (Timmins et al, 2003).

RADIO phase 2-Invitation to act.

The author was invited by key staff from the school to work collaboratively with them in order to test the hypothesis that those pupils deemed as having the highest number of risk factors on entry to the school would be the pupils who would make the least progress in developing positive behaviours. Progress was measured by the school in terms of:

- reward points earned; and
- reduced number of incidences of negative behaviour as charted on the behaviour tracking system used by the school.

The risk factors on entry included persistently reported difficult or challenging behaviour over time, early statement as being an indicator of challenging behaviour, being permanently excluded in the primary phase, being below average ability, involvement of social service staff as a result of family difficulties or child needs, and indication of traumatic life experiences e.g. abuse, neglect and rejection, or loss. These risk factors linked directly to the reasons given by staff as to why pupils did not make progress.

RADIO phase 3-Clarifying organisational and cultural issues.

Staff routinely predicted that:

- The pupils whose behaviours are long-standing and entrenched do not change.
- Those pupils with the poorest ability make the least progress.
- Pupils with early statements are hard to change.
- The pupils with a diagnosis of ADHD make little progress.
- Pupils with negative life experiences are resistant to change.
- Pupils who are egocentric and self-orientated make little social progress.

The statements of staff beliefs represent organisational and cultural perspectives of that time, (Farrington, 2003, and Laucht et al, 2004). These were collected through a training activity which focused on writing individual education plan targets for new pupils on transition to the school. It was evident that staff had low expectations of pupils but they felt that they could justify these based on their past experiences.

RADIO phase 4-Identifying the stakeholders.

Senior staff were identified as stakeholders in the research. It was felt that staff had developed low levels of expectation of pupils and that a good understanding of the links between prior histories of pupils and current rates of progress needed to be confirmed or refuted in order for staff to change their perspectives and for the school to embrace new ways of working. The governing body asked to be kept informed of outcomes.

RADIO phase 5-Agreeing a focus of concern.

The agreed focus of concern was that some pupils in the school made progress and others made less progress in their social and emotional development and self-management of behaviours. It was unclear why this was but staff believed that those with the most complex social and emotional needs on entry to the school made least progress.

RADIO phase 6-Negotiating a framework for information gathering.

It was agreed with senior staff at the school that the research would focus on a retrospective analysis of pupil records associated with school placement matched to current records of behaviours. The information gathered would reflect the six predictions of staff given in phase 3 of RADIO, quoted earlier in this section. It was agreed that the analysis would include studying the histories of 26 pupils in years 7-9 of the school setting. This constituted 50% of the pupils at the school at that time. Prior pupil records held by the school, including primary school reports, behaviour logs and annual reviews were scrutinized. Information about the current levels of progress of pupils based on data from the behaviour tracking system used by the school, were made available for analysis. These were cross-referenced to documentation held within the Educational Psychology Service.

RADIO phase 7-Gathering the information.

The author, the Educational Psychologist for the school, scrutinised school files on the school premises. Key documents from previous schools included end of year reports, exclusion papers, Statements of Educational Needs and reports written by Educational Psychologists. The school's own records were referred to. These included an admission report i.e. short pupil history obtained directly through an interview with parents and the pupil's previous school, and school reports which reflected progress made since admission.

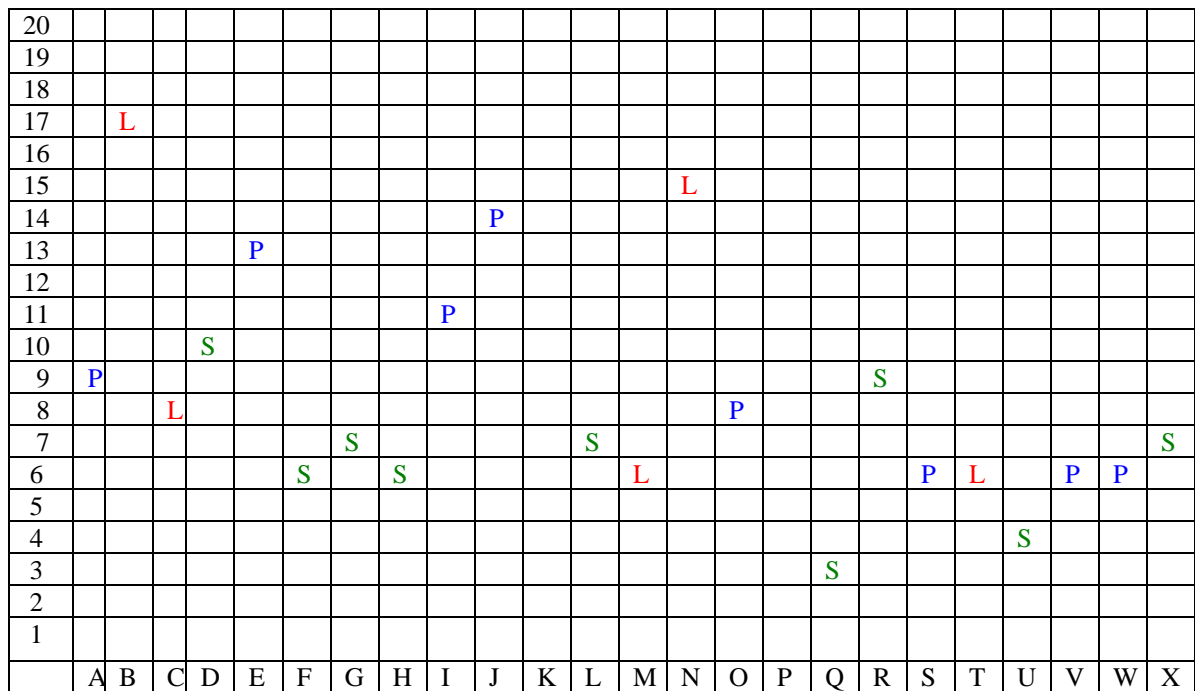
A simple point system was used to compare the multiple risk factors of one pupil with another. Pupils were allocated a point for each risk factor reported in their profile matching to the expectations of the staff as given above. These included the following:

- reports of early behavioural difficulties in school;
- limited academic progress and social, emotional and behavioural needs;
- having a Statement of Special Educational Needs in KS1 for social, emotional and behavioural needs;
- having a diagnosis of ADHD;
- having had negative life experiences e.g. taken into care, having been abused or had had many school changes; and
- reports of difficulties in sharing, turn-taking etc., which could be described as being egocentric or self-orientated.

The risk factors were then matched against staff assessment of progress and data provided through the school behaviour tracking system of the school. The behaviour tracking system used by the school provided a print out for each student demonstrating frequency of negative behaviours shown over time, from their date of entry.

The pupil scores were represented on a simple graph with a range of 1-20 points, where 1 was low and 20 was high. The pupils were represented by a letter of the alphabet in order to maintain confidentiality. Staff assessments of pupil progress are represented by letters L (limited progress made), S (some progress) made and P, (measurable progress). The results from the study are shown in figure 2.1.

Figure 2.1.



Graph indicating points per student – matched to staff views of progress made.

The graph shows that the two pupils with high numbers of risk factors, pupils N (15) and B (17), are described as having made limited progress but pupils with the lowest number of risk factors i.e. less than 4, are described as having made some progress rather than definite progress. The most progress matched against the number of risk factors present is for the group of pupils who had between 11 and 14 risk factors on entry. The majority of pupils (15), fall into the band of 6-10 risk factors and provide a mixture of results from L (limited progress), S (some progress) and P (measurable progress). To confirm staff views that those pupils with greatest needs on entry would make very limited or no progress then it would be expected to see L against those pupils with the highest number of score. This was not consistent as shown in figure 2.1.

RADIO phase 8-Processing information with research sponsors/stakeholders.

The findings were shared with senior staff by way of a research report and face-to-face discussions. The findings could not support the theory of staff that the pupils with most risk factors on entry to the school made the least progress. The results indicated that a pupil with long-standing social, emotional and behavioural difficulties and difficult home circumstances including poor attachment or poverty was just as likely to make progress as a pupil with fewer risk factors.

The findings were shared with staff at a staff meeting. It was acknowledged that the study was small scale and retrospective. The research findings were 'local' to the school. The findings could have been challenged by arguments that the pupils at the school were not a representative sample of the school age population, that the evidence base was not consistent or robust as it was based on past school records from different establishments, and that the evidence had been recorded by different adults. The results from the survey were, however, considered sufficient by senior staff to challenge the views of the staff that outcomes for pupils at the school could be predicted by past experiences. It was evident from the research undertaken by the author that there was a danger in stereotyping pupils attending the school according to their prior histories. Stereotyping had lead to staff having low expectations of the pupils. The research of Farrington (2003) and Laucht et al (2004) could therefore not be upheld in the school setting with that particular cohort of pupils. Outcomes from the research indicated that we cannot assume that the presence of risk factors will lead to limited progress (McCarthy et al, 2004 and Weiss, 2004).

As a result of the findings staff became more open-minded to the fact that levels of potential progress and outcomes for pupils could not be pre-determined by long-standing risk factors represented by pupil histories.

RADIO phase 9-Agreeing areas for further action.

Staff concluded that as a result of the research their pupils had a higher potential to achieve socially and emotionally than first thought and that they should target change. Changes in staff perspectives led to further discussions in school between the Head of House, the Head of Care and the Educational Psychologist for the school, as to how this might be achieved. Reference was made to Supporting School Improvement, DfES (2001) and Social Inclusion: Pupil Support, DfEE (1999).

These consultations led to provisional planning for organisational change based on nine key principles from Social Inclusion: Pupil Support, DfEE (1999). These include:

- Setting good habits early.
- Early intervention.
- Rewarding achievement.
- Supporting behaviour management.
- Working with parents.
- Involving pupils.
- Commitment to equal opportunities.
- Identifying underlying causes.
- Providing study support.

The possibilities of placing further school improvement activities within a research framework were discussed.

RADIO phase 10-Action Planning.

The staff asked the author of the study to support them in developing a new phase of activity within the school and to assist with its evaluation. This evaluation is referred to here as Research Project 2, as it was a substantial piece of work. The staff reflected on whether progress could be arrived at through the introduction of enhanced behaviour and reward systems that would target change, increase resilience, and improve the monitoring of progress within its current cohort. This would include closer home-school contact between staff and parents or carers.

RADIO phase 11-Implementation of actions.

In planning the activity relevant National documents were referred to. The Report of the Chief Inspector of Schools; Effective Education for Pupils with Emotional and Behavioural Difficulties, Ofsted (1999) p11, states that successful special schools help pupils:

learn self control, build social relationships and behave well

The report defined good practice as acknowledging and rewarding positive behaviours, providing motivating and rewarding activities, and giving positive feedback.

The key principles of good practice as given in Social Inclusion: Pupil Support, DfEE (1999) were used to provide a framework for action in developing approaches to

improve systems and structures within the school. Staff planned interventions to match the key principles. These included:

Table 2.1

Bullet point	New intervention, system or structure
Setting good habits early	Induction into school focused on expectation and established participation in the reward system at an early point.
Early intervention	Staff intervening and giving behaviour choices, engaging pupils in problem-solving before situations escalated.
Rewarding achievement	Use of league tables and longer-term rewards e.g. a trip.
Supporting behaviour management	Both self-management in pupils and support from senior staff to staff in identifying positive behaviours, and by modelling behaviours.
Working with parents	Home-school liaison to establish pattern of rewards at home, focusing on positive behaviours.
Involving pupils	By planning the leagues, and selecting rewards.
Commitment to equal opportunities	All pupils having access to all rewards according to the league they are on and by creating opportunities for success
Identifying underlying causes	Analysis of potential issues which might inhibit progress, e.g. environmental or social influences
Providing study support	Increased links between the residential and teaching staff.

Activities matched to the key principles, (DfEE, 1999).

The author of this study was invited to support the staff by evaluating the outcomes of having put new structures and system in place in the school. It was agreed with the Head of Care and Head of House that pupil behaviour pre and post the project was assessed using the behaviour tracking system used by the school. This charted frequency of negative incidences e.g. aggression to others, destroying property, climbing on the roof, and abuse to staff. The behaviour tracking system also recorded the achievement of rewards linked to a point system for positive behaviours. The types of behaviours rewarded were co-operation, helping others, completing self-care tasks, keeping a bedroom tidy, and helping in the school garden.

RADIO phase 12-Evaluating Action.

Table 2.2 lists the key principles and the new or revised structures which were put in place and which were evaluated. A questionnaire was developed by the Educational Psychologist and Head of Care for use by staff. Guidelines were written for use by teaching staff so that pupils could rate the achievements of the school in the key principles through an interactive activity in the house area. The staff evaluation utilised a simple rating scale which staff completed on an individual basis. Pupils participated in group activities in the house areas to respond to questions such as ‘how good are we at.....’. All staff and pupils participated in giving their feedback during a one week period in school. Staff were also invited to make overall comments on the progress of the school and propose any further changes which they may have found beneficial. The author acted as a consultant in interpreting trends from the results and in collating responses from the questionnaires. It was possible to calculate a rating level for each point as well as an overall rating. There was the potential for revisiting the process again on another occasion as part of the school’s self-evaluation process. Ethical principles from the British Psychological Society were applied by the author.

The outcomes of the analysis for each key principle are given in the third column of table 2.3. Positive outcomes of Research Project 2 after one school term included the establishment of strong systems and structures within the school and improved home-school links matched to each of the bullet points given in Social Inclusion: Pupil Support, DfEE (1999).

Table 2.2

Bullet point	System/ new structure	Outcome
Setting good habits early	Induction into school focused on expectation and established participation in the reward system at an early point.	Agreement that relationships with staff were built at an early stage by 80% pupils. Ground rules set, structure of systems established with pupil.
Early intervention	Staff intervening and giving behaviour choices, engaging pupils in problem solving before situations escalated.	95% Staff felt they had improved skills in this area. Additional comments indicated that staff were more able to anticipate triggers in negative behaviours. Restorative conversations were being used to assist in problem solving. Clear choices given with consequences 97% of the time.
Rewarding achievement	Use of league tables and longer term rewards e.g. a trip.	League system seen by 100% pupils to be fair. 100% staff felt it gave clear messages to pupils and was accepted without challenge.
Supporting behaviour management	Both self-management in pupils and support from senior staff to staff in identifying positive behaviours, and by modelling behaviours.	45% reduction in handling of pupils recorded and 30% increase in time out with support noted as effective. Increase in Key Working liked by 65% pupils.
Working with parents	Home-school liaison to establish pattern of rewards at home focusing on positive behaviours.	Staff asked for home-school liaison officer to be appointed from within staff.
Involving pupils	By planning the leagues, and selecting rewards.	75% Pupils asked for school council.
Commitment to equal opportunities	All pupils having access to all rewards according to the league they are on and by creating opportunities for success.	Increased emphasis on rewarding rather than punishment popular with 95% pupils.
Identifying underlying causes	Analysis of potential issues which might inhibit progress, e.g. environmental or social influences.	25% increase in observation of behaviours by staff leading to more accurate understanding of negative behaviours.
Providing study support	Increased links between the residential and teaching staff.	Improved knowledge of behaviours across both settings emerging with shared understanding that there needed to be an increase in joint working.

Outcomes of Research Project 2.

The conclusion from the evaluation of this project was that staff and pupils felt positive about the new systems put in place but staff remained disappointed that they had not observed significant changes in the behaviours of the majority of pupils at the school. Evidence from the school behaviour tracking system indicated a decrease in extreme behaviours e.g. climbing on the roof and a greater engagement of pupils in tasks around the school but that there was no difference in the frequency of behaviours such as aggression to others. Staff felt that a great deal of provision had been made at the school to support change in pupil behaviour but with limited results.

2.3 Research project 3.

One outcome from the research was a proposal that the behaviour management strategies used within the school should be reviewed and the impact of changes made should be evaluated. The intention was that this new direction of enquiry should build upon the last two research projects undertaken.

RADIO phase 1-Awareness of need.

Senior staff at the school were aware that pupils continued to make varied levels of progress in their social, emotional and behavioural development. They could acknowledge that changes already made to the organisation of the school had been positive but they were aware that it was still the case that some pupils made progress and others made less progress. They had been unable to arrive at conclusions as to why this was the case. As a result they felt that the behaviour management structures in the school were not as effective as they could be and that these should be reviewed

RADIO phase 2-Invitation to act in response to need.

It was becoming an established culture within the school for staff to question their policy and procedures and there was an expectation that the author, the Educational Psychologist would engage in further investigation. The area for further action was to evaluate the impact of introducing improved behaviour management systems within the school.

RADIO phase 3-Clarifying organisational and cultural needs.

A great deal of work had been undertaken within the school to put structures and systems in place to raise staff expectations of pupils and support improved behaviour management by pupils. This work followed the key principles of Social Inclusion: Pupil support, DfEE (1999). Conclusions were that some pupils had made progress but others had made less progress. In the last phase of research 95% of pupils had said they liked the new emphasis on rewarding positive behaviours but senior staff felt that the emphasis amongst staff in recognising negative behaviours continued to be greater than in acknowledging positive behaviours. They felt that they needed to refocus the emphasis of the behaviour management system. They felt that positive behaviour approaches were needed in which the reward system was linked to both short-term and long-term goals, and rewards were more immediate. They wanted to change the cultural focus of both staff and pupils to routinely recognising and rewarding positive behaviours rather than focusing on negative behaviours and punishment.

RADIO phase 4-Identifying stakeholders in area of need.

Senior staff at the school continued to see themselves as stakeholders in the process as the research to be undertaken was linked to the management of systems and structures within the school. Findings would be shared with staff and governors.

RADIO phase 5-Agreeing focus of concern.

In this phase of research the focus of concern was the effectiveness of the introduction of :

- an improved behaviour management system which increased the level of immediate feedback;
- an increased number of short term goals; and
- an increased number of motivating activities at less structured times

A number of small prizes earned through different levels of points were introduced e.g. points being exchanged for shower gel, a pencil case, or a voucher for McDonalds. Activities at lunchtime were extended to include ones with a high level of credibility with pupils such as the availability of go-peds, and quad bikes. These activities were already much sought after and therefore it was anticipated that some pupils would be motivated to gain points for positive behaviours. Steps were taken to provide opportunities for the development of positive behaviours both within the classroom and during activity time. Activities to improve the language of self expression were introduced to enable pupils to more easily explain their feelings and emotions were introduced. The school engaged in a local community project, introduced a school kitchen garden project and small animals care in order to raise esteem and the profile of the pupils in the community. Pupils were encouraged to

participate in all aspects of school life, take a pride in their contribution and share in the positive reports about their behaviours on a weekly basis. The school put in place an internal certificate system for participation which contributed to the pupils' end of year report. The introduction of the activities met the recommendations of the National Institute for Health and Clinical Excellence, NHS (2008), for promoting social and emotional well-being, and the Professional Standard for Teachers; Q/C19, DCSF (2008) for making effective personalized provision, and which advises on activities to support:

- Development of social competence and emotional maturity;
- Acquiring the skills of positive interaction with peers and adults;
- Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour; and
- Provision of a safe and supportive environment

RADIO phase 6-Negotiating framework for information gathering.

The author was once again invited to support staff in evaluating the impact of the project on pupil behaviour. Questionnaires were devised to support the process. School staff participated in the process by interviewing members of the local community about their views of how the pupils interfaced with the community. Questions focused on topics such as behaviour of pupils in the community, level of disturbance from the school, and management of behaviour by pupils on work experience in the community. The home-school liaison officer contacted parents by telephone to ask their views of how short-term goals linked to more immediate rewards had impacted on changes of pupil behaviour. Senior staff obtained the views of staff and pupils about the new reward systems put in place in the school. Respondee categorised their responses as very good, good, satisfactory, poor, or very

poor. The responses to the questions were collated. The school behaviour tracking system was referred to in monitoring incidences of negative and positive behaviour.

RADIO phase7-Gathering the information.

The information was gathered by staff over a two week period. The author was asked to support the Head of Care in analysing the responses. The results could be easily quantified. Trends demonstrated that the profile of the school had been raised in the community and that local residences had a positive view of the pupils of the school. Parents reported improved behaviour and that some pupils were able to follow a reward system at home. Staff and pupil views indicated that the improved reward system had been well received but the behaviour tracking system demonstrated that pupil behaviour continued to be variable.

RADIO phase 8-Processing information with research sponsors/stakeholders.

A short report was compiled by the Head of Care and the author in her capacity as the Educational Psychologist for the school. It was felt that opportunities for change had been provided. One important emerging factor was the allocation of a dedicated key worker to each pupil. This could be supported by relevant literature e.g. Laucht (2004) emphasised the importance of positive adult relationships on the social and emotional development of young people in influencing change and the DCSF document; The Education of Children and Young People with Behaviour, Emotional and Social Difficulties as a Special Educational Need (2008), emphasizes the importance of a pupil having access to a key adult. In more general terms McCarthy

et al (2004) emphasised that increased positive experiences resulted in greater resilience of young people and this could lead to change. It was evident that a structure and framework in which progress could be facilitated had been achieved, but long-term pupil changes of behaviour had once again not been realized.

Conclusions from the research were that measurable progress could only be observed in a small number of students. Progress was defined in terms of pupils demonstrating increased skills in taking responsibility for their own actions, modifying negative interactions with others or the environment, and by demonstrating positive behaviours. These are referred to as within-child skills in this study as they are skills demonstrated independently by the pupil. It was not clear why progress was so variable. It was concluded that that pupils at the school were at different stages in their social and emotional development, and as a result this affected their ability to recognise and self-regulate their own behaviours.

RADIO phase 9-Agreeing areas for further action.

Staff at the school felt that structures and system within the school were established and were applied with a high level of consistency. It was agreed that sufficient research had been undertaken into the implementation of structures and systems within the school but that it was still not clear why some pupils made progress in social and emotional development and the self-management of their behaviours and others made less progress.

It was proposed that staff would benefit from an opportunity to reflect on the different needs of pupils. An in-service training day was set aside to revisit the findings from the three research projects and to consider next steps.

RADIO phase 10-Action planning.

New areas of thinking emerged during the period of action planning for the in-service training day. These new areas of thought focused on the range of personal skills pupils had to bring to the process of change e.g. knowledge and understanding of their own behaviours, increased levels of motivation or self-control. The behaviour tracking system provided data of incidences of both positive and negative behaviours but did not document antecedents, consequences, and pupil or adult views. It did not provide information about how pupils were progressing in developing new self-management skills or knowledge of their own behaviours. It was agreed that staff would work towards engaging pupils in reflecting on their own behaviours. It was felt that this would contribute to staff understanding of pupils' social and emotional development. It was agreed that a new research project should be developed with the author but that in preparation for this staff would be expected to engage in in-service training to agree and develop consistent and objective approaches to assessing:

- severity of levels of challenging behaviours of pupils;
- pupils' understanding of the impact of their behaviours on others;
- pupils' regard for social boundaries in relation to property; and
- pupils' regard for the rules of the organisation.

This would enable a common language of assessment to be used amongst staff in the school and with the author during the next research project.

RADIO phase 11-Implementation of actions.

Following the in-service training the staff at the school developed their use of weekly mentoring sessions to begin to encourage pupils to think of positive and negative events in the week, difficulties they were facing and who had helped them. As a result the staff began to comment in staff meetings that individual pupils seemed to have different levels of understanding about their behaviours and that this impacted on their ability to self-reflect and possibly manage their own behaviours.

RADIO Phase 12-Evaluating action.

The informal evaluation of the follow-up work from the in-service day took place through staff meetings and case discussions. Staff felt more confident that they were more consistent in their evaluations of pupil behaviours. Discussions led to further reflection on the research which had already been undertaken and on a new phase of research.

A criticism of the practitioner enquiry research already undertaken was that it had been orientated towards systems and structures. It was now felt that the pupils' perspectives of their own behaviours and the skills they brought to the process of change needed to be considered as a means to understanding the circumstances in which pupils engaged in negative and positive behaviour. Staff had embraced the concept that changes in pupil behaviours could be achieved if the correct circumstances existed. Staff now felt that by obtaining pupil views about their

behaviours in a structured way it would be possible to determine the factors which supported or inhibited the progress of individuals (Faupel, 2003).

2.4 Conclusion.

Following Research Projects 1, 2 and 3 staff at the school proposed that pupils at the school were at different stages in their social and emotional development and as a result this affected the ability of the pupil to recognize and regulate their own behaviours. This led to a new research proposition i.e. that there was a link between the knowledge and understanding a pupil has of their own social and emotional needs, their progress in managing their own behaviours within the school context, and the within-child skills they brought to the process.

CHAPTER 3.

REVIEW OF LITERATURE.

3.0 Introduction.

In this chapter the main themes of the thesis are investigated in relation to relevant literature and research. The research proposition is that there is a clear link between the knowledge and understanding a pupil has of their own social and emotional needs, the within-child skills of pupils, and their progress in their social and emotional development. It is proposed that pupils at the school are at different stages in their social and emotional development and as a result this has affected their ability to recognize and self-manage their own behaviours. The main objective is to identify how pupils at the school can be supported in demonstrating an increase in positive behaviours and a reduction in negative behaviours.

The proposition developed as a result of previous research and adult learning activities. These activities demonstrated that structures and behaviour management systems put in place at the school were not successful in achieving consistent improvements in the social and emotional development of pupils, leading to self-management of behaviours. This study focuses on what the pupils bring to the process of change themselves. It is hoped that the outcomes of this study will provide a response to the question of why some pupils make progress and others make less progress in social and emotional development, and in self-management of behaviours. The outcomes will inform future planning within the school.

The chapter has five main sections. These sections represent key questions which have been addressed in planning the research. The first two sections link earlier research projects with this study. They include:

- What are complex behaviours? and
- What key factors support changes in behaviour within the school environment?

They provide the context to the study. They are important sections of this chapter as they emphasize the complexity of the needs of the pupils, and the ineffectiveness of previous approaches put in place in the school in bringing about significant change, despite following national guidance. In these sections the rationale for focusing on the behaviours demonstrated by individual pupils begins to be explored. Earlier studies have contributed to the refining of practitioner enquiry by staff at the school.

The next three sections consider the main themes which underpin this study. They are:

- What are within-child skills and how do they contribute to changes in behaviour?
- Is it possible to describe social and emotional development within a staged approach?
- What can pupils contribute to the research?

3.1 Undertaking the literature search.

The literature search has reflected the themes of both this study and prior research to this study. Key words used for the initial literature search included social and emotional development in 11-16 year olds, complex needs, emotional literacy, within-

child skills, intrapersonal skills, the psychology of adolescence and development of the teenage brain. Searches for relevant documentation have included using recognized academic search engines such as Scholar, searching the educational and psychology sections of the university library and regular visits to academic book shops to identify suitable, up-to-date, texts as given in the Bibliography. The literature search for this chapter has included reference to relevant professional journals in psychological research and developmental psychology e.g. Developmental Psychology published by the Division of Educational and Clinical Psychology (DECP). National documentation referred to was selected from policies and papers directly relevant to schools for pupils with social, emotional and behavioural needs, or to behaviour management. As the initial search did not identify many studies or texts directly addressing the topic of social and emotional development in the 11-16 age range linked to self-management of behaviour the search for relevant literature was broadened to include the impact of risk and resilience factors on social and emotional development, the function of behaviours and the impact of environmental factors on child development.

The overall result of the search for current literature was disappointing. Relevant National documentation targeting school improvement was easily identifiable. A wide range of materials relevant to behaviour management of children and young people by adults was also available but there was a limited number of articles and texts available relating directly to the development of social and emotional skills in the 11-16 age range or on self-management of behaviours in children and young people. Due to the lack of availability of research and literature directly related to the research proposal key texts were drawn from a range of topics including the impact of

environmental factors on child development, developmental psychology and within-child skills staff felt pupils needed in order to achieve self-management of behaviour. Research referred to includes single-factorial studies, which focus on the impact of one life condition e.g. poverty and negative outcomes; multiple-factorial studies which begin to take into account that outcomes cannot be attributed to one factor alone; and action research studies which focus more closely on the engagement of the individual child in changing their behaviour. The research drawn upon has been selected to demonstrate the journey towards this study. This involves moving away from identifying barriers or risks to progress to focusing on finding possible solutions. There is an increased emphasis on pupil participation and the need to substantiate hypotheses with both quantitative and qualitative data in order to provide the richest picture. The literature search is an opportunity to identify the circumstances in which pupils are able to make progress in social and emotional development.

3:2 What are complex behaviours?

Complex behaviour is a phrase which had been used in psychological reports and by staff to describe the social, emotional and resulting behavioural needs of the pupils at the school. Responding to the question ‘What are complex behaviours?’ will assist the reader in understanding the needs of the pupils referred to in the study, and in establishing the parameters of this study. In order to progress with this research it was important that a mutually shared understanding of ‘complex’ behaviours was established between the author and staff at the school. It was also important that the definition was consistent with a national perspective in order for the research to have credibility and for it to be replicated on another occasion. In earlier phases of research staff had put forward their views that the complex behaviours demonstrated

by pupils at the school were as a result of a combination of long-standing difficulties. These included negative life experiences from areas of education, health, social responses, and significant or traumatic life events. The resulting challenging behaviours demonstrated by pupils at the school included oppositional behaviours, going off site, non-compliance, aggression, and damage to property.

The environmental context for the definition of complex needs is the school setting. All pupils at the school have a history of negative behaviour which has resulted in a Statement of Educational Need for social, emotional and behavioural difficulties. This behaviour is often reflected in the pre-school or Key Stage One records of the pupils. All pupils had been previously assessed by an Educational Psychologist therefore it was felt that reports of social, emotional and behavioural needs were objective. Evidence indicates that all pupils at the school engage in behaviours which challenge behaviour management systems.

In this section of the chapter the types of behaviours demonstrated, the environmental factors contributing to or maintaining behaviours, and the functions of behaviours for pupils are considered in defining complex behaviours.

3.2.1 Complex and challenging behaviour is defined by O'Brien (1998) as a combination of negativity, violence, dangerous behaviours, anti-social and disruptive behaviours or being out of control. Emerson (1995) gauges the severity of complex and challenging behaviour against cultural norms where behaviour is seen to be a barrier when it results in the limitation of access to community facilities. Zarkowska

and Clements (1994) define complex and challenging behaviour as behaviour which causes significant stress to those living and working with the child. Ayers, Clarke, and Murray, (2001) refer to latency, frequency, duration, severity and intensity as being aspects to take into consideration within the process of systematically assessing the complexity of behaviours.

The most frequently occurring, high impact, complex, and challenging behaviours recorded on the behaviour tracking system of the school over a period of eight years were:

- conflict with others;
- acts of aggression to adults or peers;
- stealing from others;
- blaming others for own behaviour; and
- engaging in risk behaviours e.g. breaking school rules, being off site, climbing on the roof or high walls, smoking, or bringing drugs onto the premises.

Many pupils demonstrated a combination of the above on a daily basis in both the school and house areas. The behaviours become more complex because of their frequency, their level of severity and the challenge they present to staff in managing arising situations. Significant changes to pupil behaviour had not been brought about by improving structures and systems within the school. This suggests that the social and emotional needs of pupils are resistant to change.

The behaviours listed above are amongst those identified in longitudinal research by Newman, (2002), and McCarthy et al (2004) as affecting educational progress and emotional well-being of children and young people. The Education Department of

Western Australia (2000) included all of the five high impact and challenging behaviours described above as examples of high-level risk factors in its guidance to teachers for reducing risk and building resilience. Rees et al (2003) gave the same five high level impact factors as the most frequent reasons for young people being referred to educational psychologists. There is therefore strong evidence to indicate that the five high-level impact and challenging behaviours identified by staff are considered to be indicative of complex needs. Evidence from the literature search is consistent and for the purpose of this study is accepted.

3.2.2. Complex and challenging behaviours are traditionally associated with negative influences and sub cultures such as levels of violence, poor home conditions and ineffective parenting skills. The negative influences and sub-cultures were identified by Ofsted in 1999 as barriers to a child's social, emotional and cognitive progress. The continued presence of these influences is thought to maintain negative behaviours and to impact on social and emotional development over time. A significant amount of research undertaken in the 1900s and early 2000s focused largely on the negative links between environmental circumstances and outcomes e.g. impact of poverty on achievement. The themes and the findings of research from 1900s to 2000 were reflected in National documentation of the time. Staff at the school could readily agree with DfEE guidance published in 2001. Promoting Children's Mental Health within Early Years and School Settings (DfEE, 2001) emphasized that the presence of risk factors such as deprivation, poverty, and poor attachment impacted on development and well-being over time, and had long-term adverse effects.

Four examples of relevant research studies focusing on negative influences are by Weiss (2004), Zeigenhain (2004), Pianta and Stuhlman (2004), and Laucht et al (2004). These studies provide typical examples of research of the time supporting the perspective that outcomes for pupils could be predicted and typified from earlier experiences.

Weiss (2004) considered the impact of poverty and the risk this poses to cognitive and social development. He identified that there is a correlation between poverty and a risk of delayed cognitive and social development. He identified that increased stress from poverty could result in multiple negative factors which damaged family relationships. The outcomes were neglect, limited cognitive stimulation, and reduced protection and care. The research of Weiss (2004) would have had greater relevance to this study had he reflected on the contrasting outcomes between poor families where children do make progress and families where they make less progress. The research has a bias towards demonstrating only the negative impact of poverty.

Zeigenhain (2004) drew together theories of the impact of limited positive attachment experiences in pre-school years to later difficulties with high levels of social, emotional and behavioural difficulties, and emotional stress. Weiss (2004) observed that there was potential for a child's needs not to be recognised if the emotions expressed by children were not understood by parents, the parents had their own needs, or that the emotions expressed by the child were very similar to those used by the adult. The result of this was that the parent was not able to identify or label the emotion for the child. The outcomes was that the child was inhibited in developing emotional understanding and their needs were not met. There was an opportunity

within the research to reflect on how outcomes could have been different if adult levels of understanding were improved. It is unfortunate that neither study reflected on how positive outcomes might have been achieved or how changes to family circumstances might have brought about change.

The research of Pianta and Stuhlman, (2004) also focused on relationship risk. Pianta and Stuhlman (2004) identified that there was a correlation between the relationship between carer and child or parent and child, and the future development of peer competence, ability to build relationships with others, and cognitive development. They identified that where the adult/child relationship was negative then the development of the child would be inhibited. Data for their research were collected by utilizing standard assessment measures and in-depth observations of adult-child relationships in over a thousand families. Conclusions from the research indicated that the most vulnerable group of children, i.e. those with increased risks of reduced performance on entry to school, were those children with relational risk living in low socio-economic circumstances. The single factor research quoted provides a narrow perspective as the influence and impact of other variables are not taken into account. The evidence of small-scale Research Project 1, described in Chapter 2 highlighted that no one single factor was responsible for limited progress in a pupil. In most cases pupil development and progress had been impacted upon by a number of variable conditions.

It was not until the mid 2000-2010 that trends in research moved towards considering more than one factor e.g. poverty and attachment issues on attainment. The research of Laucht et al (2004) provides an example of a two factorial design. It focused on

the strong link between early experiences and later outcomes. It provides an in-depth analysis of circumstances which have broad social implications. This research identified that negative psychosocial circumstances within a family would consistently inhibit motor, cognitive and social-emotional development in children who were under 5 years of age.

The research of Laucht et al (2004) was undertaken over a period of five years using nine groups of babies. This research emphasizes the importance of early intervention and prevention in reducing the long term impact of negative early life experiences but again omits to report on positive outcomes.

The two factors in the research of Laucht et al (2004) were perinatal risks, which are referred to as organic risks in the study, and family risks, which are referred to as psycho-social risks. Each factor was scaled for each child involved in the study on one of three levels i.e. no risk, moderate risk or high risk.

Perinatal risk was defined by the level of obstetric complications present at birth. Those babies who had been born full-term with no complications were assigned to the non risk group, those who had been born pre-term but did not have severe complications were allocated to the moderate risk group and those for whom it had been necessary to provide a level of post-birth care due to low birth weight or neonatal complications were allocated to the high risk group.

The families of the babies were further assessed using a standardized family adversity index for the presence of adverse psychosocial factors. The assessment considered

the characteristic of the parents, their parenting skills, and presence of adverse family environment factors. Families were categorized as no risk, medium risk or high risk according to their index score. A criticism of the research is that case examples of a typical no risk, medium risk or high risk family are not given in the report. These would have been supportive to the reader when interpreting the results and considering the broader implications of the research. A further criticism is that outcomes for no risk families are not reported, this information would have been invaluable in trying to establish the conditions under which progress in social and emotional development can take place.

A number of developmental assessments were used to measure progress in the motor skills and cognitive processes of the children involved. The scores for each child were expressed as a motor quotient and an intelligence quotient. The number of 'problem' behaviours identified was calculated and represented as an averaged score. The research report indicates that a standardized, structured parental interview was used to assess social and emotional outcomes. Parental reports were based on a three point rating scale.

Quantitative data was used to express the results of the research. Differences in rates of developmental delay between the organic and psychosocial risk groups were observed from the assessment results. Findings of the research indicated that those babies born to families in the psychosocial risk group continued to display high levels of risk at school age in the development of cognition and social and emotional development, and to a lesser extent in the development of motor skills. Babies who were in the organic risk group, where psychosocial difficulties were not present

demonstrated fewer differences in their development at school age than in earlier years regardless of the socio-economic group of their parents. These differences were inclined to be in motor skills and cognition rather than social and emotional development.

Conclusions from the research were that high risk psychosocial circumstances of a family have an impact on the development of pre-school children, that this impact is consistent over time, is multi-factorial, and motor skills, cognition and social and emotional development are all affected.

The research of Laucht et al (2004) utilized extensive assessment processes and was undertaken over time. In the presentation of findings there is a high reliance in the presentation of findings on quantitative data. Despite the complexity of the study, the resulting conclusion that children born into families with perinatal risks will continue to demonstrate delayed cognitive, social and emotional and possibly motor skills difficulties on entry to schools seems a somewhat simplistic and narrow perspective which could potentially lead to stereotyping. It can be argued that the research findings would have been enhanced by obtaining the views of parents about their child's progress. A further criticism of the research is that an opportunity is lost in highlighting factors which influenced improved outcomes for children born to medium and low risk families where psychosocial difficulties were not present. The research report does not indicate whether circumstances for any of the families changed over the research period and how such changes may have impacted on the findings. The research provides no insights into the precise factors which influenced outcomes. The report focuses discussion on the high risk group and provides no

information as to the circumstances in which successful outcomes for other groups were achieved. This would have been a valuable learning point from the research and would have contributed to answering the key question underpinning this research i.e. why some pupils make progress and others make less progress in their social and emotional development and self-management of their behaviours. The results of the research need to be interpreted with care as the behaviours of only some of the babies were observed by the researchers. This was considered to a representative sample but there is no indication in the research report to confirm whether this sample represented a cross-section of all families and babies participating in the research. Different researchers gathered the information and researchers did not interview the parents. These factors provide challenges to the validity of the findings.

The examples of research quoted support the original views of staff that pupils with adverse backgrounds and demonstrating complex behaviours do not make progress, recover or change. These views were held prior to undertaking Research Project 1. As the research evidence supporting this is considerable, then it would have been possible for staff to continue to predict that pupils at the school would make limited progress. The Research Project 1, although small scale, provided sufficient evidence to challenge staff views, their reading of National documentation and the findings of research quoted above on a local level. The staff were encouraged to reflect, become more open-minded and reassess their position. Staff took a more positive perspective of pupil potential to make progress. This resulted in further consideration of why some pupils experiencing similar negative environmental factors do make progress and others make less progress.

3.2.3. In determining the complexity of the behaviour and potential to change, Greenhalgh (2001) advises considering the function of the behaviour for the individual. Greenhalgh (2001) suggests that where a behaviour does serve a function then the complex behaviour pattern is often difficult to change. An example of this is provided by K. K is a pupil who when challenged about an action she had undertaken, e.g. stealing, attacking another pupil, or causing damage, immediately projected blame onto others for her behaviour. K had responded in this way for some time and this had become her usual response to a challenge about her behaviour. She had developed a skill in being able to put forward a number of arguments which appeared to justify her behaviours to herself. She passed off her behaviour as 'something I do' rather than engaging in problem-solving processes about it. K appeared to be very accepting of her own behaviours. As K regularly felt that she was not to blame for her actions staff concluded that she was not motivated to change her behaviours. Initially staff interpreted these behaviours as negative and challenging. It became clear, over time, that K did not demonstrate an understanding of the impact of her behaviours on others. Understanding K's rationale for engaging in this behaviour could potentially lead to the planning of successful interventions.

Greenhalgh (2002) describes a number of ways in which behaviours serve a function, for example, to protect ourselves when our emotional needs are not met. Greenhalgh (2002) suggests that the result is often poor interaction with others, false protection, being dishonest with self and not facing up to reality. Greenhalgh (2002) p.53 explains the impact of this as follows:

By pushing out the difficult feeling, the problematic content is controlled and the

individual feels a temporary sense of release.

Greenhalgh (2002) describes four self protecting behaviours:

- Blocking communication – not being able to absorb and interpret information received because of emotional drivers, inability to interpret social information accurately, or take on the view point of the other. Blockers include: poor attention, jumping to conclusions, not being able to accept the opinion of someone else, being over-controlling, reacting unconsciously, and not trusting others. The result is poor interaction with others;
- Denial and projection of blame – pushing away the most difficult feelings, resulting in an inability to acknowledge and accept painful feelings;
- Transference – feelings from the past are transferred to another person e.g. generalised feelings about gender due to past experiences; new situation is not taken on its own merits;
- Repression – feelings and painful emotions are repressed, not discussed yet influence experience and behaviour; and
- Distortion-distorting a view or experience to fit with a particular internal frame of reference.

Greenhalgh (2002) draws upon his own experiences, the work of Carl Rogers (1961), Hall and Hall (1988) and Dockar-Drysdale (1990), in drawing up the above definitions. Examples of the behaviours described by Greenhalgh (2002) have been observed at the school by staff. By following the model presented by Greenhalgh (2002) it is possible to conclude that the behaviours K engaged in are denial and projection of blame, and distortion, by creating a more acceptable version of the events for herself. It is possible to conclude that these behaviours had a function for her and she used these behaviours to protect herself when she was challenged. It appeared that on a short-term basis the behaviours demonstrated by K enabled her to have 'positive feelings' about herself and to feel that her self-image had been maintained in a positive light, Greenhalgh (2002) p.59. This viewpoint can only be confirmed by obtaining the views of K about her behaviours, but it has to be accepted that any conclusions are dependent upon K being able to self-reflect, (Barnes, 2002).

Prior to undertaking Research Project 1 staff would have assumed that their role was to contain the behaviours of K but through the application of the RADIO model and the evidence of the first phase of research staff understood that change was possible.

Staff felt that as K was not accepting of her own behaviours, therefore she was not developing socially or emotionally. Staff acknowledged that if K could justify her behaviours to herself then why would she choose to change them? It was important to engage K in the process. Obtaining the views of K about her behaviours would help staff interpret her actions more accurately and enable them to respond to the question by Cefai (2008) p21:

What makes children in difficulty achieve and be successful?

This question is pertinent to this study and was used in challenging staff at the school to help children and young people in their care make progress. In order to understand the complexity of behavioural difficulties, it is important to identify the factors which can support progress as well as those which inhibit progress.

3.3 What key factors support changes in behaviour within the school environment?

Traditional approaches to behaviour management in schools focus on manipulating the environment by putting systems and structures in place and using behaviourist approaches including the use of rewards and sanctions. Research Projects 2 and 3 responded to this approach by following National guidance for school improvement

but with limited results in effecting change in the behaviours of pupils. Previous research undertaken at the school in which pupil histories were surveyed, gave a clear indication that pupils with similar educational, social and emotional profiles may achieve different outcomes. In this section of the chapter National guidance, the importance of staff skills and identifying potential to change are discussed.

3.3.1 O'Brien (1998) proposes that positive changes can be achieved when protective factors are in place. These include the correct understanding of the behaviours, the correct motivators, and reduced environmental and social pressures. This is evidenced from the research of Burton (2006) and Atkinson and Wood (2008). The recommendations of the Report of Practitioners' Group on School Behaviour and Discipline; Learning Behaviour, DCSF (2005) emphasises the importance of recreation, rewards, sanctions, and liaison with parents in supporting the development of positive behaviours. McCarthy et al (2004) describe these approaches as

internal and external forces that help children resist or ameliorate risk.

The DCSF (2004) associates protective factors with the development of positive self esteem, positive relationships, and having opportunities for safe play. The evidence from the studies by Atkinson and Woods (2003) and Burton (2006) support this. McCarthy et al (2004) p.2 provides four actions which can be initiated to protect children and young people from risk, and as a result, improve resilience and create opportunities for success for the young person. The actions include:

- reducing the impact of, or exposure to risk;
- reducing chain reactions of negative experiences;
- promoting self-esteem and achievement; and
- providing positive relationships and new opportunities.

O'Brien (1998) and McCarthy et al (2004) agree that the impact of negative influences which are context dependent, and variable over time, can be subject to change if positive protective or resilience factors are put in place to redress the balance. The research of Atkinson and Woods (2003) and Burton (2006) suggests that this is most successful where pupils are fully involved in the process. The Department for Education and Science (2004) p.16 describe protective factors as:

a set of within-child, relational and environmental factors that help reduce the child or young person's vulnerability to risk

The Department for Children Schools and Families (2007) proposes that these then lead to self-actualisation, self-esteem and emotional intelligence. Cefai (2008) p 21 uses the term resilience factors. He describes resilience as:

competence and success despite severe and prolonged adversity or disadvantage.

Cefai (2008) supports the viewpoint of McCarthy (2004), that what constitute barriers for one child in fact may provide opportunities for another.

3.3.2 Acknowledging and rewarding positive behaviours, providing motivating and rewarding activities, and giving positive feedback are identified as good practice in bringing about change in The Report of the Chief Inspector of Schools; Effective Education for Pupils with Emotional and Behavioural Difficulties, Ofsted (1999) p11.

Social Inclusion: Pupil Support, DfEE (1999) provides a set of key principles which were used to provide a framework for action in developing approaches to improve systems and structures within the school. Staff planned interventions to match the key principles as follows:

Table 3.1

Bullet point	System/ new structure
Setting good habits early	Induction into school focused on expectation and established participation in the reward system at an early point.
Early intervention;	Staff intervening and giving behaviour choices, engaging pupils in problem-solving before situations escalated.
Rewarding achievement;	Use of league tables and longer-term rewards e.g. a trip.
Supporting behaviour management	Both self-management in pupils and support from senior staff to staff in identifying positive behaviours, and by modelling behaviours.
Working with parents;	Home-school liaison to establish pattern of rewards at home focusing on positive behaviours.
Involving pupils;	By planning the leagues, and selecting rewards.
Commitment to equal opportunities	All pupils having access to all rewards according to the league they are on and by creating opportunities for success
Identifying underlying causes	Analysis of potential issues which might inhibit progress, e.g. environmental or social influences
Providing study support;	Increased links between the residential and teaching staff.

Activities matched to the key principles (DfEE, 1999).

Staff felt that the key principles had been supportive but were disappointed that an increase in positive behaviours and reduction in negative behaviours was observed in only a small number of pupils although a reduction in extreme behaviours e.g. being on the school roof, was observed. The key principles (DfEE, 1999) reflect good practice and form a useful checklist for school structures and systems but were insufficient to affect the desired level of change within the pupil population. When analyzed the successful implementation must rely on pupils being able to meet expectations, be able to make choices, appreciate the value of rewards, respond to

rewards, benefit from the modeling of positive behaviours and see themselves as participators in the process. The key principles appear to be potentially inadequate when matched to the complexity of the needs of the pupils but the implementation of activities matched to the key principles did result in greater consistency amongst staff in identifying and recording incidences of social and emotional difficulties and resulting behaviour, a more uniform approach between residential and school staff and in reducing variables in preparation for further research.

3.3.3 Emerson (1995) suggests that changes can be made to behaviours by identifying the links between the demonstrated complex behaviours and the processes maintaining the behaviour. The importance of identifying underlying causes through analyzing potential issues which might inhibit progress e.g. environmental or social influences is included in DfEE documentation of the time (DfEE, 1999).

Emerson (1995) indicates that observation and assessment of the individual over time are essential to the successful implementation of an appropriate programme of intervention. O'Brien (1998) recommends analytical observation as a mechanism for gaining insight into behaviour to support planning for the potential for change. O'Brien (1998) p.81 refers to a process of defining the 'alterability of need' i.e. identifying the components of the behaviour which are acting as maintenance factors, and determining what potential there is to alter these factors. Taking into account evidence available, it is possible to conclude that systematic assessment and analysis of behaviours can lead to carefully planned interventions, change within the individual, and an improved management of behaviours. Following Research Project

3 staff at the school began to develop their skills in pupil observation and mentoring in preparation for this research project.

3.3.4 Evaluations of Research Project 3 indicated that individual mentoring was popular with pupils. It was felt that this was an intervention that had the potential to support change. Adults at the school had increased their psychological understanding of the complexity of emotional development of pupils within the context of the school situation through adult learning activities. The importance of a significant adult attached to each pupil has been identified as an important factor in building resilience, for the future development of pupil competence in the ability to build relationships with others, and for cognitive development (Pianta and Stuhlman, 2004). The importance of having emotions modelled and named, having good language development and having secure attachments, for the development of emotional understanding is also accepted. This is substantiated through research by Lindsay, Dockerall and Strand (2007) and Botting and Conti- Ramsden (2008). Prior to beginning the research reported in this study, staff were matched to small groups of pupils. They increased their knowledge of individual pupils within the group. They began to use records of behaviours more consistently to plan programmes of intervention and they reviewed pupil progress on a weekly basis. As a result of this they concluded that some pupils had a higher level of knowledge and understanding of their own behaviours than other pupils, some pupils had within-child skills which they brought to the process but only a few were at a stage of self-management of their own behaviours.

This study provides a vehicle for investigating the understanding pupils have of their own behaviour matched to their potential to engage in change within the school environment. This study contributes to increasing our understanding of the steps pupils need to engage in to achieve positive social and emotional behaviours.

3.3.5 Research investigating the links between social cognition and expressive language skills demonstrates that where skills are well-developed positive social and emotional outcomes are more likely. Language enrichment activities therefore can support change.

Lindsay, Dockerall and Strand (2007) emphasise the importance of language development for the development of emotional well-being. Long and Fogell, (1999) claim that children under 6 years old are able to demonstrate a range of emotions but may not be able to name them as their emotional vocabulary may be limited to simple language. Shaver (1987) listed over a hundred words which could be used to describe emotions based on categories of love, joy, surprise, anger, sadness and fear. It is important that this knowledge is acquired as findings from the study by Botting and Conti-Ramsden (2008) indicated that poor early receptive language and therefore an inability to express emotions frequently resulted in impoverished social cognition in later years. Harris (1990) suggests that the ability to understand and express emotions is developmental but does not indicate the stages children and young people pass through. Nevertheless, Harris (1990) suggests that children are typically ten years old before they are able to consider that several emotions can be felt and expressed simultaneously, and are able to regulate their own emotions in different social situations. This theory is supported by Barnes (2002) and Ziegenhain (2004).

Ziegenhain (2004) reiterates the strong link between language development and socio-emotional development where there has to be mutual understanding, and an ability to conceptualise and agree the appropriate boundaries for emotional expression.

Research undertaken by Lindsay, Dockerall and Strand (2007) and Botting and Conti-Ramsden (2008), have focused on the importance of language for self-expression and comprehension as factors contributing to positive behaviours in older children and in adolescents. They independently investigated the multi-factorial links between language, social cognition and social outcomes in children and young adolescents.

Lindsay, Dockerall and Strand (2007) conducted a longitudinal study investigating the relationship between language ability and the stability of social, emotional and behavioural difficulties in pupils aged 8-12 years. The study spanned four years. The research indicated that children with language difficulties have higher levels of behavioural, social and emotional difficulties than children without language difficulties. This research is supported by the findings of Botting and Conti-Ramsden (2008). A strong link between levels of language development and social and emotional needs is suggested by the research.

Research undertaken by Botting and Conti-Ramsden (2008) focused on two groups of young adolescents. The first group had a history of speech and language difficulties and the second group had no history of having speech and language difficulties. The research is relevant to this study in that it was multi-faceted as it investigates the link between a pupil skill and progress, and highlights outcomes which can influence

planning and intervention. The research recognizes that pupils with poor language of self-expression have poor conflict resolution abilities, on-going social problems and are less responsive to social interaction. Conversely pupils with good language of self-expression are more socially competent. The research has the potential to partially answer the question of why some pupils with social and emotional difficulties make progress and others make less progress.

The research by Botting and Conti-Ramsden (2008) was part of a longitudinal study of a cohort of young people with specific language impairments. The study focused on two groups of pupils. The first group of pupils all had specific language impairments. They were selected using an ability-attainment discrepancy model derived from comparing age-related language and IQ scores based on the WISC IV (Wechsler Intelligence Scales for Children IV, Wechsler, 2004). The second group, the control group, did not have specific language difficulties and were selected according to census data. They were matched to the cohort of pupils with specific language difficulties for socio-economic status. All pupils were in Year 11. The pupils involved completed The Strengths and Difficulties Questionnaire (Goodman, 1997) to assess social skills, and the CELF-R (Clinical Evaluation of Language Fundamentals, Semens, 1987) in order to assess their levels of expressive and receptive language. Social cognition was measured using the Eyes Task (Baron-Cohen, 2001) and the Strange Stories Task (Happe, 1994). Participating pupils were individually assessed and also interviewed but their opinions and views are not captured or reported in the findings. Reporting pupil views would have enhanced the research and increased the perspective of the findings. The research of Botting and Conti-Ramsden (2008) was not conclusive, but they identified that there was a

potential link between poor expressive language, and poor social cognition however, there is once again a failure to provide an in-depth analysis of how and why those factors impact on progress for the individual.

Both projects offer evidence of the impact of negative and positive outcomes. It is not clear from these studies whether the poor expressive language levels lead to the poor social cognition or whether it is the poor social cognition which impacts on the language development. Although a link is established between poor language development and social and emotional behaviour difficulties neither research projects provide an answer as to why this is. In addition neither project predicts that all pupils with delayed language also have social and emotional difficulties, nor can they claim that all pupils with good levels of expressive language demonstrate good social skills. In earlier projects of research undertaken with the school described in Chapter 2 pupils there was no evidence to suggest that pupils at the school have a predominant need in the area of expressive language or that pupils with a history of speech and language development needs do not make progress, yet all pupils demonstrate challenging behaviours.

The multi-factoral research of Lindsay, Dockerall and Strand (2007) and Botting and Conti-Ramsden (2008) provide some insight into the complexity of the acquisition of social and emotional skills leading to positive behaviours. The research projects utilize both qualitative and quantitative methods in selecting their sample, and researching their subject. Conclusions from both studies suggest, rather than define, trends of progress and needs. This lack of precision in determining findings by Lindsay, Dockerall and Strand (2007) and Botting and Conti-Ramsden (2008) is

possibly a reflection of the complexity of the research topics undertaken and the impact of considering multiple factors. Pupil participation in both studies is evident but continues to be limited to them giving responses to structured or closed questionnaires. This is a weakness of both studies, as an opportunity to provide a richer picture is missed. The pupil voice is still not represented in the findings to inform outcomes. The studies quoted research the impact of direct intervention on need but fall short of answering the question of why some pupils make progress in social and emotional development and others make less progress.

3.4. What are within-child skills and how do they contribute to changes in behaviour?

In earlier sections of this chapter negative relationships, poor understanding of the child's needs by significant adults, multiple negative factors, neglect and limited cognitive stimulation have been identified as factors which inhibit social and emotional development. The structures and systems put in place at the school to alleviate the impact of negative influences have been described. These had limited success. Staff could not determine patterns of behaviours from which they could predict which pupils might make progress, and which pupils would make less progress, in their social and emotional development and self-management of behaviours. Senior staff at the school felt that they had created the opportunities for progress. The focus turned to what within-child skills do pupils need to have to be able to have knowledge and understanding of their behaviours to overcome adverse negative factors leading to positive outcomes and increased self-management of their own behaviours. This section of the chapter draws upon research which presents alternative perspectives.

3.4.1 Newman (2002) describes how children have different within-child abilities to cope due to personal characteristics, problem-solving abilities, attractiveness to adults and peers, and as a result have potential to change. Newman (2002) p.18 identifies that a key protective socio-cognitive factor for children who have experienced severe adversities

is the ability to recognize any benefits that may have accrued, and using these insights as a platform for affirmation and growth,

and the ability to

develop skills, suppress irrelevant activities, seek information and plan.

The research of McCarthy et al (2004) suggests that where young people have an understanding of their own needs and are able to act upon this they are more likely to have a positive outlook on life, make plans for the future, achieve, adapt and recover from difficult situations, and engage more positively with their peers. McCarthy et al (2004) argue that where young people are able to respond in these ways they are more likely to demonstrate social competence i.e. be socially accepted and able to function in a social environment, engage in positive behaviours. Being able to plan for the future, achieve, adapt and engage are considered to be positive within-child skills referred to in this chapter.

From this section of the chapter additional key words are emerging which direct attention on to the skills a pupil needs to have access to in order to develop socially and emotionally. They include being resilient, having personal competence, and

bringing internal forces into play. The links between these factors, pro-social behaviours and being socially accepted are emphasised.

Glassman (2000) expands the concept of pro-social behaviours by including behaviours such as altruism, control of aggression, explaining feelings, reparation of wrong-doing, resistance to temptation, sympathy and task persistence. Pro-social and positive behaviours contribute to being socially accepted. In order to achieve social competence we also need to be able to interpret the thoughts of others, communicate effectively, read social situations and know how to 'fit in' (Glassman, 2000). These skills are reflected in the study by Burton (2006). Gresham and Elliott (1993) quoted by Frederickson and Graham (2000) p.1 give five beneficial outcomes for young people who demonstrate such skills:

- peer acceptance;
- significant others' judgement of social skills;
- academic achievement;
- positive feelings of self-worth; and
- positive adaptations to school;

It is possible to associate the demonstration of the above skills with those pupils making the successful transition in the research undertaken by Qualter et al., (2007), described in section 3.4.2 of this chapter.

Buchanan and McCalam (1989) and Newman (2002), group together factors that influence resilience and well-being through the child, the family and the school and contribute to change:

- the dispositional attributes of the child: social competence, problem-solving skills, autonomy and sense of purpose, which in turn include; easy

temperament, being active and good natured, having positive peer role models, ability and attainments, good social skills, awareness of own strengths and limitations, having feelings of empathy, internal locus of control, sense of humour, being attractive to others;

- the child's family: warm supportive parents, good parent-child relationships, parental harmony, valued in households, close relationship with at least one parent; and
- a supportive school environment: supportive adults and peer group, successful school experiences, active participation, valued social role, close relationship with mentor, participating in extra-curricular activities.

Goleman (1996) focuses on the individual and adds personal styles and coping levels to the list of within-child skills given in point 1. Frederickson and Graham (2000) p.1 define social competence as

the result of an interaction between individual and environmental factors in a particular social situation at a particular time.

Once again the emphasis is on the circumstances, the opportunities for interaction and an undefined process which relies on a range of skills, modelling and positive experiences to be successful. Glassman (2000) p 344, defines the mutuality of this experience in the following quotation

socially desirable behaviour....is that....which in some way benefits another person or society as a whole.

The staff of the school involved in the research felt that there was further potential to help pupils develop the dispositional attributes referred to in point one of Buchanan and McCalam (1989) and Newman (2002), and in doing so achieve the following (Newman, 2002) p.2:

- alter the child's perception or exposure to risk;
- reduce the chain reaction that takes place when risk factors compound each other and multiply;
- help the child improve self-esteem and efficacy; and
- create opportunities for change.

The staff felt they could build on the work the school had already undertaken in the second and third bullet points of Buchanan and McCalam (1989) and Newman (2002) by creating a supportive school environment and strengthening home to school links.

Goleman (1996), Long and Fogell (1999), and Faupel (2003) describe the process of changing behaviours as becoming emotionally literate. This is achieved by developing an ability to recognise and manage own emotions and behaviours, and also those of others, whilst maintaining self-control and high levels of performance at the same time. The challenge for this research is to investigate the within-child skills pupils at the school had to enable them to make progress socially and emotionally and in self-managing their own behaviours.

3.4.2 A study by Qualter et al (2007) investigated whether pupils with multiple positive within-child skills such as high emotional intelligence, high self-worth, good attendance and positive behaviour cope better with the transition to high school than pupils who do not have high emotional intelligence. The study investigates whether by introducing a programme of intervention the negative impacts of transition could be reduced. The research is relevant to this study as it one of very few which focus on the adolescent age group, on factors which support progress, and provides insights into what factors support positive social and emotional development in individuals. Again the research focuses on two perspectives.

The research was undertaken over a two year period with two cohorts of Year 7 pupils in a comprehensive school. Each cohort included 169 pupils. The first cohort acted as a comparison group and the second group as an intervention group. Standardized measures of ability, emotional intelligence and self-concept were used to select the subjects for the study. School reports, attendance data, detentions and exclusion data were also referred to. Coping abilities were assessed by qualitative methods including teacher reports, completion of homework, behaviour and attendance records. The effectiveness of the emotional intelligence intervention put in place was evaluated using a recognized standardized self-worth measure. Qualter et al (2007) identified that the intervention had a positive impact on social and scholastic competence in the intervention group compared with the control group, but there were no significant gains in self-worth between the groups. They concluded that there was a relationship between self-worth and emotional intelligence, and that scholastic and social self-worth provided protective factors against the academic and social challenges of transition. This conclusion has an important bearing on this study as it identifies possible within-child factors that support progress.

The Qualter et al (2007) study relied heavily on standardized assessments to provide data in selecting and monitoring the cohort. Qualter et al (2007) acknowledged that the validity of their research could be challenged as the two cohorts selected for the study were not monitored at the same time. Their own critique of the research was that there was a possibility that teacher views of pupils in the second cohort may have been influenced by the research activities undertaken with the first cohort. This may have led to improved teacher reflections and increased tolerance of pupil need, and

impacted on subsequent outcomes. A criticism of the methodology would be that there is no indication in the report of how a level of consistency was maintained across teacher assessments or how the collection of school data was monitored. The Qualter et al (2007) study concluded that an intervention programme could support transition.

A criticism of the research is that pupil views are not represented. Reporting the views of the pupils in the research findings would have benefited the final analysis of the outcomes. It would have added clarity to the unresolved question of whether it was the impact of undertaking the research that resulted in the raising of the emotional intelligence of pupils or the improved understanding of pupil need by teachers. The research supports the proposition of this study i.e. that the development of positive within-child skills in pupils is supportive of progress. The research does take an important step forward in its methodological design by investigating multi-factoral issues. By doing so it highlights the complexity of the situations and circumstances in which pupils and staff interact together to influence outcomes.

3.4.3 The studies of Atkinson and Woods (2003) and Burton (2006), also provide examples of where positive outcomes can be achieved where active interventions are based on within-child skills demonstrated by pupils.

Their studies provide examples of how research involving individual cases or small groups can provide a more focused perspective in answering the question of why some pupils with social and emotional make progress and others make less progress. Both research projects are undertaken with adolescent pupils. They demonstrate how

by focusing on interventions drawing upon the skills of pupils positive outcomes can be achieved. Both studies consider what skills and attributes the pupils bring to the process of change. The findings of both projects are relevant to this study as they focus on the secondary age group of young people, take into account the young person's perspective and focus on potential to change.

Atkinson and Woods (2003) investigated the use of motivational interviewing with a disaffected secondary school pupil. Burton (2006) undertook research into the use of solution-focused group work to improve pupil self-awareness and responsibility for self as a means of avoiding permanent exclusion.

The research of Atkinson and Woods (2003) utilized the stages of motivational change by McNamara (1998) i.e. increasing knowledge, concern, self-efficacy, internal attribution and self esteem. This more individual approach to researching the subject provides a more person-centred view of progress, rather than the broader brush perspective provided in the research previously quoted in this chapter. The research of Burton (2006) drew upon theories of self-change, self-reflection, setting own targets, increasing self awareness of the impact of actions and words on others. It focused on pupils taking responsibility for their own actions in conflict resolution in order to avoid permanent exclusion.

Research undertaken by Atkinson and Woods (2003) focused on an evaluation of motivational interviewing techniques with a disaffected teenager. The young person required support in moving forwards from being accepting of her own behaviours and not making any attempt to change negative to positive behaviours, to taking positive

steps to effect change through increased self-awareness in relation to her learning environment with positive impact. The potential to achieve this is affected by what Goleman (1996) defines as three personal styles and coping levels which affect the ability to be able to deal with emotions. The pupil was at the third bullet point below at the start of the research;

- Self-awareness; awareness of own moods, understanding of their emotional lives, tendency to be positive.
- Feeling engulfed; feeling swamped by emotions and unable to escape them, feeling they have little control over their emotions.
- Accepting; able to identify emotions but accept them as they are and make no attempt to change

During the time of the research the pupil demonstrated a greater understanding of her own needs, and increased her ability to self-reflect. During the study the pupil's capacity to problem-solve, participate, achieve and have a sense of belonging increased. The pupil began to demonstrate self-management and increased levels of motivation and engagement. The pupil was encouraged to participate fully in the process, be part of the planning and be in control of outcomes. The active participation of the pupil in the process was critical to its success. A criticism of the action research project was that it was small scale e.g. being a single case study and therefore it is not possible to generalize findings. Supportive factors of the research project are that it is replicable and the pupil was personally and actively involved in the change process.

The research of Burton (2006) was undertaken with a self-selected group of year 8 pupils who were all at risk of permanent exclusion. It involved pupils writing their own behaviour targets and monitoring their own progress. The research reflects the

hypothesis put forward in this study that where pupils have knowledge and understanding of their own behaviours then change will take place. The research demonstrated that where pupils were actively engaged in managing their behaviours a high level of success and positive outcomes was possible. The research was undertaken within an action research approach. The aim of the intervention was to raise self-awareness in the pupils to improve outcomes. The study was small scale. The short term impact of the work was that by setting their own targets pupils were able to demonstrate a greater understanding of their behaviour in relation to that of others, become more accepted and be more positive about themselves. Over a period of seven months, pupils were able to engage in self-rating their own behaviours, they maintained behavioural improvements and were not excluded. A small number of pupils in the Burton study, 'dropped out' but we are not told at what stage this happened, or of the outcomes for them. Findings from the research would have been strengthened if the outcomes for these pupils had also been reported. Reporting the outcomes for the group of pupils who did not complete the project would have helped in clarifying how effective the programme had been for individuals or whether progress was attributed to factors external to the programme. The long-term implications for pupils participating fully in the study were that they sustained their positive behaviours and exclusions were reduced. The research of Burton (2006) emphasizes the importance of the young person understanding their behaviour and taking responsibility for it, and this is supported by Goleman (1996), Long and Fappell (1999) and Faupel (2003).

3.4.4 The within-child skills recognized for the purpose of this study and agreed with staff at the school are needed for making progress socially and emotionally are described in table 3.2. This table of within-child skills has been drawn together from the literature search, the research projects quoted and following an analysis of themes which have emerged through work with the staff at the school,.

Table 3.2

Self-achievement.	Has appropriate expectations and aspirations, plans and sets goals, has commitment and determination.
Being able to problem-solve effectively.	Works with others to problem-solve effectively, assesses situations, evaluates and makes informed decisions, accepts perspectives of others, applies knowledge in new situations. Follows through decisions with conviction.
Being responsible.	Sets own boundaries. Demonstrates self-control, takes responsibility for a task and sees this through, takes responsibility for self and belongings. Reflects on own behaviour. Makes independent choices and decisions.
Understanding own needs.	Understanding of self, has self-worth and good self-esteem leading to emotional intelligence.
Understanding the needs of others	Has positive views of others, can interpret their needs and respond appropriately.
Having independence skills.	Applies knowledge and understanding to new situations with success, doesn't rely on others for decision making, shows some level of independence, makes positive decisions of own and questions decisions of others as appropriate.
Having social confidence.	Has good language for communication, has positive social strategies. Social problem solving.
Sense of belonging.	Feels secure in familiar setting, feels valued, sense of positive/ secure attachments.
Being able to make and sustain positive relationships with peers.	Has good peer relationships, able to make and sustain friendships, resolve friendship issues. Understands own social needs.
Being able to make positive relationships with adults or a significant other.	Feels supported and knows how to ask for help, has good role model/ mentor.

Within-child skills recognized as needed for making progress socially and emotionally with descriptors.

Teaching staff also identified the following positive outcomes which they felt needed to be achieved for continued progress in the school:

- taking responsibility for themselves and their own actions;
- monitoring and reflecting on their own behaviour; and
- having an emotional understanding of their personal needs, the needs of others, and responding to these in socially appropriate ways.

These are reflected in the research of Atkinson and Wood (2003), Warden and Mackinnon (2003) and Burton (2006) who propose that the following four factors need to be present in order for change to take place:

- recognition of own positive behaviours;
- increased desire or potential to change these behaviours;
- greater personal responsibility; and
- conscious decision making.

These factors are supportive and reduce the impact of the risk of negative behaviours. They are needed to achieve the strongest coping level of Goleman (1996) by being self-aware; having an awareness of their own moods, understanding of their own emotional life and having a tendency to be positive.

The rationale for adopting a within-child focus for this study had arisen from the limited impact changes to environmental and management situations had on bringing about consistent change in pupil behaviours. The earlier phases of research undertaken with the school have focused on the impact of changing environmental circumstances, increasing reward systems and providing more individual support. Structures and systems supporting success have been put in place and embedded into the culture of the school but these interventions did not make the significant difference to the social and emotional development of pupils, as recorded on the behaviour tracking system, that staff hoped for. Staff identified that this was as a result of pupils not being active participants in the process. The research of Atkinson

and Woods (2003) and Burton (2006) was much more successful. These projects utilised the skills the pupils brought to the process in conjunction with relational and environmental changes to facilitate success. This study provides an opportunity to investigate what it is the pupil brings to the process of change from within their own resources.

The within-child skills are essential to the research project and the development of the semi-structured interview used to gather the data in this study. It is expected that by demonstrating the within-child skills, pupils will demonstrate the three positive outcomes towards managing their own behaviours identified by staff and supported by literature:

- taking responsibility for themselves and their own actions;
- monitoring and reflecting on their own behaviour; and
- having an emotional understanding of their personal needs, the needs of others, and responding to these in socially appropriate ways.

It is acknowledged that the pupils have different strengths and needs and demonstrate the above skills and positive behaviours to different levels. A key element of this research is to consider how these skills are used in the process of the pupil gaining knowledge and understanding of their own behaviours, leading to improved self-management of behaviours.

3.5 Is it possible to describe social and emotional development within a staged approach?

It is clear from the research already quoted that not all pupils demonstrate the same profile or levels of ability, whether it is in expressive language, social skills, adaptability or motivation. During in-service training with staff, leading to this

research, staff were clear that the pupils at the school were not all at the same stage of self-management of their behaviours. Staff observed that some pupils demonstrated a better understanding of the impact of their behaviours on others than their peers. This was despite the fact that academically all pupils were potentially able to achieve to within an average or below average ranges of ability and older pupils were following GCSE courses.

Staff at the school felt that many of the pupils had been inhibited in developing socially and emotionally, and that this had affected their progress in achieving the beneficial social, emotional and well-being outcomes of Gresham and Elliott (1993):

- Peer acceptance;
- Positive social skills;
- Academic achievement;
- Positive feelings of self-worth; and
- Positive adaptations to school.

In this study it is proposed that the acquisition of social and emotional skills is developmental beginning with demonstrating knowledge of positive behaviours, being able to identify these and practice positive behaviours with support and finally being able to self-manage behaviours. Evidence from literature and research already referred to in this study supports the concept that we develop a social and emotional understanding of the world, and the skills to interact with that world, over time. There are differing views as to whether stages of development are continuous or linear i.e. each step being systematically achieved, and new learning being reliant upon prior learning. The proposition of this study is that pupils in the school can be placed on a continuum of development. Further investigation may suggest that each of the steps

involves the need for distinct and different sets of skills and are therefore not necessarily interdependent on each other, (Keenan 2004). The model would then be described as discontinuous. A third option is that put forward by Keenan (2004) who argues that most models of development include both continuous and discontinuous elements.

Piagetian theory supports the concept of continuous development but this has been challenged by Donaldson (1978) and Barnes (1995). Donaldson (1978) demonstrated that children can develop social understanding from a very early age, and Barnes (1995) disputed the accuracy of the time frame for moving from the Concrete to the Formal Operational stages of development. Piagetian theory, as a continuous model of development cannot explain why pupils involved in this study who have acquired the cognitive skills in order to be able to access examination courses cannot problem-solve social and emotional situations. Criticism of the Piagetian model is that it does not take into consideration individual differences and mixed learning profiles, (Donaldson, 1978, Meadows 1996, Seiglar 1986). It is now clear, that given the correct opportunities, children as young as 3 years are able to appreciate that they can impact on the actions and responses of others. This is at a much earlier stage that would be attributed by Piaget. It appears that Piagetian theory may be better described as a mixed model of development (Keenan, 2004, and Seiglar, 1986)).

Meadows (1996) reflects on how children in early infancy begin to recognise positive and negative emotions in familiar adults e.g. through a facial expression or tone of voice, and in beginning to understand the cause of this manipulate situations to their own purpose. The emphasis within the text of Meadows (1996) is that the

development of understanding by the child is a cognitive process and actions are intentional although the experiences of the child which inform their actions may have been spontaneous e.g. the child learns that if he throws something on the floor it will be picked up and given back. Barnes (1995) highlights the difficulties in attempting to define the acquisition of skills and knowledge within tight boundaries suggesting that there needs to be a more integrated perspective in which cognitive, social and emotional development are interlinked and are accepted as being mutually dependent. It is therefore important to consider a range of theories leading to the acquisition of skills, knowledge and understanding as part of this study.

As indicated in section 3.1 of this chapter, research into the development of social and emotional skills in the secondary age range was not easily identified at the time of undertaking this study. There are limited studies available that explore this process of change or development in young people 11-16 age range. Most of the studies sourced related to pre-school, early school-age development or rates of progress. Research identified fell into distinct topic areas:

- Early theories of child development and cognitive processes; Piaget (1955), Vgotsky (1896-1934) and Mead (1863-1931);
- The importance of emotions for 'growth' in developing an understanding of own needs Greenhalgh (2002), Long and Foggell (1999) and Salovey and Sluyter (1997);
- A curriculum approach to the development of social and emotional skills DCSF (2004-2007); and
- The link between cognition and behaviour.

3.5.1 Research already referred to has indicated that child development is impacted upon by life experiences and in particular through interactions with others (Weiss,

2004, Zeigenhain, 2004 and Pianta Stulham, 2004, Laucht et al, 2004). The texts studied in the initial literature search for the purpose of this research make only a brief reference to the subject of social and emotional development in adolescence e.g. Meadows (1996), Seiglar (1989), and Greenhalgh (2002). Barnes et al, (1995) devotes a chapter to the subject. The majority of texts tend to focus instead on development in earlier age groups e.g. physical development, cognitive development in terms of problem-solving, social development in terms of attachment with others or early socialisation. Conclusions from background reading have been that a range of theories need to be drawn upon in order to provide a perspective on the social and emotional development of the focus group of this study. It is hoped that by exploring this topic conclusions can be arrived at as to why some pupils make progress and other pupils make less progress in social and emotional development. A range of theories will be considered in the next section of this chapter.

3.5.2 Early theories of child development relevant to this study include the staged approach to child development, Piaget (1896-1980), the theory of Zone of Proximal Development by Vygotsky (1896-1934) and the theory of Symbolic Interactionism and impact of stages of play by Mead (1863-1931). More recent theorists referred to are Salovey and Sluyter, (1997), Weare (2000), and Merrell (2008), who all focus on stages of social and emotional development.

Piaget (1955) provides a model of child development that is staged and which he applies to both cognitive and social development (Donaldson, 1978). The stages are described in such a way that they fit the continuous model of development as it is expected that each stage is completed before the next one is begun. Child

development is progressive and builds on previous abilities (Keenan, 2004). Piaget (1955) suggests that by the age of 12 years, young people begin to move from the Concrete Operational stage of development to the Formal Operational stage which is characterized by an ability to explore hypotheses and to predict what might happen, rather than being constrained by the here and now (Barnes, 1995). Piaget (1955) suggests that intellectual development is required for the emergence of social understanding and that over time, through an increased ability to assimilate their environment, the child becomes less egocentric and increases their skill towards decentrism by developing the ability to appreciate more than one point of view. This is explained by Piaget (1955) as a process which begins with the Pre-operational Stage of development in which children first develop a moral system that helps them make sense of behaviours within contextual situations i.e. within social frameworks. From this point they begin to understand themselves within the wider context. As the child develops their understanding of the world they become less egocentric and they begin to understand that their behaviours can impact on others. They become effective communicators and demonstrate understanding of the importance of listening and accommodating others in a two-way process of interaction. The development of social play during the Pre-operational Stage leads to an understanding of social rules. Piaget (1955) suggests that children develop these skills until they are about 7 years of age when they progress to the Concrete-operational stage of development. A conclusion from Piagetian theory is that the development of cognition impacts on social and emotional development. The Piagetian model does not however allow for the fact that some pupils at the school demonstrate a mixed profile of skills and abilities which appear to be from different levels of the Piagetian model e.g. being able to deal with abstract concepts and complex problem situations

from within the curriculum (cognitive processes) but not appreciating the perspective of another in social situations.

Vygotsky (1896-1934) a contemporary of Piaget (1896-1980) is well-known for the theory of the Zone of Proximal Development in which a distinction is made between the child's actual level of development and potential level of development. At the actual level of development the child demonstrates understanding and ability to use ideas and concepts without help from others. At the potential level the child, with appropriate support through scaffolding, and mediation is able to work with more advanced concepts and demonstrate higher level of skills. The Zone of Proximal Development is often connected with the development of cognition and learning but was applied by Vygotsky (1896-1934) to play. Vygotsky (1896-1934) put forward the theory that children discovered new knowledge about themselves, developed new concepts about their environment and demonstrated an increased understanding of the knowledge of social rules through play. Learning could be spontaneous and in a response to novel situations leading to the development of new knowledge or build upon previous experiences and lead to adjustments in the child's constructs of the world. The theory of Vygotsky (1896-1934) appears to have both continuous and discontinuous elements. The theory of Vygotsky (1896-1934) is important to this study in providing an insight into social learning and particularly in reflecting on the potential for pupils in this study to make progress in their social and emotional development.

Mead (1863-1931) places the development of the individual within the context of the social world. His theory of symbolic interactionism is based on the concept that our

interaction with the world i.e. our environment and people within it, influences the development of our knowledge and understanding and how we apply that knowledge in new situations. Through symbolic interaction we develop a view of the others and others provide a perspective on us which serves to moderate and develop our thinking. We learn to develop an understanding of ourselves and others through the social world. The interface between the individual and the world is dynamic. Through the use of language, games and play children learn to reflect upon themselves. Mead (1863-1931) describes three stages of development in the understanding of our-selves and others which are achieved through play and games:

- the preparatory stage;
- the play stage; and
- the game stage.

Increasingly through these stages the child demonstrates their recognition of the roles of others. They achieve this through imitation, i.e. by placing themselves within everyday events through imaginative play based on their life experiences, by their interpretation of the world around them, and by learning the importance of the interface between themselves and others to enable them to accommodate another through playing together. The stages are linked with a range of activities; exploring and discovering at the preparatory stage, the emerging of social skills and knowledge of the world demonstrated at the play stage by imitating, turn taking, beginning to demonstrate an understanding of the perspectives of others and then the ability to use and apply rules, accommodate others within play and to work as part of a team. It could be argued that the stages Mead (1863-1931) describes are distinct and utilise different sets of skills. They would therefore meet the criteria for discontinuous development i.e. the acquisitions of skills are not systematic and ordered but instead rely upon day to day experiences which are varied and often spontaneous. Elements

of all stages might be seen across all ages. An analysis of early play will provide examples of children exploring their environment or engaging in reciprocal play e.g. rolling a ball back to an adult, the analysis of play by an older child with a new toy will provide examples of exploring and discovering its properties, and then developing it as tool in a game. The application of this theory to the findings of this study will assist in determining how the pupils have learnt to develop an understanding of them-selves and others through the social world.

More recent theories of child development focusing on social and emotional development recognise that there is a dynamic link between upon prior learning and new and novel experiences (Keenan, 2004).

Weare (2000) described the development of emotional intelligence as a staged model. The stages are broad. In this model Weare (2000) suggests that skills build up over time. We begin by having initial emotional feelings, in time we develop rational thought and are able to consider a range of options, make choices and consider the outcomes. Within this developmental process pupils mature cognitively, become capable of reflection, are able to think in more abstract terms, see a range of possibilities, link cause, effect and future impact, and become sufficiently confident to engage in self-reflection. The model therefore involves the development of a range of cognitive and social cognition skills. Weare (2000) does not describe his model in terms of it being continuous or discontinuous.

Merrell (2008) describes a social cognitive model of development in terms of five capabilities: symbolising capability, forethought capability, vicarious capability, self

regulatory capability, and self reflective capability. Through developing these capabilities Merrell (2008) suggests we are able to use symbols, including language to alter and adapt to different environments, anticipate consequences of behaviour and engage in purposeful actions, learn through the observation of the behaviour of others, and develop internal standards of our own which regulate our behaviours and skills to self-evaluate. Merrell (2008) suggests that as we develop we become increasingly self-conscious of our behaviours and adapt more successfully to different situations. Merrell (2008) therefore suggests that development is cyclical and that we do return to each of the five capabilities to build on prior skills as a means to develop new knowledge. Greenhalgh, (2002), Botting and Conti-Ramsden, (2008) and Gresham and Elliott, (2006) continue the theme of building upon previously learnt skills. They support the proposition that as children and young people develop skills in language they are able to process social information, assess social situations and communicate their choices. .

Salovey and Sluyter (1997) provide a four-stage model for emotional and intellectual growth which in turn leads to a greater participation in self monitoring by pupils. These stages are not age-related but relate instead to groups of skills needed. The levels are grouped under four headings:

- Reflective regulation of emotions to promote emotional and intellectual growth
- Understanding and analysing emotions
- Emotional facilitation of thinking
- Perception, appraisal and expression of emotion.

In order to be able to appreciate how these stages interface they are given in parallel in table 3.3.

Table 3.3

Stage 1 Reflective regulation of emotions to promote emotional and intellectual growth.	Stage 2 Understanding and analysing emotions.	Stage 3 Emotional facilitation of thinking.	Stage 4 Perception, appraisal and expression of emotion.
	Being able to reflect on different types of emotions.	Being able to monitor own emotions.	Being able to manage own emotions and the responses of others by balancing the emotional information communicated.
Being able to make semantic links between the words describing emotions.	Being able to interpret the meaning of different emotions demonstrated.	Being able to understand complex feelings.	Being able to recognise own movements and transitions between emotions.
Being able to prioritise thinking and identify important information about emotions.	Being able to relate to different emotional experiences.	Being able to understand different mood swings and respond appropriately.	Being able to understand that different emotional states go hand in hand with abilities to problem-solve.
Being able to identify emotions in self.	Being able to recognise emotions in others and respond appropriately.	Being able to use self-expression to describe emotions.	Being able to determine the honesty / dishonesty in how feelings are expressed.

Salovey and Sluyter (1997). Four-stage model for emotional and intellectual growth.

The stages of Salovey and Sluyter (1997) provide a sequential pattern for the development of emotional skills from an early age. The model appears to be continuous for each theme across the stages but it is clear that a child or young person may demonstrate different skills from different stages at the same time e.g. being at stage 3 for ‘being able to use self expression to describe emotions’ and yet at stage 2 for ‘being able to interpret the meaning of different emotions’. Recurring themes are knowledge, recognition and understanding. Salovey and Sluyter, (1997), consider the relationship between cause and effect in how children and young people develop their

learning of social situations. Salovey and Sluyter, (1997), identified that although children and young people may not always be able to name or describe their emotions they become aware that an expression of their emotions can have purpose and also have an impact on others. This is a view expressed in the work of Meadows (1996) and Dunn (1988) who established that two year olds are able to manipulate the emotions of familiar people.

Unlike the model of child development presented by Piaget (1955) the model of Salovey and Sluyter (1997) does not signpost at what age the skills referred to in their model are acquired nor do they give examples of how the skills have been achieved. The model of Salovey and Sluyter (1997) is more specific than that of Mead (1939) as it describes the steps under each of its stages more precisely. The model draws on cognitive processes, ability to synthesize social situations, interpret language, understand others, and understand self. The model can therefore be interpreted within aspects of theory from Piaget (1955), Vgotsky (1896-1934) and Mead (1863-1931).

The first stage of the model focuses on an understanding of self and others as a means to developing self-esteem, self-worth and theory of mind. These are included in the pre-contemplation stage of the motivational interviewing cycle used by Atkinson and Woods (2003), and in the approach used by Burton (2006).

3.5.3 Baron-Cohen (2000) advocated that teaching theory of mind i.e. the ability to reflect on our own thinking and also the thoughts of others, would lead to increased social understanding. In 1995 Ozonoff advocated the implementation of a curriculum

in which pupils learnt to express themselves, acquire good socialization and behaviour strategies and as a result were able to make informed choices. Ziegenhain (2004) emphasizes the importance of language development on socio-emotional development where there has to be mutual understanding, and an ability to conceptualise and agree the appropriate boundaries for emotional expression. Ozonoff (1995) identified executive functioning and social problem-solving as important skills to develop. Mayer and Salovey (1997) p.54, describe the acquisition of such skills as having emotional intelligence. They define emotional intelligence as

the ability to perceive accurately, appraise and express emotion: the ability to regulate emotions to promote emotional growth and intellectual growth.

The recently piloted Social and Emotional Aspects of Learning (SEAL) curriculum, DCSF (2004-2008) for secondary schools, emphasizes that teaching and learning opportunities should meet the Professional Standard for Teachers: Q/C19 (DCSF 2008) and should lead to the following results;

- Development of social competence and emotional maturity; and
- Acquiring the skills of positive interaction with peers and adults.

It utilises a five-fold categorisation first developed by Goleman (1996), which places skills at the heart of the programme. The within-child skills for successful development are defined as self-awareness, managing feelings and emotions, empathy and social skills. The work of Salovey and Sluyter (1997) can be incorporated under these headings. The rationale and research base for developing the curriculum is not explicitly included in the SEAL materials although reference to Gardner (1983), Goleman (1996), Wearre (2000) and Faupel (2003) suggests that it is grounded in theory and research. At the secondary level there are fifty learning outcomes for

pupils; these all build upon prior learning from the primary phase. Although the work of Salovey and Sluyter (1997) is not referred to, it is possible to relate the fifty learning outcomes to the stages of the model of social and emotional development by Salovey and Sluyter (1997). This includes stages relating to having knowledge of self, recognising and labelling own feelings, being able to express emotions, and demonstrate an understanding of emotions. It is clear that at the upper stages of the fifty outcomes, the pupil must have achieved a level of sophisticated understanding of themselves and others similar to those attributes given in Salovey and Sluyter (1997) Stage 4 referred to in figure 3.2.

The following examples taken from The Social and Emotional Aspects of Learning Guidance Booklet Appendix 1 (DCSF, 2007) demonstrate how the curriculum has been themed:

- Self Awareness: understanding my own feelings; I can use my knowledge and experience of how I think, feel and respond to choose my own behaviour, plan my learning and build positive relationships with others.
- Managing feelings: I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.
- Empathy: I can see the world from the other people's point of view, can feel the same emotions as they are feeling and take into account their intentions, preferences and beliefs.
- Motivation: working towards goals; I know how to bring about change in myself and others.

The skills are attributed to the individual and can be described as within-child skills as described in this study.

3.5.4 In this study the link between within-child skills and pupils being able to manage their own behaviours is explored. It is appropriate, as part of this process, that the place of cognition and problem solving is considered within this study.

Riding and Rayner, (2001) make an analytical link between cognition, learning style and strategies, and social, emotional and behavioural development, Ayers, Clarke and Murray, (2001) provide an explanation of behaviour theories including the cognitive behaviour perspective, Greenhalgh (2002) places emotional growth within a cognitive and developmental context, and Power and Dalgleish (2008) put forward a model for social understanding.

Riding and Raynor (2001) make a distinction between four contributing processes and four contributing perspectives to the process of understanding self and others. The processes include being able to make choices, utilising appropriate language, being able to process information, assess social situations, and make the right social and behavioural choices. The four contributing perspectives include intelligence, personality, learning style and learning strategy. The hypothesis they put forward is that the interaction between these processes and perspectives creates a number of cognitive styles. The cognitive styles sit within a four point dimension: holistic to analytical, and verbal to imager dimensions. They define learning strategies as a means by which new learning takes place. They highlight that the links between cognitive styles and learning strategies are complex and they draw upon a number of theories to explain the dimensions. Riding and Raynor (2001) conclude that school refusers and pupils with social, emotional and behavioural difficulties typically lie on

the continuum of their holistic to analytical dimension. They describe attributes of this dimension as ranging from being:

- dependent to self reliant;
- inconsistent to consistent; and
- disorganised to organised.

These traits contribute to the definition of within-child skills within this research. From the work of Riding and Raynor (2001), it can be concluded that the analytical pupil has the attributes to problem-solve, demonstrate consistent behaviours and respond appropriately to adverse situations. These pupils are likely to make most progress if they also have consistent, reliable support and benefit from structure and organisation Greenhalgh (2002).

The underpinning rationale for this study is that pupils are at different stages of social and emotional development and that this impacts on their ability to self-regulate their own behaviours. The research of Riding and Raynor (2001) indicates that due to complex multiple factors pupils will have differences in their personal attributes and as a result they will be at different stages along a continuum of development. Riding and Raynor (2001) suggest that by introducing the teaching of new strategies to increase self awareness the problem-solving abilities of pupils will be improved.

Ayers et al (2001) provide a range of perspectives on social emotional and behavioural development which have some common and some distinctive features. The cognitive-behaviour perspective of behaviour is one of several perspectives described by Ayers et al (2001). In this perspective conscious awareness or cognitive appraisal of behaviours is linked with thinking and reasoning. The explanation

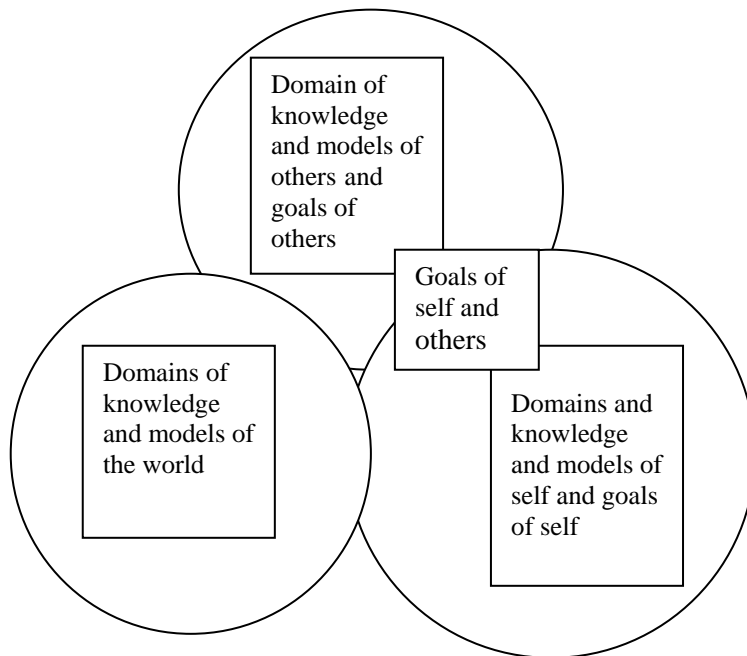
focuses less on a theoretical continuum of development and more on a practical process by which we acquire knowledge and understanding which can be influenced by intervention. The cognitive-behaviour theory they describe combines the impact of social learning and our imitation of others with the constructs we develop, as a means to establish or modify our behaviour. Ayers et al (2001), give three perspectives of the relationship between cognition and behaviour:

- Cognitive processes are associated with behaviours.
- Cognitive processes can bring about changes in behaviour.
- Cognitive processes can be assessed, changed and evaluated.

Our ability to use our knowledge and problem-solving skills enables us to be able to make conscious decisions about our behaviours, and as a consequence increase our competency to change them. This links closely with the developmental perspectives already described. The ability to define ourselves in relation to the outside world is central to our development, Weare (2000). Ayers et al (2001) list perceptions, attitudes, images, expectations, attributions and beliefs as cognitive processes linked to behaviour management. Earlier descriptions by Erikson (1968) who pioneered work in the field of cognition and development, include becoming independent, developing a separate identity by balancing the needs of others with own needs, discovering how to establish self-worth, and learning to be an individual. Within the context of this study there is the potential to demonstrate that increased understanding of pupils of their own behaviour could potentially lead to change.

3.5.5 Power and Dalgliesh (2008) illustrate three schematic domains of knowledge required for understanding of emotions.

Figure 3.1



Domains of mind content, Power and Dalgliesh (2008) p 138.

This suggests that social understanding and social interpretation develops from a range of experiences based on models of knowledge. The conscious act is key to the interface within the above domains.

Power and Dalgliesh (2008) p.133 writing about the psychology of emotional disorders, propose that

basic emotions and associated appraisal scenarios shape and organise our emotional development and emotional experience.....all emotional experience is derived from different basic emotions, either alone, combined with each other, or as components along with social and cultural factors of more complex emotions.

Long and Fogell (1999), identify that:

- emotions are essential for successful learning;
- from a very young age children show a range of key emotions; and
- emotions act as a driving force, motivating towards several goals.

Power and Dalgleish (2008) p.136 put forward the view that all emotional states comprise of

- an event,
- an interpretation of the event based on the information available,
- an appraisal of the event based on past experiences, and knowledge, in terms of its impact for the immediate future
- a physiological change, triggered by the interpretation and appraisal of the event leading to conscious awareness, and
- a conscious response, resulting in a behaviour.

Power and Dalgleish (2008) put forward the tentative theory that it is possible to respond consciously to a situation whilst holding unconscious contradictory perspectives of the same situation. Within the context of this study this theory may provide explanation of why pupils at the school respond inconsistently to the same situation on different occasions, why they are able to explain what positive behaviours are but do not demonstrate them, or are able to make observations of how others might modify their behaviours but cannot apply these observations to themselves. The question arising here is at what stage in a young person's development are they able to consciously identify positive behaviours and demonstrate them.

3.5.5 The decision to frame the research within the cognitive-behavioural perspective is consistent with both academic and practitioner texts emphasising that young people can engage in a process of consciously changing negative to positive behaviour when they increase their knowledge and understanding of their own behaviours. Engaging pupils in thinking about their behaviours, owning their own behaviours, and having an understanding of themselves can be a step towards developing emotional intelligence

and increased understanding of their own needs and thus towards long term change. This is consistent with the three outcomes for social and emotional development identified as part of this study:

- taking responsibility for themselves and their own actions;
- monitoring and reflecting on their own behaviour; and
- having an emotional understanding of their personal needs, the needs of others, and responding to these in socially appropriate ways.

3.6 Obtaining pupil views as part of a research process.

The literature search has highlighted that a broad range of skills and factors need to be taken into account when defining social and emotional development. The themes already identified for successful social and emotional development are the need for emotional security to aid development, the interpretation of an early display of emotions, the importance of having emotions explained, being able to gain a working knowledge of emotions over time and being able to articulate what emotion is being experienced. This connection between understanding of self and change has been reflected upon over a period of years, for example Rogers (1961) p22, writes

The more I am willing to understand and accept the realities in myself and the other person, the more change seems to be stirred up.

Rogers (1961) suggests that where this interface takes place there is increased emotional literacy, new opportunities of arriving at positive solutions, and pupils are empowered to make progress.

Frith (1993) and Botting and Conti-Ramsden (2008), in section 3.2.2 of this chapter indicate that there is a gap in our understanding of the development of socio-cognitive processes in children and young people especially in relation to their ability to understand and explain their feelings and, that there is a need for further research. This study provides an opportunity to make a contribution to research in the field by considering pupil perceptions of their own behaviours. The study will utilise pupil views to increase the knowledge and understanding of staff about pupil needs and how these can be best addressed. The outcomes of the research will impact directly on pupils being involved in managing their own behaviours in the school. The research sits against a national framework of school improvement, with increased emphasis on personalised learning and individual needs. The RADIO model (Timmins et al, 2003) provides a structure for the development of the research.

The success of the research will be determined if it provides answers to the question of why some pupils make progress and others make less progress.

3.7 Conclusions

The model of social and emotional development of Salovey and Sluyter (1997) was adopted for this study. The staff and the author of this study agreed to three broad steps which pupils needed to demonstrate in making progress towards self-management of their behaviour. The steps are modelled on the first three of four criteria set down by Salovey and Sluyter (1997) in measuring positive social and emotional development:

- Having knowledge of positive and negative emotions, being able to recognize them, and label them;
- Demonstrating an understanding of emotions, expressing emotions, and knowing the impact on others; and
- Being self-aware of emotions and signs of emotions and knowing how to manage these in self and others.

A further level 4 of Salovey and Sluyter (1997), is

- Being motivated to respond appropriately to the needs of self and others, be able to set boundaries and manage in different situations.

The steps were simplified for the purpose of the research so that they were more easily measured, they include:

- demonstrate knowledge of positive behaviours;
- demonstrate knowledge of positive behaviours and apply this knowledge with help; and
- demonstrate knowledge of positive behaviour and be able to apply this knowledge and sustain their progress on an independent level.

The intention was that these steps could be measured against relevant concepts, e.g. the within-child skills given in table 3.1, within the context of the research project.

Stage 4 of the model by Salovey and Sluyter (1997) was not included as it was agreed that pupils who achieved this stage were more likely to be found in a mainstream setting. Although Salovey and Sluyter (1997) define social and emotional development through stages of development, it has to be noted that there is a lack of research investigating this area with the secondary age group. Conclusions from the literature search and investigation of relevant research indicate that positive skills result in pupils:

- taking responsibility for themselves and their own actions;
- monitoring and reflecting on their own behaviour; and

- having an emotional understanding of their personal needs, the needs of others, and responding to these in socially appropriate ways.

Staff identified the above as measurable outcomes for pupils demonstrating positive within-child skills.

CHAPTER 4.

RESEARCH AIMS, METHODOLOGY, DESIGN and PROCEDURES

4.0 Introduction.

The content of this chapter is aligned to the Research Phases 1-7 of RADIO (Timmins et al, 2003). The chapter begins by restating the research proposition under the heading RADIO phase 1-Awareness of Need. Ethical issues are considered within the section RADIO phase 3-Clarifying organizational and cultural issues. The selection of an appropriate methodology and the rationale for selecting appropriate processes for information gathering are considered in the two sections given to RADIO phase 6 – Negotiating a framework for gathering information; determining the methodology to be used and determining the method of data gathering. A description of the process of sample selection, the development of the semi-structured interview and the coding process is included in the section RADIO phase 7–Gathering the information. A pilot study is described. The chapter concludes with a discussion of the strengths and limitations of the research and a review of the research procedures.

4.1 RADIO phase 1- Awareness of Need.

The research proposition is that there is a link between the knowledge and understanding a pupil has of their social and emotional needs, their progress in managing their behaviours within the school context and what personal within-child skills they bring to the process of change. This proposition has been developed over

time following earlier research projects at the school which investigated prior histories of pupils and the impact of introducing improved structures, systems and behaviour management processes into the school with limited results. Through adult learning opportunities and discussions with senior staff it was agreed that the question as to why some pupils make progress in their social and emotional development and others make less progress might only be answered by considering what the pupils bring to the process of change themselves. In order to obtain this information it was important to involve the pupils in the research process so that their own views could be sought.

4.1.1 This study is a natural progression from Research Projects 1, 2 and 3 described in Chapter 2 and referred to in Chapter 3. During the total period of research the practitioner enquiry has been refocused and refined. The research projects have shared a common theme linked to organizational need and school improvement i.e. to determine why some pupils at the school make progress in social and emotional development and others make less progress. An outcome of engaging in research with the school over time has been that a great deal of information has been gathered about teaching and learning approaches and the needs of the pupils. Staff observations of pupils have been refined and a more consistent approach to recording incidences of both positive and negative behaviours has been established. A common definition of complex behaviours had been achieved through a literature search.

4.2 RADIO phase 2 – Invitation to act in response to need

The author was invited to design and undertake a further study to investigate why some pupils make progress and others make less progress by considering what within-

child skills pupils themselves bring to the process of change. It was hoped that this would help staff understand how some pupils were able to change negative behaviours to positive behaviours over time. It was agreed that in this new phase of research information would be obtained directly from pupils about the knowledge and understanding they had of their own behaviours and the range of skills they could draw upon to effectively self-manage their own behaviours. The intention was that pupils would be involved in the research process and their own views about their progress be collected on an individual basis.

The invitation to act in response to need was bounded within a number of constraints. Myers (1989) refers to these constraints as the environmental and methodological partnership i.e. the design has to be appropriate for the boundaries, limitations, and client requirements of the research. The environmental constraints in this case were:

- the research was school based;
- the sample group was pre-determined and specific to the project; and
- the research was time limited.

As a result of the constraints linked to the invitation to act, the following agreement was made. This followed guidance derived from Myers (1989):

- The research was to be conducted in partnership with the school setting, the outcomes would contribute to teacher understanding of pupil needs.
- The research was to be part of a long term approach to achieving improved outcomes in social and emotional behaviour within the school population.
- The research would provide an evidence base for practice in the school and a rationale for the development of a social, emotional and behaviour approaches leading to change.

- The staff wanted to be kept informed about the research processes, particularly the framework for interviewing pupils as a means to developing their own skills as reflective practitioners.
- Pupils would be involved in the research as subjects.

The author had developed a positive working relationship over time with the school. School staff felt this would be an important factor in the research process where pupils were going to be involved.

4.3. RADIO phase 3 -Clarifying organizational and cultural issues.

The use of the RADIO model, (Timmins et al., 2003) to support enquiry in the school, over a period of time has helped to create a robust framework for research within the setting and to clarify organizational and cultural issues which may impact on findings.

By engaging in Research Projects 1, 2 and 3, as described in Chapter 2, staff had become increasingly adept at using observational and recording techniques, and were aware of the need to maintain consistency during the research period (Merrell, 2008). Research Projects 1-3 were conducted within the RADIO (Timmins et al, 2003) model. They are described in Chapter 2. All staff use predetermined and well established guidelines set down by the school in recording incidences of behaviour which includes identifying the nature of the incident, entering it onto the school's behaviour tracking system under pre-selected headings, and providing additional observations which take into account the circumstances of the behaviour; any antecedents or consequences, and the pupil's reflective response to the behaviour in a 1:1 session. A greater consistency and reliability of data collected had been observed across the school and house area by senior staff. This has contributed to the

development of a research environment within the school. The school had revised its behaviour management structures and systems and had noted a reduction in extreme behaviours e.g. pupils getting onto the school roof, but there continued to be inconsistent progress amongst pupils as measured on the behaviour tracking system for day to day issues such as non-compliance, aggressive behaviour, and damage to property.

4.3.1 A culture of pupil participation in reviews and target setting has become an established practice in the school since Research Project 1 had been undertaken. The result of Research Project 1 was that staff expectations of the ability of pupils to make progress had been raised. The emerging cultural expectation of senior staff was that young people may be able to change their behaviours if they demonstrated increased knowledge or understanding of their behaviours and had the skills to enable them to be motivated to maintain positive behaviours in the future. This has replaced a culture of low expectations amongst staff which had resulted in a ‘containment’ approach to managing behaviour. It was expected that outcomes of the research would inform future planning and development of interventions in the school to support the pupils.

It was anticipated that pupils would feel able to participate in the research as subjects. Participation would build on skills used on a weekly basis in mentoring sessions with school staff providing that the research questions and materials used were age appropriate, relevant and meaningful to the pupils.

4.3.2 Ethical issues.

In planning the research a number of ethical issues need to be considered as part of the organizational and cultural influences on the proposed study. In Research Projects 1, 2 and 3 the author, the researcher was given permission to have access to pupil files and personal data but in this study that would be extended to working directly with pupils on an individual basis. It was important that pupils would feel safe and secure and that they understood that all information gathered would be treated sensitively.

The researcher works for a local educational authority and therefore is bound by the policy that all Educational Psychologists have had a Criminal Record Bureau assessment, that all intervention, consultation or observations regarding a pupil are conducted with the knowledge and permission of the parent, and in line with the safeguarding policy of the local authority. All documentation is stored securely and information is shared on a need to know basis.

The British Psychological Society and the Association of Educational Psychologists offer guidelines in relation to the ethical practice of the practicing psychologist. This guidance is reflected in the work of Robson (2000), Farrell (2005), Cohen et al (2007), Alderson (2005) and Flick (2007). The ethical approach to the study also has to meet the requirements of the University of Birmingham.

Farrell (2005) provides an ethical framework for working with young people and collecting data, this includes:

- addressing the power relationship between researchers and participants;
- obtaining informed consent from parents and pupils;
- avoiding embarrassment and pain by asking questions;
- avoiding conclusions which emphasize problems and deficits;
- consulting with young people regarding the design of the research;
- identifying the risks of the research to young people;
- providing young people with an opportunity to give their views e.g. through a semi-structured interview; and
- explaining the research clearly enough so that anyone asked to take part can make an informed decision about whether they want to consent or refuse.

Cohen et al, (2007) adds the right to withdraw, the potential for the research to improve the situation of the responder, guarantees that the research will not harm the responder, and the right of the responder to expect reliability and validity to the above list. The ethical guidance of Farrell (2005) and Cohen et al, (2007) were taken into account in the planning of research procedures undertaken in Research Projects 1, 2 and 3. Within this study steps taken to adhere to ethical guidance and reduce risks posed by research includes:

- setting up the research environment to be as non threatening as possible;
- facilitating a high level of participation from the pupils within the research process i.e. through a pilot stage and in answering the research questions;
- providing leaflets to enable informed consent to be made;
- selecting participants fairly on grounds of gender, age and ability;
- not selecting participants who might have been vulnerable as a result of taking part in the research; and
- focusing results on progress and achievement.

For the purpose of this study parent and pupil leaflets were produced. These give brief information about the research, why it was being undertaken, what would happen during the research, and how the research will help the school in the future. Examples of the leaflets are included in Appendix 1. Parents and pupils were asked for their permission to be involved in the research. Informed consent was obtained due to the information given which outlined the actions the researcher would take and

how the pupils might be involved. The leaflets contributed to the ethical stance of the study through:

- The individual has an understanding of the research in order to consent to participate.
- Communication about the activity is in easy to understand language.
- The individual has consented without pressure and has also understood their right to withdraw from the process if they wish at any time.
- Consent is documented.

It was important that pupils understood the research processes and that this would be explained at the beginning of 1:1 work through revisiting the leaflet, outlining how the questions would be asked, how their responses would be recorded, and how they could view what the researcher had written. Pupils would have the right to withdraw if they felt they could not participate, (Cohen et al, 2007). Pupils who participated gained additional positive points on their reward system but this was not used as a condition of participation, had that been the case then the research would not have been adhering to ethical requirements of the British Psychological Society (1991), as quoted in Robson (2000).

It was agreed with the Head of Care and Head of House that the identity of all pupils would be anonymous in the final report. This was made clear on the pupil and parent leaflets about the research. In Research Project 1 pupils had been allocated a letter in order to achieve anonymity. The identity of pupils in that study was shared only on a need to know basis. It was proposed that in this study pupils would initially be allocated a key letter for use on documentation for ease of recognition by the researcher. Senior staff at the school would be aware of which pupils had been involved in the research as they would organize the appointments, but pupils would not be easily recognized in the final documentation which would be shared with staff,

governors and kept in school. Individual pupil profiles would not be included in the report.

It was important that pupils would feel that their views would be respected. It was agreed that findings from individual interviews would only be shared with staff with consent from the pupils and on a 'need to know' basis. The purpose of sharing this information would be to aid further planning or alert staff to safeguarding issues. Participation in the study for any one pupil was not compulsory and although it was hoped that most pupils would want to participate it was anticipated that some pupils or parents might decline. Successful engagement of participants in the research relied upon their trust in the researcher to represent their views accurately. It was important to ensure that this trust not to be misused in any way.

In meeting the ethical requirements of research Alderson (2005) emphasizes that consideration has to be given as to whether it is appropriate to undertake the research. Alderson (2005) and Cohen et al, (2007) advocate the importance of balancing harm and benefit with the value of the research in terms of gains in knowledge, understanding, or effectiveness of practice matched against strengths and difficulties of the research. In balancing harm with benefit Flick (2007) emphasizes that it is important to have a clear idea of who the sample group will be and be precise as to why they will be interviewed. It is important that the research had a definite purpose and by undertaking the research the participants would benefit rather than be put at risk. Alderson (2005) argues that those who benefit most will be those who come after the research and that this should be made clear to participants of the research. As a result of this study it is anticipated that all pupils will benefit in the short term

from the increased staff understanding and awareness of individual pupil needs and evidence of why some pupils make progress and others do not. The younger pupils are most likely to benefit on a long term basis if the outcome is changes in practice in the school due to an increase in knowledge and understanding of pupil behaviour. The older pupils are least likely to benefit as they will leave the organization at the end of the academic year. The staff will benefit through the increased knowledge the research will bring to the organization. Identifying the beneficiaries will influence the decision as to who will be the stakeholders in the research.

Benefits to the stakeholders of undertaking the research are not only to determine why some pupils with complex social and emotional needs make progress and others make less progress, or assist staff in planning effective interventions leading to improved outcomes for pupils and engage pupils in the change process. They also include the value of opening up opportunities for discussion and reflection across the school environment initiated simply because the research is to be undertaken, and the value of obtaining the evidence based results to support future planning. The impact of this additional benefit will be discussed in Chapter 6.

4.4. RADIO phase 4- Identifying stakeholders in area of need.

Senior staff at the school have put themselves forward as the stakeholders in previous research projects, as it was felt findings would predominantly influence school organization and development. On this occasion senior staff and the author identified that stakeholders would be both staff and pupils as both groups will be involved in the

research and benefit from the investigation. The school governors continued to express an interest in the findings of the research.

Pupil views of their research experience will be sought at the time of undertaking the research and related to the ethical framework of Farrell (2005) referred to in section 4.3.2 of this study. Staff and pupil views of the outcomes of the research will be reflected on in Chapter 6, the concluding section of the study.

4.5 RADIO phase 5 - Agreeing a focus of concern.

Previous research projects undertaken with the school have not been able to answer the question as to why some pupils make progress in social and emotional development leading to an increased self-management of behaviours and others make less progress or how this progress can be achieved. The methodology selected for this study must allow for the ‘why and how’ enquiry to be fully explored (Yin 2008). In this study the exploration of the ‘why’ and ‘how’ questions will help identify the circumstances under which pupil progress in social and emotional needs leading to self management of behaviours is achieved. The focus for this research is specifically directed towards an exploration of the links between within-pupil skills and progress made in social and emotional development in responding to the research question. Through the literature search it has been acknowledged that the views of both adults and pupils need to be sought in order to obtain the best possible information for this study to answer the ‘why and how’ questions, (Yin, 2008).

The within-child skills have been defined by drawing together a range of evidence from research and literature. They are linked within this study to stages of development and positive outcomes. They were discussed fully in Chapter 3 but are re-iterated here for convenience.

The ten within-child skills draw upon literature, research and work undertaken with staff at the school in preparation for this study (Gresham and Elliott, 1993, Glassman, 2000, Newman, 2002, and McCarthy, 2004). They include:

- Self achievement: appropriate expectations and has aspirations, plans and sets goals, has commitment and determination.
- Being able to problem-solve effectively: works with others to problem-solve effectively, assesses situations, evaluates and makes informed decisions, accepts perspectives of others, applies knowledge in new situations.
- Being responsible: sets own boundaries and demonstrates control, takes responsibility for a task and sees this through, takes responsibility for self and belongings, owns own behaviour.
- Understanding own needs: understanding of self, has self-worth and good self-esteem leading to emotional intelligence.
- Understanding the needs of others; has positive views of others, can interpret their needs and respond appropriately.
- Having independence skills: applies knowledge and understanding to new situations with success, doesn't rely on others for decision making, shows some level of independence, makes positive decisions of own and questions decisions of others as appropriate.
- Having social confidence: has good language for communication, has positive social strategies
- Sense of belonging: feels secure in familiar setting, feels valued.
- Being able to make and sustain positive relationships with peers: has good peer relationships, and is able to make and sustain friendships.
- Being able to make positive relationships with adults or significant other: feels supported and knows how to ask for help, has good role model or mentor.

The three stages of development are modeled on the work of Salovey and Sluyter (1997) and include:

- demonstrate knowledge of positive behaviours;
- demonstrating knowledge of positive behaviours and applying this knowledge with help; and

- demonstrating knowledge of positive behaviours, being able to apply this knowledge and sustain their progress on an independent level.

The positive outcomes staff wanted pupils to achieve were:

- taking responsibility for themselves and their own actions,
- monitoring and reflecting on their own behaviour,
- having an emotional understanding of their personal needs, the needs of others, and responding to these in socially appropriate ways.

A criticism of research quoted in Chapter 3 was the lack of use of the voice of the pupil in supporting evidence and data collection. Previous research undertaken at the school by the author had not taken pupil views into account. It was agreed that the selected methodology for this study must allow for direct interaction with pupils as a means to creating as full a picture as possible of their perceptions, understanding, views of themselves and others i.e. capturing the unique perspective of each participating pupil. To achieve this, the methodology selected would need to be able to accommodate the use of interview approaches rather than a questionnaire in order to answer the ‘why’ question: why do some pupils make progress, and the ‘how’ question: what skills do they bring to the process to enable them to achieve.

4.6 RADIO Phase 6 - Negotiating a framework for information gathering by determining the methodology to be used.

In this section of the chapter the framework for gathering the information is shared. This involves a consideration of the most appropriate methodological design for the research (Kaplan, 1973). Kaplan (1973), quoted in Cohen, Manion and Morrison

(2007) describes methodology as the paradigm of the enquiry, leading to a process, and in turn a method of data collection.

The proposed methods for gathering the information will be discussed in section 4.8. The sharing of findings will form the next chapter.

4.6.1 It was important to establish a robust methodology for the research in order for information gathering to be efficient and informative. To achieve this Robson (2000) recommends taking into account all of the aspects of a study i.e. the dimensions, factors, and variables. Robson (2000) and Frankfort-Nachmias and Nachmias (1997) emphasize that it is important to establish a clear indication of how features and factors of the research inter-relate at an early stage. This has been partially achieved through a consideration of RADIO phases 1-5 through which the environmental constraints have already been determined, cultural and organizational needs of the school have been identified and the expectations of the research defined. It has already been agreed through RADIO phase 3 that the objective of collecting pupil views is to support the understanding of the broader issue of why some pupils make progress and others make less progress in their social and emotional development linked to self management of behaviours and how this progress is achieved. The reflection of the findings which will be given in the next chapter will be linked to pupil knowledge and understanding of positive behaviours, the meanings of those behaviours for the individual, the interpretation of behaviours by the individual pupil, and their potential to develop or sustain new behaviours, (Goleman, 1996, Greenhalgh, 2002, and Newman, 2002). It has to be anticipated that pupil responses will be varied and analysis may reflect that multiple factors contribute to outcomes.

4.6.2 Reason and Bradbury (2006) consider the characteristics of a study, as given above, to be sufficient to locate the research within anti-positivist models of research methodology. Cohen, Marion and Morrison (2007) p.8 endorse this for occasions when the researcher does not wish to:

- test a theory by using empirical measures;
- statistically analyze relationships and regularities between selected factors;
- use controlled observation and experiments to test out the hypothesis; or
- provide quantifiable results which could be presented as ‘hard evidence’ or ‘law-like’ generalizations.

Using an anti-positivist approach for gathering information enables flexibility when studying human behaviour (Reason and Bradbury, 2006). It allows for the expression of results as patterns of statements and reflections of participant and researcher rather than purely through the presentation of quantitative data which is often generalized to a wider population (Cohen et al, 2007). Anti-positivist approaches can be applied successfully to small scale and individualized approaches. Interpretism is the process of interpreting the views of others and is an anti-positivist research paradigm. The anti-positivist and interpretist approaches fit within a qualitative research framework. Mertens and McLaughlin (1995) p 45 believe such approaches to be relevant and appropriate where:

- detailed information is needed;
- individualized outcomes are required;
- information and data is non-standardized;
- the diversity, idiosyncrasies and qualities of individuals are demonstrated in the research; and
- there is no available standardized instrument for measuring program outcomes.

Emphasis is placed on the individual as a participant in the research, being reflective about themselves and having an opportunity to discuss patterns of behaviour. Cohen, Manion and Morrison (2007) p.9 emphasize that in such circumstances the researcher engages in

sharing their frame of reference: understanding the individuals' interpretations of the world around them..... from the inside, not the outside.

Critics of the interpretist approach suggest it is subjective, and there is a potential risk of research bias, (Cohen et al, 2007). Merrell (2008) stresses the importance of robust and evidenced based preparation for a study. A challenge for this study is to collect reliable information and data about pupil behaviour from the participating pupils given that these behaviours may vary from day to day and across different situations. Steps have been taken in preparing for this study to reduce the impact of school-based bias which could pose a risk to the study by consolidating staff skills in collecting data prior to beginning the research and building consistency amongst approaches used by adults in school. Monitoring changes to the pupil's behaviour attributed to participating in the research in school can be achieved by staff but it has to be acknowledged that it is more difficult to reduce variables caused by the impact of life events at the time of the research from external influences. In positivist studies challenges to data collection may be reduced through the use of standardized assessment tools or having a control group as used by Qualter et al (2001). The possibility of using a standardized assessment in this study will be investigated but it is unlikely that it will be possible to have a control group due to the limited number of pupils at the school. It is not possible to use these approaches in this study due to the

emphasis of obtaining pupil views and the small size of the sample. These factors will need to be taken into account when interpreting the results.

Further risks to the validity of research which might bias the recording of results for some pupils in this study might include:

- pupils not having the language of self-expression when interviewed and consequently being unable to define behaviours for themselves, (Mayer and Salovey, 1996);
- some pupils have a great deal to contribute in contrast to pupils who had little to say;
- pupils giving idealized or self-protecting responses, (Greenhalgh, 2002); and
- pupils reporting what they think the researcher wants to hear, rather than giving factual, honest responses.

These will have to be taken into consideration in the methods used for data collection.

4.6.3. The study satisfies criteria for qualitative research as defined by Miles and Huberman (1994) as it involves:

- studying naturally occurring events in their own setting;
- providing rich data and a holistic view of the situation;
- collecting data over a period of time; and
- locating the meanings people place on events, processes and structures of their lives related to their social world.

Miles and Huberman (1994), Robson (1997), and Cohen et al., (2007) all propose that the most appropriate methods of data collection supporting such research are interviews, transcripts, observations, and written accounts, which are all interpreted and reported in a non-numerical way using descriptive analysis. Interpretism is important in the recording and analysis of pupil views in this study. The researcher will record the pupil responses but must also take into account body language such as

shrugging shoulders or a smile, where this may affect meaning, and note this down. At the stage of analysis the researcher must be able to draw conclusions from the overall results in the light of literature, research and psychological processes. In the interpretation, recording and analysis of the data, the researcher must be able to attribute explicit meaning to the pupil responses. The researcher must be able to translate this into theories for staff which might lead to practical intervention, or provide insights into how change might be effected for the individual pupil, leading to school improvement as evidenced through a notable increase in pupils who make progress. Being able to place the study within a methodological framework increases its validity and validates the use of data collection methods.

4.6.4 Tesch (1990), cited in Miles and Huberman (1994), provides an overview of qualitative research types which links research methodology with the aims and objectives of research. This overview includes four underlying reasons for conducting qualitative research. One of these reasons is to achieve an understanding of an act or action which will then lead to a process of interpretation. The most appropriate research methodology cited for this is Case Study design. Case Study has often been described as a research method rather than a methodology (Yin, 2003) and attracted some criticism as to its reliability and validity, particularly as the data is generated through analysis of evidence rather than being statistically generated (Robson, 2000) but Yin (2003) is very clear that Case Study is a research methodology which stands on its own and it is not a sub-system of another methodology. Yin (2003) prefers Case Study design when responding to ‘why’ and ‘how’ questions. The focus of this research is about ‘why’ some pupils make progress whilst others make less progress, and ‘how’ this is achieved. The research seeks to

establish the relationship between within-child skills and social and emotional development. Robson (1997) p. 146 interprets the purpose of Case Study design as:

a strategy for doing research which involves an empirical investigation of a contemporary phenomenon within its real-life context using multiple sources of data.

Miles and Huberman (1994) and Yin (2008) define a case as a unit of study or analysis. A unit or case may be defined as an individual, a small group, larger group, or an organization. The case is well defined and bounded. Interrogation of the data is analytical rather than statistical, (Yin, 2008), yet the data is collected systematically and with equal rigor to quantitative studies (Cohen et al., 2007). Hitchcock and Hughes (1995) give four reasons for selecting Case Study design:

- it is concerned with a rich and vivid description of events relevant to the case;
- it blends a description of events with the analysis of them;
- it focuses on individual actors or groups of actors and seeks to understand their perception of events; and
- it highlights specific events that are relevant to the case.

The design of the Case Study arises out of the propositions of the research. In this study the proposition links progress within the school in social and emotional development to within-child skills and pupils' views of their own behaviours. The 'case' meets the following criteria of Yin (2003) for Case Study design;

- the case is revelatory; it provides opportunity for an in depth study regarding a topic not previously accessed

Pupils provide the individual cases for the study, engaging with them will be the process by which explanation will be achieved to answer the research question. Each case will then meet the criterion of Yin:

- the case is representative or typical; to help inform about normal life events and experiences.

The study is bounded by the context of the school and all pupils contributing to the study attend the school.

Case study design is often criticized as a research method for studying a collection of cases in order to illustrate a general principle, (Cohen et al, 2007) but Robson (2000) describes the process as being more like undertaking multiple experiments which might replicate the first experiment or explore new issues arising from the first experiment. The method of selection of the individual pupil cases for the purpose of this study is described by Miles and Huberman (1994) as purposive sampling which is predetermined by tight boundaries and studied within context. Robson (1997) and Yin (2008), extend the definition further to demonstrate that purposive sampling produces a selected sample which is closely linked to an emerging theory of the research.

4.6.5 An extension of Case Study design is Multiple Case Study. Cosmos Corporation, (1983) quoted in Yin (2003) give three stages for Multiple Case design:

1. Define and design: developing the theory, selecting the cases and designing the data collection protocol.
2. Prepare, collect and analyze: conducting the first case study and the writing the report, conducting the second case study and writing the report, conducting remaining case studies and completing the reports.

3. Analyze and conclude: draw cross-case conclusions, modify theory, develop policy implications and write cross-case report.

Yin (2003) and (2008) elaborates further on the second point. Yin (2003) states that cases are selected to:

- predict similar results (a literal interpretation): or
- predict contrasting results but for a predictable reasons (a theoretical replication).

The purpose of selecting the cases is to uphold the theoretical stance of the study, Yin (2008). The purpose of Multiple Case sampling is that cases will be selected one after another in order to demonstrate a general principle. Each case is considered to be a study from which evidence is sought to support the theoretical stance. Additional cases are then selected to determine whether the theory arising from the first case is supported by a subsequent case. Each selected case has an equal level of importance to the study. A condition of Multiple Case design is that if a selected case does not support the theoretical stance then the theoretical stance should be revisited, Yin (2003) and Yin (2008).

It is important to clarify that Multiple Case design follows a replication model of undertaking research. This means that the selection of the second case is made purposefully and with intention to support and replicate the findings of the first case and consequently uphold the research proposition. Subsequent cases are selected for the study because it is felt that they support and provide evidence for the proposition for the unit of analysis. Consequently there will be similarities amongst the cases e.g. circumstances, or patterns of behaviour. Yin (2003) advises that in literal replications

regard may need to be given to criterion for upholding the theoretical stance. This may relate to frequency of findings. This will determine the number of cases studied. In theoretical replications consideration needs to be given to the impact of external influences on the results. The challenges of managing external influences have already been referred to and are also taken into account when selecting pupils for the research.

Yin (2003) and Yin (2008) advises that the early determining of a framework for the research is essential to its success. This includes establishing a theoretical framework, a framework for case selection and framework for analysis of data. In this research these frameworks include the framework of within-pupil skills including the stages of development, competencies and positive outcomes as described in section 4.5 of this chapter, the framework for selecting different groups of pupils for the study and the framework of the semi-structured interview, the coding and analysis of results.

Multiple Case designs are described by Yin (2003) as having distinct advantages over single case designs by being more robust as they involved an increased number of stages of case analysis unfortunately this has an impact on the length of the data collection period which is often longer.

4.7 RADIO phase 6 - Negotiating a framework for information gathering by determining the method of data gathering.

Yin (2008) indicates the appropriateness of using surveys or semi-structured interviews to support Multiple Case Study design. It was important to the success of

this study to select or create an appropriate interactive semi-structured interview or questionnaire which would meet the requirements of the study by being relevant to the research proposition, being able to investigate within-child skills as described in section 4.5, and motivate the pupils to respond in full to the questions. In previous research projects the staff had been unable to obtain a clear understanding of why some pupils made progress and others did not, and how progress can be achieved. Through mentoring pupils at the school staff had not identified a pattern of behaviours demonstrated by pupils who had made progress in the self management of their behaviours. It was anticipated that the information required would not be obtained through questions requiring a simple yes or no response. It was important to select a process which would enable a broad range of information to be collected.

4.7.1 The possibility of using a standardised questionnaire for the semi-structured interview was investigated. This would have enabled the results from the research to be compared with other pupils with similar needs. Tesch (1990) suggests that alternative research approaches which involve qualitative evaluation are more appropriate than those supporting quantitative methods when obtaining personal views as part of the research process.

The possibility of using The Emotional Literacy Assessment and Intervention (Faupel, 2003) checklist as a questionnaire for this study was considered. This provides a teacher, pupil and parent checklist reflecting many aspects of the within-child skills as defined in this study. The checklist is designed to be read by the pupils. In order to ensure that all pupils in the 9-16 age range could read the checklist the one designed for Key Stage 2 would have had to be used. Each response is graded with a score of

between 1 and 4. The total score is added up after all questions are answered to give an emotional literacy score. Although the topics were relevant to the study it was felt that the design of the questions was not appropriate for older pupils in the 9-16 years age range. The pupil questionnaire is limiting in that it does not require pupils to expand their responses. In order to understand a pupil's strengths and difficulties the original responses would need to be returned to. When considered in depth it is evident that the checklist (Faupe, 2003) focuses on perceptions rather than behaviour, or within-child skills. It is self-administered therefore the results are dependent on the pupils interpretation of the questions, time taken in considering an answer, and an ability to use a rating scale objectively. It could be argued that the responses are personal to the participating pupil and there would therefore be a risk to the validity of the research findings in comparing the responses of one pupil with those of another without quantifying the responses in some way. Merrell (2008) describes the cumulative score of questionnaires using rating scales as having limited meaning and results need to be interpreted with care.

The Emotional Behavioural and Development Scale (Grimley, Morris, Rayner and Riding, 2004) was also appraised. This provides a fifteen point checklist for teaching staff to use relating to classroom behaviours and emotional behaviours. There is no checklist for pupils to use. An adaptation of the adult checklist was considered. On analysis of questions and possible responses it was identified that several of the questions had more than one part to them and yet only one overall response was required through scaling. A short example is the question 'Is an effective communicator', which has two elements to it, yet only one response is required:

- speech is coherent,
- thinks before answering.

Pupils in the client group in the study may meet the first point but due to impulsivity not meet the second. Teacher rating would need to be an averaged response between the two elements. The risk is that important qualitative information is not reflected in the ratings and there is a danger that ratings may differ from one staff member to another. The use of rating scales are criticised by Merrell (2008) as being subject to setting variance, in this case the views of different staff. Merrell (2008) suggests that rating scales are most appropriately used when applied to a specific and single factor or when supported by additional information in order to qualify the response. The client group for the study comprises of pupils who have complex social and emotional and behavioural needs, it became clear whilst investigating standardised questionnaires that these needs cannot easily be reflected on a rating scale without additional contextual information being taken into consideration. The responses obtained from The Emotional Behavioural and Development Scale (Grimley, Morris, Rayner and Riding, 2004) are therefore not precise enough for the purpose of this study and could not be easily adapted to include a rating scale for use by the pupils.

Consideration was given to the experiences of other researchers in selecting appropriate assessment tools. The assessment tools evaluated by McCarthy et al., (2004), as part of their research into the risks of children and young people being involved in crime reflected mixed results. They described The Adolescent Coping Scale (Frydenberg and Lewis, 1993) as potentially daunting for young people and the Strengths and Difficulties Questionnaire (Goodman, 1997) as limiting. The Strengths and Difficulties Questionnaire, (Goodman, 1997) is often used in assessing progress

in children and young people demonstrating social, emotional and behavioural difficulties over the period of time of an intervention. It is often used to base-line behaviour and then review changes to assess progress. The assessment involves scaling across a range of items and is included in Emotional Literacy Assessment and Intervention (Faupel, 2003). The Strengths and Difficulties Questionnaire, (Goodman, 1997) relies on informative and reflective responses being given by the individual being questioned. It is important that this is achieved in order to collect the best possible information. There a strong possibility of individual bias or subjectivity within the responses for The Strengths and Difficulties Questionnaire, (Goodman, 1997) and the data needs to be interpreted with care (McCarthy, 2004). Direct comparison of results with the responses of another pupil cannot therefore be deemed reliable. Validity of scores would be increased if pupils provided examples of their own behaviours to support their responses, triangulated with evidence of patterns of behaviour collected over time in different settings. This would not, however, be using the assessment in its standardised form.

It is critical to the success of the research that the selected assessment tool is meaningful and appropriate to the client group, uses relevant questions and engages their attention. The number and nature of the questions asked, and the purpose and design of the assessment are key factors in informing the selection of an appropriate tool which will be meaningful to the subjects of the assessment and informative to the researcher. Burden (2000) advises that well structured and statistically reliable tools such as the Self-description Questionnaire, (Marsh, 1990) and Self Perception Profile for Children and Adolescents, (Harter, 1988) are time consuming to administer or confusing to some individual participants. As many of the pupils at the school have

difficulties sustaining concentration, are not always well motivated and can quickly become disinterested then it was concluded that these were not appropriate tools to use. McCarthy et al (2004) warned that the use of pre-set questions, lack of access to non-verbal clues when being questioned, literacy levels of questions and not having an understanding of the cultural background of a pupil might inhibit the collection of useful data.

Warden and Mckinnon (2003) experienced difficulties in selecting an appropriate assessment tool to investigate children's social behaviours, socio-metric status, empathy and problem-solving strategies. Warden and Mckinnon (2003) wanted to compare the differences in social awareness of three groups of children: those who were pro-social, those who were victims and those who were bullies. They critically appraised a number of assessment tools. In planning the research they found that the assessment tools and measures for social behaviour targeted antisocial behaviours, concentrated on limited elements of pro-social behaviour such as likeability, were often standardised on a small sample resulting in poor normative frameworks, were too general, and were not always meaningful to the age-group of children they were being used with. Merrell (2008) cautions against using standardised assessments used for clinical purposes as they are generally designed to identify a specific pattern of behaviours as part of an assessment procedure and are therefore not transferable to new situations.

What was emerging from this review of assessment tools was that standardised assessments of social, emotional and behavioural issues were not going to be appropriate for this study due to limited content, inflexibility, or having a narrow

focus. It was important that the assessment tool would provide the flexibility required in obtaining pupil views and reflect all factors of the within-child skills given in Chapter 3 of this study and referred to in section 4.5 of this chapter. Using a standardised questionnaire carried a risk of restricting the quality and quantity of data to be collected. Many measures considered above were designed to reflect single responses either as expressed as a point on a scale or given as a yes or no response, rather than the richer world-view and perspectives needed in this study to answer the ‘why and how’ questions.

Warden and McKinnon (2003) concluded that they needed to use a measure of their own for their research as no other suitable measures could be identified. No suitable questionnaire has been found for this study therefore the study would require its own measure.

4.7.2. It was important to have a clearly defined framework for planning the questions to be used in the study. Cohen et al (2006) propose that in small studies there is scope for using more open-ended and less structured approaches in conducting interviews. This is because of the reduced number of subjects being studied and the opportunity to collect in depth information. The framework for such research also needed to take into account the rationale for collecting the data, the nature of the anticipated data and how the data might be analyzed. The assessment tool needed to be flexible in order to accommodate a range of responses and self reflection on the part of the client or subject. Cohen et al (2006) propose that this can be easily accommodated through the research method of a semi-structured interview. Cohen et al (2006) propose that a semi-structured interview is appropriate to use where a study is small-scale, and no

standardized measure has been identified for obtaining the data required. A semi-structured interview would need to be designed for this research in order to maximize the value and relevance of pupil responses and collect the richest data possible in relation to within-child skills matched to within-child skills and the three stages of development defined for this research. The semi-structured interview was piloted before full use and is described in section 4.8.5 of this chapter.

In designing the semi-structured interview due regard needed to be made to the appropriateness of the questions being posed in order to obtain the best possible data. The questions needed to reflect the research focus, allow pupils to express their views, and be designed in such a way that any anomalies in question interpretation which would affect responses was avoided. It was important that the questions were clear and could be easily understood. It was important that the pupils could engage in the psychological processes of being able to:

- understand and interpret the questions, because the language used was familiar to them and the concepts being explored were not outside their experience;
- provide appropriate and thought out responses which were clear and communicated their thinking with a level of precision using words and phrases which were appropriate to their age and development

Evidence from Standardized Assessment Tasks (SATs) at Key Stage 2 and 3, indicated that pupils at the school fell within the expected range of ability for their age group, but a number were known to have difficulties with some areas of language and self expression. At the time of undertaking the research one pupil was having speech and language therapy. It was important that individual differences would be accommodated within the research so that pupils could give their best possible responses.

Sellitz (1976) quoted in Cohen et al (2006) p. 320, provides a guide to question construction which focuses on four areas or decisions:

- question content and relevance;
- question wording including how questions might be interpreted;
- form of response to question e.g. multi-choice answer or dialogue; and
- sequential positioning of questions.

These are addressed in the next section of this chapter.

4.7.3 The content of the questions needed to be directly related to the steps of progress, within-child skills, positive outcomes, and be designed to draw out evidence of the within-child skills as defined by this study and given in Chapter 3 and section 4.5 of this chapter. They have been given as key points in table 4.1.

Table 4.1

The research proposition	To investigate why some pupils make progress in social and emotional development and others make less progress.
Stages of progress.	<ul style="list-style-type: none"> • Demonstrate knowledge of positive behaviours (K); • Demonstrate knowledge of positive behaviours and apply this knowledge with help (P); and • Demonstrate knowledge of positive behaviour and be able to apply this knowledge and sustain their progress on an independent level (D).
Ten within-child skills identified by staff needed for making progress socially and emotionally.	<ul style="list-style-type: none"> • Self achievement • Being able to problem-solve effectively • Being responsible • Understanding own needs • Understanding needs of others • Having independence skills • Having social confidence • Sense of belonging • Being able to make and sustain positive relationships with peers • Being able to make positive relationships with adults or significant other
Positive outcomes.	<ul style="list-style-type: none"> • Taking responsibility for themselves and their own actions: • Monitoring and reflecting on their own behaviour: and • Having an emotional understanding of their personal needs, the needs of others, and responding to these in socially appropriate ways

Drawing together elements of the study.

The within-child skills are expanded in table 3.2 in the previous chapter and in section 4.5 of this chapter by being matched to examples of observable behaviours.

In planning the questions, consideration was given to the format of questions used in social skills programmes familiar to the pupils: Talk About (Kelly, 1996); Retracking (Bates, 1996); and Proud to be Me (Kids Games Ltd. (undated). Pre-research classroom observations of pupils indicated that many pupils had difficulties with sustained listening and processing large amounts of verbal information, this were taken into account. Questions needed to engage and sustain interest, be relevant yet succinct, precise and to the point and as far as possible presented in a standard form

throughout all the interviews in order for the data collected to be valid. Open questions, using familiar scenarios from the day to day life of the school, linked to the competencies were developed. These followed themes such as experience of building friendships when new to the school, ability to communicate and make relationships with others by representing the school, understanding of social relationships and choice of friends, recognizing the role of adults. Three of the questions related directly to school situations, two to topics regularly addressed in Personal, Health, Social Education lessons and a further question relating to support and attachment.

The first question was designed to achieve a third person reflection of circumstances familiar to the pupil i.e. being new to the school. The third person perspective was used so that pupils did not feel directly challenged by personal questions at the beginning of the interview. By using familiar circumstances it was anticipated that pupils would feel at ease about the questionnaire and better able to communicate their responses. The scenario of Jo, given in the first question of the semi-structured interview was familiar to all pupils. Every pupil had transferred to the school in either KS2 or KS3. The first question was therefore designed to provide opportunities for the pupils to draw upon their real-life experience, to be able to revisit their first day, visualize themselves in the situation and respond in their own words or recount the help they had given to another new pupil. The question about Sam relates directly to a school activity:

Q. Sam has been chosen to represent the school by showing people around, going to presentations in the town etc. Sam thinks he will be really good at this.

What do you think will make Sam be really good at this sort of thing?

Are you like Sam?

Many pupils showed visitors or new pupils around the school, they represented the school in activities in the town. It was predicted that the responses to any of the questions could demonstrate a range of the competencies.

The most challenging and direct questions about responsibility and self were placed at the end of the semi-structured interview. This approach was used to allow pupils time to become accustomed to answering the questions within the interview process. The questions are given in the table below.

Table 4.2

	Questions
<i>Making relationships with others</i>	<p>Jo is new to the school and your year group. Who would help Jo settle in?</p> <p>If you were Jo how would you get on?</p> <p>What would you find easy/hard?</p> <p>How would / did you feel about meeting new people?</p> <p>What do you think makes it easy/hard to get on with new people?</p> <p>If you had to go somewhere new tomorrow – how would it feel, how would you get on?</p>
<i>Having Social Confidence</i>	<p>Sam has been chosen to represent the school by showing people round, going to presentations in the town etc. Sam thinks he will be really good at this.</p> <p>What do you think will make Sam be really good at this sort of thing? Are you like Sam at all?</p>
<i>Positive Attachments</i>	<p>Desert islands – you are going to a desert island for a holiday.</p> <p>You can take 3 friends – who would they be and why?</p> <p>You can take 3 members of your family – who would they be and why?</p>
<i>Significant other</i>	<p>Kelly is in year 9. Kelly needs help with some things. Who do you think is the best person to help Kelly;</p> <p>Choose options</p> <p>Find work experiences</p> <p>Finish homework</p> <p>Get new shoes</p> <p>Get a lift to a friend's.</p> <p>Who helps you the most?</p>
<i>Independent thinking/ Problem-solve</i>	<p>Here are some things to think about – What would you do?</p> <p>Someone you know just stole something – what would you do?</p> <p>You want to talk to someone about something personal – What would you do?</p> <p>You want to be friends with someone – What would you do?</p> <p>You need a new pair of jeans – What do you do?</p>
<i>Responsibility for self</i>	<p>What does responsibility mean to you?</p> <p>How good do you think you are at looking after yourself?</p> <p>What are you good at choosing for yourself?</p> <p>How do you deal with your mistakes?</p> <p>You need to sort out a problem for yourself – how do you do this?</p> <p>When is it useful to have an adult about?</p>

The questions developed to match the within-child skills using familiar activities.

The language used in the questions needed to be kept simple and straight forward and vocabulary was controlled. It was important to use uncomplicated and jargon-free vocabulary to enable pupils to listen to and interpret questions correctly and without

confusion, to understand the range of each question and find the words within their verbal store to respond fully. It was important for the validity of the research that pupils could relate to all questions. It was acknowledged that some adjustments might be needed when asking the questions if pupils required further clarification, rushed to give an answer before listening to the whole of the question or had not understood the question. When asking the questions the whole question was to be given and then repeated in small sections. This can be demonstrated by the following question which was designed to discover what support the pupil had from significant others as a means to determining how the pupil used its network of support to reduce risk and increase their resilience, Pianta and Stulman (2004), Buchanan and McCalman (1998) and Newman (2002).

Q. Kelly is in year 9. Kelly needs help with some things. Who do you think is the best person to help Kelly;

- Choose options
- Find work experiences
- Finish homework
- Get new shoes
- Get a lift to a friends.
- Who helps you the most?

Sentences were kept short for ease of recall by the pupil.

It was anticipated that it would be possible to obtain more than one response to a question. Table 4.4 clearly identifies that the questions have been cross referenced to more than one competency to enabling each competency to be investigated as fully as possible. It was important that in phrasing the questions that the pupil had the opportunity to give as full an answer as possible. General prompts such as what would you do, tell me more, that is interesting, how did that feel, were used where

required, answers were reflected back and pupils were asked if they wanted to add anything more to their answers. It was important that the prompts did not influence the content of answers. Table 4.3 demonstrates how the questions were related to the within- child skills.

Table 4.3

Questions 1-7 with behaviour questions past /present and ideal self matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Past behaviour	Current behaviour	Ideal self
Self-achievement	*	*			*	*	*			*
Being able to problem-solve effectively	*	*		*	*	*	*		*	*
Responsibility	*	*		*	*	*	*	*	*	*
Understand own needs	*	*	*	*	*	*	*			*
Understand needs of others	*	*	*	*	*	*	*	*	*	*
Having independence skills	*	*		*	*	*	*	*	*	*
Having social confidence	*	*	*			*	*	*	*	*
Sense of belonging	*	*	*	*			*	*	*	*
Being able to make and sustain positive relationships with peers	*	*	*				*	*	*	*
Being able to make positive relationships with adults or significant other			*	*	*		*	*	*	*

Interview questions matched to within-child skills.

Pupil responses would need to be coded to indicate their level of knowledge, understanding and application of the skill. It was essential that the pupil responses could be attributed to one of the three stages identified by staff as being needed to make progress, and could be coded to enable analysis possible. Coding would be reliant upon the precision of the answers obtained and the range of within-child skills they communicated. Table 4.4 demonstrates the anticipated categories of response for question 1.

Table 4.4

<i>Focus</i>	Content	Approach	Category of response
<i>Making relationships with others</i>	<p>Jo is new to the school and your year group. Who would help Jo settle in?</p> <p>If you were Jo how would you get on?</p> <p>What would you find easy/hard?</p> <p>How would / did you feel about meeting new people?</p> <p>What do you think makes it easy/hard to get on with new people?</p> <p>If you had to go somewhere new tomorrow – how would it feel, how would you get on?</p>	<p>Third person reflection, drawing on circumstances familiar to the pupil, encouraging self reflection</p>	<p>To see and understand perspective of another</p> <p>To make positive relationships</p> <p>To be happy to go into new situations</p> <p>To feel able to make new friends.</p> <p>Good language of communication</p> <p>Good understanding of self and needs within a social context</p> <p>Has concept of self-worth</p> <p>Feels supported</p>

Details of the first question.

Responses would then need to be coded as K, P or D are given below:

- demonstrate knowledge of positive behaviours, (coded as K);
- demonstrating knowledge of positive behaviours and applying this knowledge with help, (coded as P); and
- demonstrating knowledge of positive behaviours and being able to apply this knowledge and sustain their progress on an independent level, (coded as D).

It was important to be able to distinguish between the different levels of responses both qualitatively and quantitatively. The codes, K, P and D were used as they related directly to the concepts they were describing. In coding the data it was important to distinguish between when pupils could evidence their knowledge of positive behaviour (K), when they could give examples of when they practiced positive behaviour with support (P) and when they could clearly evidence positive behaviours on an independent level (D). This was achieved by recording the numbers of statements made by pupils indicating their level of ownership of their behaviours as demonstrated by the following table;

Table 4.5

K-Knowledge of positive behaviour but does not own the behaviour themselves or see it is part of them	P-Shows knowledge of positive behaviour and practices this with support	D-Demonstration of knowledge, apply knowledge and sustain progress
They would.....	I know I have to...	Demonstration of ability to make own decisions and choices. I statements
You would.....	I do this sometimes	I do this often – with frequency
Mrs says you must..	Mrs.. helps me...	I do this for myself but know where to get support if needed
Unable to give examples of own behaviour or gives very limited examples. Positive behaviours are prompted.	Gives some examples of own behaviour but indicates that it is dependent on adult support for success or to be sustained at all. Inconsistent in managing own behaviours.	Is reflective and shows understanding of how own behaviours impact on others and is able to give definite examples which have been sustained over time.

Examples of responses matched to stages.

To be rated as score D, the highest category, there had to be a clear demonstration of action or reflection supported by example or clear indication of intent during the semi-structured interview process e.g. key phrases for D were ‘I’ statements which provided evidence of engaging in an action e.g. for question 1 ‘I am a mentor for new pupils,’ ‘I help them settle in by.....’.

Merrell (2008) emphasizes the importance of using a short rating scale where the categories for the ratings are clearly defined. The scoring of K, P and D was strictly adhered to. A simple rating system was used to achieve a differential between each of K, P and D. K responses were allocated 1 point, P responses 2 points and D responses 3 points. The differences between the ratings for K and D would be sufficient to enable differences in qualities of responses to be noted (Merrell 2008). Cross referencing each case following the Multiple Case design approach ensured consistency of coding.

It was anticipated that by asking pupils to talk about themselves they would have direct control of the information to be given (Riding and Raynor, 2001). Placing pupils in the 'expert' role was designed to empower them within the research process and talk as openly as possible about their experiences. All self reported responses were recorded for analysis. Observations and interpretations of behaviours such as body language, or intonation which added to meaning were noted, these were anticipated as being relevant to question responses. The most challenging questions e.g. those about personal behaviours were left to last as it was felt these could be the most difficult for pupils to respond to. It was planned that scaling would be used as a device in these questions to aid pupils with self expression. Within one to one sessions in the school, pupils engaged in scaling their behaviours and progress, this system of self appraisal was therefore familiar to pupils. The aim of the last three questions of the semi-structured interview was to give pupils an opportunity to talk freely about themselves. They would be asked to reflect on their progress. These questions were strategically placed in the order of the questions so that pupils would feel more relaxed and responsive in the interview situation. The questions were:

- 1) Tell me about your behaviour before you came to this school?
- 2) How would you describe your behaviour now?
- 3) How would you describe your ideal behaviour?

All questions in the semi-structured interview were designed to be broad and open ended and there were no correct or incorrect responses. All questions were open to individual interpretation. Pupils were encouraged to provide examples, and indicate what processes had helped them succeed or change their behaviours.

4.7.4 When planning the questions for the semi-structured interview possible themes for responses were also considered. This was an important part of planning so that coding and the use of prompts could be considered. It was important to consider the types of answers which might be given to identify any gaps in evidencing the competencies. The predicted responses are included in the next table.

Table 4.6

Focus	Content	Approach	Categories of anticipated responses
<i>Making relationships with others</i>	<p>Jo is new to the school and your year group. Who would help Jo settle in?</p> <p>If you were Jo how would you get on? What would you find easy/hard?</p> <p>How would / did you feel about meeting new people?</p> <p>What do you think makes it easy/hard to get on with new people?</p> <p>If you had to go somewhere new tomorrow – how would it feel, how would you get on?</p>	Third person reflection, drawing on circumstances familiar to the pupil, encouraging self-reflection.	<p>To see and understand perspective of another.</p> <p>To make positive relationships.</p> <p>To be happy to go into new situations.</p> <p>To feel able to make new friends.</p> <p>Good language of communication.</p> <p>Good understanding of self and needs within a social context.</p> <p>Has concept of self-worth.</p> <p>Feels supported.</p>
<i>Having Social Confidence</i>	<p>Sam has been chosen to represent the school by showing people round, going to presentations in the town etc. Sam thinks he will be really good at this.</p> <p>What do you think will make Sam be really good at this sort of thing?</p> <p>Are you like Sam at all?</p>	Recognizing attributes in others, reflecting on self; using a school activity as an example.	<p>Identifying positive qualities in others.</p> <p>Identifying skills for positive social links.</p> <p>Identifying skills in self to make positive relationships; understanding the needs of others.</p> <p>Concept of self worth through self evaluation.</p>

Focus	Content	Approach	Coding frame for responses
<i>Positive Attachments</i>	<p>Desert islands – you are going to a desert island for a holiday.</p> <p>You can take 3 friends – who would they be and why?</p> <p>You can take 3 members of your family – who would they be and why?</p>	Important and significant influences e.g. attachments of family, friends and staff.	<p>Has support of peers.</p> <p>Has support of significant adult.</p> <p>Recognises friendship in others.</p> <p>Has rationale for linking with others in a positive way.</p> <p>Understanding of own social needs.</p>
<i>Significant other</i>	<p>Kelly is in year 9. Kelly needs help with some things. Who do you think is the best person to help Kelly:</p> <p>Choose options; Find work experiences; Finish homework; Get new shoes; Get a lift to a friends; and Who helps you the most?</p>	Support from others reducing risks and improving resilience.	<p>Understanding of how to obtain support.</p> <p>Understanding that others can help in problem-solving.</p> <p>Recognition that people have roles.</p>

Focus	Content	Approach	Coding frame for responses
<i>Independent thinking/ Problem-solve</i>	<p>Here are some things to think about – What would you do?</p> <p>Someone you know just stole something – what would you do?</p> <p>You want to talk to someone about something personal – What would you do?</p> <p>You want to be friends with someone – What would you do?</p> <p>You need a new pair of jeans – What do you do?</p>	Sense of responsibility, and independent thinking about self using everyday problems.	<p>Understanding of problems.</p> <p>Ability to problem-solve.</p> <p>Ability to select appropriate social approaches to problem-solve.</p> <p>Ability to make decision for self and follow them through with conviction.</p>
<i>Responsibility for self</i>	<p>What does responsibility mean to you?</p> <p>How good do you think you are at looking after yourself?</p> <p>What are you good at choosing for yourself?</p> <p>How do you deal with your mistakes?</p> <p>You need to sort out a problem for yourself – how do you do this?</p> <p>When is it useful to have an adult about?</p>	Self-reflection.	<p>Understanding of the concept of responsibility.</p> <p>Able to make decisions.</p> <p>Able to make choices.</p> <p>Able to reflect on own ability to makes decisions for self.</p> <p>Understanding when help is needed.</p>

Questions devised for the semi-structured interview matched to categories of responses and the within-child skills drawn from table 3.2.

It was expected that the researcher would abstract data from a range of relevant and irrelevant information given during the interview. Key information would be reflected back to the pupils during the interview and they would be asked if they would like to add anything else.

4.8 RADIO phase 7 – Gathering the information

Multiple Case Study design (theoretical replication) was selected as an appropriate methodology for this study. Within this study the units of analysis are the three stages of social and emotional development described and defined in Chapter 3. Three groups of pupils were selected to demonstrate each of the stages of social and emotional development given below:

- demonstrate knowledge of positive behaviours, coded as K;
- demonstrating knowledge of positive behaviours and applying this knowledge with help coded as P; and
- demonstrating knowledge of positive behaviours and being able to apply this knowledge and sustain their progress on an independent level, coded as D.

4.8.1 A total of fifteen pupils were selected to be part of the study. Senior staff from the school were consulted as to which pupils would be interviewed in order to provide a cross section of pupils appropriate for each of the three stages as given above. Each group of pupils for K, P and D appeared to be at a similar stage of social and emotional development e.g. all pupils in the K group appeared to have knowledge and understanding of their own behaviours but appeared not to be able to apply this to managing their own behaviours even without the help of an adult. All pupils in the P

group appeared to have knowledge and understanding of their own behaviours and sometimes could apply this to managing their own behaviours but often needed the support of an adult. Pupils in the D group could demonstrate a high level of self management of their own behaviours. The selection of pupils for each group (K, P, and D) was based on quantitative data available from the behaviour tracking system used by the school, this data recorded the number of incidences of aggression, off-site behaviour, and defiance to staff demonstrated by the pupil. Records of positive behaviours through the schools league tables and rewards records were also taken into consideration. The data from the behaviour tracking system were considered to be consistent and robust as it had been tried and tested over time. The selection of pupils was based on the information available from a number of sources. The data was made available for the researcher to view, but it was not available for including in this study. Earlier phases of research had considered the impact of additional factors including ability or learning needs on social and emotional development but as no correlation was found between these factors. Selection of pupils for this study was not reliant upon this data.

The following table clearly demonstrates how the groups were constituted and that there were no over-riding factors supporting progress or creating barriers to progress which affected one group more than another group e.g. a group made up of only Key Stage 4 pupils, or a group made up of pupils all with a diagnosis of ADHD.

Table 4.7

Pupil	M/F	Year	Years in school	Ability	Syndrome or disorder	Learning Difficulty	Additional information
KT	M	9	2yrs	Av			
KJ	M	10	2yrs	Av	Possible ASD		
KC	F	8	1yr	Av			
KS	M	10	4yrs	BAv			
KJK	M	7	-1yr	Av			

Pupils identified for the K group (Knowledge of positive behaviour).

Pupil	M/F	Year	Years in school	Ability	Syndrome or disorder	Learning Difficulty	Additional information
PJ	M	9	3yrs	Av	ADHD		
PKa	F	8	4yrs	BAv		Sp and Lang	LAC
PKe	M	8	3yrs	BAv	ADHD	Dyslexia	LAC
PD	M	7	4yrs	Av			
PE	F	7	-1yr	BAv			

Pupils identified for the P group (Knowledge of positive behaviour, is able to apply with support).

Pupil	M/F	Year	Years in school	Ability	Syndrome or disorder	Learning Difficulty	Additional information
DJ	M	10	2yrs	B Av	ADHD		
DM	F	10	4yrs	Av			
DJT	M	9	1yrs	Av			LAC
DN	M	8	2yrs	Av			
DS	M	8	1yr	Av			

Pupils identified for the D group (Knowledge of positive behaviour, is able to apply and sustain independently).

Tables indicate that the groups selected are evenly matched.

The tables indicate that the groups selected are evenly matched. Each group has at least one girl in it, all groups had pupils of average and below average ability in them, and all pupils had attended the school from between 1year and 4 years. The group

which had been identified from school records as having made most progress, (D) did not contain pupils who had been at the school the longest, were the most able pupils or were the oldest pupils.

Pupils who were largely educated off site in alternative courses were not included in the sample as less control could be exercised on observations and the collection of data about their behaviours. Particularly anxious or distressed pupils were not asked to be part of the research as it was felt there would be a high level of possibility they would withdraw from the study as they might find the semi-structured interview challenging, this complies with ethical requirements of undertaking research described in section 4.3.2 of this chapter. In order to collect sufficient data for the study it was decided that a sample of fifteen pupils be used in total taken from a school population of fifty four pupils in the school. The number of pupils agreed on was dictated by the length of time required for the semi-structured interviews and the number of pupils available. It was felt that the sample size was adequate for Multiple Case Study design. It was decided that there was not possible to create a control group at the time of undertaking the research.

The researcher discussed the groupings with the Head of Care in order to verify that the groupings had been objectively arrived at. Had there been discrepancies between staff views and the evidence of progress obtained through the behaviour tracking system of the school then the pupil would not have been selected for the research. It would have been unlikely that the case could have provided a typical case for one of the stages.

When potential pupils were identified for the study they were provided with information about the research and their consent to participate was obtained as discussed in section 4.3.2 of this study.

Final analysis after data gathering through the semi-structured interview and cross-referencing of the cases produced evidence to support the emerging hypothesis of the study. The data analysis is given in the next chapter of this study. A short pen picture of each pupil is given in individual research reports included in Appendix 2. The information for the pen pictures is derived from the pupil logs, behaviour tracking records and pupils themselves.

4.8.2 Research procedures were carefully considered. It was important to create a relaxed atmosphere for the interviews in order to encourage pupils to give as full answers as was possible. It was important to meet ethical requirements as described in section 4.8.2 of this chapter and address any imbalance of power between the researcher and the pupil by ensuring that the interview area was appropriate. Pupils were interviewed in a 1:1 situation in a quiet area in the residential part of the school where there was low level seating, but within calling distance of a member of staff. Refreshments were available and there was enough space for the pupils to move around if they needed a break. The interviews were conducted without interruption and lasted for approximately 40 minutes or until the pupil had contributed everything they wanted to say.

It was important to ensure that pupils would have opportunities to demonstrate the stages K, P and D, the within-child skills and ideal positive behaviours described in

section 4.5 of this chapter. Figure 4.3, demonstrates how the questions were matched to the within-child skills. Each within-child skill is supported by at least seven questions.

Following the guidance given in section 4.7.5 of this chapter for Multiple Case design one case for each of the above stages was studied and the results analyzed. The purpose of this was to determine that the pupil met the criteria for the group they had been assigned to; K, P or D, (Robson, 1997). A second case for each group was only studied after the analysis of the first case was completed. The outcome of using this approach is that findings for each unit of analysis were built up over the period of the research. There was substantial cross referencing between cases as the research unfolded in order to validate findings, confirm that the criteria for each group was upheld and adhere to the process of Multiple Case design. It is important to note that if one of the selected cases had not supported the theoretical stance of the study, or had not provided a clear example of the units of analysis; K, P or D, then the proposition, methodology and research methods of the study would have been revisited and revised (Yin 2008). Evidence from the research would have been inconclusive and the research objectives would not have been met:

- to provide insights into why some pupils make progress and others make less progress;
- to determine whether there are indeed stages to progress as suggested by the units of analysis and for this finding to inform practice within the school in influencing the development of new initiatives;
- to assess and support pupils in making progress towards positive behaviours; and
- engaging the pupils themselves in the process.

Pupil responses to all of the questions were noted down verbatim and then collated afterwards by the researcher to extract the main points in order that the coding of responses could be achieved. Irrelevant responses e.g. asking for a drink, were noted but not used in the data analysis. Consideration was given to taping responses but it was felt that the presence of a tape recorder would be a distraction to the pupils.

The responses for each pupil were summarised ready for coding and are included in the appendices. The original full responses sheets are not included in this study as they were lost when the authors' house was flooded. Key responses and phrases providing evidence of whether the pupil understood or had been taught the correct behaviour were coded through 'you would statements' for K, 'sometimes I would' statements for P or taking responsibility for self through 'I would' statements for D. Pupils were prompted to give examples of behaviours to support and evidence their statements in order to increase the accuracy of their noted responses matched to the three stages:

- demonstrating knowledge of positive behaviours, (coded as K);
- demonstrating knowledge of positive behaviours and applying this knowledge with help, (coded as P); and
- demonstrating knowledge of positive behaviours, being able to apply this knowledge and sustain their progress on an independent level, (coded as D).

The summaries of pupil responses for all of those interviewed are included in Appendix 2. A response was interpreted as a statement or comment relating to one of the within-child skills in answer to a question. One answer may have included more than one relevant statement and different levels of responses across K, P and D; all needed to be accounted for. All appropriate answers were accredited under K, P or D ratings. The recording of all responses enabled a rich record of the pupil's views to

be made. Additional observation notes of pupil behaviours in the interview were also made including:

- level of language of communication including understanding of the questions, having the language of self expression, ability to formulate answers, reasoned responses;
- ability to process language linked to different scenarios including adaptability of thinking and self expression linked to problem solving;
- understanding of self and needs within a social context including the ability to self reflect; and
- concept of self-worth including self worth and self esteem, and aspirations for the future.

4.8.3 Coding the comments needed to be carried out with care as, at this stage of the research, there was potential for subjective interpretation. Miles and Huberman (1994) promote coding as good practice in data analysis as a means to reducing data to smaller units. Engaging in analysis of coded data, as the research progresses, helps in highlighting any arising issues which need to be explored further and facilitates cross-case comparison, in keeping with the research methodology. Using the three coding categories, K, P and D as described in 4.8.3 of this chapter was helpful in establishing patterns of response within individual cases and between cases.

It was felt that in order for the research to be valid the responses to the questions needed to be clearly stated rather than implied. It was important that the quality of answers was considered a priority not the quantity. It was anticipated that some pupils would have more to contribute than others; they would be more communicative, whilst others may be very reserved in their responses or have difficulties in self expression. A talkative pupil may make a number of statements about one question whereas another might only make one yet the importance and quality of that response may have been very valuable. The principle was applied that

a pupil giving fewer responses should not be penalized therefore scoring needed to be in proportion to responses given.

It was important to be able to compare the level of one person's responses with another's (Merrell 2008). In order to make cross-case analysis equitable the scores for each pupil were added up to provide a total score, the number of K, P and D responses for each pupil were calculated as a percentage of their total response e.g. if a pupil provided a total number of 50 responses and 20 of these had fallen into the D category than they would score 40% for D. Using raw score comparisons would have advantaged those who had given most responses. This would have made cross-case comparison impossible. In this study progress of pupils was not intended to be judged by length or quantity of responses but rather by content and evidence of the three stages K, P and D. The calculated % figures were calculated to the nearest full figure e.g. 34.8% being counted as 35%, this was agreed with staff at the planning stage. The rationale was that the findings would be more easily interpreted.

4.8.4 Cross case analysis was considered important in triangulation and strengthening validity of the results. It was essential to have scoring systems which enabled this to happen. The results from the research were recorded in case summaries for each pupil, using the following processes:

- Pupil responses to third person scenario questions from the semi-structured interview recorded against competencies in table.
- Pupil reflections of own behaviour past, present and future documented.
- Coding of pupil responses against competencies using K, P, and D.
- Totaling of points from K (1), P (2) and D (3).
- Points per pupil for within-child skills represented in a graph.
- K, P and D calculated as a percentage of total answers to aid direct comparison with others.

- Analysis and reflection of responses to the last three questions regarding behaviours past, present and future summarized (not coded).
- Staff views taken into account in informing selection of pupils for each stage matched to outcomes to confirm suitability of case.
- Analysis of each case in relation to the theoretical stance of the study.

Each pupil case summary was prepared after completion of the semi-structured interview. Each case summary was cross referenced with the results of previous cases. The outcomes of this level of analysis served to check that analysis of the cases selected was consistent and upheld the theoretical stance of the study within the categories of K, P and D and in accordance with Multiple Case design as described by Miles and Huberman (1994) and Yin (2008) in section 4.7 of this chapter. It was important to cross reference the recording of the results to ensure consistency. The purpose of the cross case analysis is described by Miles and Huberman (1994) as having four functions, these are summarized below:

- checking that the data is valuable and illustrates the case or unit of analysis;
- responses are valid and recording of responses is not biased but are objective and substantiated by cross referencing and triangulation;
- the data can be analyzed; and
- the analysis is robust

The process of cross-case analysis increases the validity of the study. By using the cross-case analysis approach it was then possible to compare and contrast cases within K, P and D and also across all three developmental stages. This will be described more fully in Chapter 5 of this study. In this chapter Radio phase 8 – Processing information with research sponsors and stakeholders, is described and the results explained.

4.8.5 The process of collecting and analyzing the data was piloted with a single case. M was a Year 10 pupil who was deemed to have made measurable progress within school. She was invited to assist with the pilot stage of the research by undertaking the semi-structured interview, commenting on the questions being posed, method of recording the answers and any changes to the interview process which she thought might be appropriate. M was an articulate student, of average range of ability who was able to engage in self reflection. School records indicated that she had made considerable progress since joining the school although from time to time continued to have difficulties with social relationships and positive social behaviour. The pilot followed the research steps given in the previous section of this chapter.

M's responses to the questionnaire were recorded and then translated onto a grid. M's comments are included. These were then scored following the guidance in section 4.8.3 of this chapter and table 4.5 to determine whether the pupil case met the requirements of the stage of development pattern of responses against which the pupil case had been selected, having made progress linked to the stage of development: D, i.e. having knowledge and understanding of her behaviours and ability to demonstrate that she was also practicing these behaviours on a consistent basis. This was instrumental in maintaining the Multiple Case methodology adopted for this study. The responses of M supported the theoretical stance of the study that those pupils who make most progress have the most understanding and knowledge of their own behaviours and are able take responsibility for their actions.

M's responses are recorded in figure 4.8 given on the next page; note the number of 'I' statement.

Table 4.8

Questions 1-7 matched to within-child skills.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement.		<p>I show people round -I like showing people round. I am a good talker and I like to meet people.</p> <p>I sort of represent school when I am on work experience at the primary school. I think I am good at it.</p>		<p>I can ask when I need to. I think I am good at making choices in all sorts of things.</p> <p>(examples given)</p>			Mr C Says I am best here and I know I can get some exams.
Being able to problem-solve effectively.				<p>I sort out most things myself now but I get the money for shopping from Mum. I can chose and make decisions.</p>		<p>I know it is me who has done things although I can't help it some-times. I am a lot better now. I know when I need space and I haven't to lose my rag. I am better at counting down now, Mrs B helps me.</p>	

Questions 1-7 matched to within-child skills.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem solve	6) Responsible for self	7) Any other information
Responsibility.	<p>I'd show her round like with K.</p> <p>I'm like a mentor on the house. I don't do that at home.</p>	You have to make sure you show them everything. I have an order.		I have been to ask about a job near home. I think I would be OK.	<p>I sort out my problems most of the time. I like to help other people sort out theirs like Ka.</p> <p>If someone says something about you and it is not true they should say sorry – that's responsible.</p>	<p>I can look after myself like making meals.</p> <p>Being responsible is like being grown up.</p> <p>If your friends see your responsible they give you respect don't they?</p>	
Understand own needs.	I showed off a lot when I came here. I wouldn't do that now.	<p>I like to look smart. (demonstrated)</p> <p>It makes you feel good when you are asked to do things.</p>	A bit like get me out of here. There would have to be nice food.	Not every one can help you with every-thing. You need to ask the right person.		<p>I have to keep out of trouble – taking things.</p> <p>I do choices – I know what I like.</p> <p>It think it will be good when I have a job.</p>	<p>I think I did well on this.</p> <p>It made me feel good about myself.</p>

Questions 1-7 matched to within-child skills.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem solve	6) Responsible for self	7) Any other information
Understand needs of others.	<p>We've all got our space and friends – you can't just barge in.</p> <p>I know what it is like. I left my friends behind. I didn't know anyone when I came here - like F. It is hard to come somewhere new.</p>	<p>You have to listen to people but know what you are talking about so they get the idea.</p> <p>Sometimes the kids don't know they are coming here so you tell them all the good things so they feel better.</p>			<p>You have to help your friends.</p> <p>I think I listen mostly.</p> <p>People come to me sometimes to ask me things.</p>	I am not sure how the younger ones would do this?	
Having independence skills.	I'm in year 10, I can help with the others.			<p>When you are in year 10 you should do things for yourself – not everyone does. I don't want other people doing things for me I do most things.</p>	<p>I can ask or just chat. Harder to find someone at home.</p> <p>I know what to do with every day things (examples given)</p> <p>My dad doesn't think I can be trusted.</p>	I have found out about college near me– that's being responsible – its my future.	The questions were fine and I could understand them – they would be OK to ask the others.

Questions 1-7 matched to within-child skills.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem solve	6) Responsible for self	7) Any other information
Having social confidence.	I think it is good we have the youth club and we do things on the house if you are new it makes it easy to join in.	I think if you are going to be like Sam you have to be good with people. They like me going to the old folks home because I talk to them. I know a lot about the school now and work experience.	We'd have a good laugh.	We are learning who to go to when we finish school.	I'd take my boyfriend and my friends from home. If your friends do some-thing you don't tell on them.	My friends can help if I want.	I think you have to be able to talk.
Sense of belonging.	I help with the younger ones. I like to go home though.	We did the booklet about the school together – it was really good. I did the art work.	I'd take my family. We fall out a bit but it would be good. My mum would like it.	My mum and dad help me a lot at home although they don't like it if I am late in.	I think I have to show people I can decide I think I'll get my own place next year.	My mum sometimes asks me what I think – she didn't use to I have friends at home and here. I see the ones at home most.	
Able to make and sustain relationships with peers .	You can make sure they are OK.I have friends here and at home – I still see the kids from my last school so being here is OK.		I'd take my boyfriend and my friends from home.		I could go with my boyfriend. When I am some where new – like youth club – I just go up to people and talk to them if they look all-right.	You have to say sorry sometimes. I do this 7/10.	

Questions 1-7 matched to within-child skills.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem solve	6) Responsible for self	7) Any other information
Being able to make positive relationships with adults or significant other.					I know what to do. It is easy here – there's Mrs B and your key-worker to help.		

M's Responses for each question are recorded to provide evidence of the presence of within-child skills contributing to progress.

M's responses to the questions about behaviour past, present and future are given below. These questions were asked in addition to the third person scenarios. The rationale for asking these questions is described and listed earlier in this chapter. The questions are listed in full in Appendix 2. M provided the following responses;

- Past behaviour: my mum fell out with the school. Then I came here. I found the work hard. I liked it (in my last school) but I got the blame. I was really bad. I got excluded. I shouted at the teachers. I had to sit outside of class a lot. My mum used to go up to school; they said I had done something to one of the teachers – it was his fault. She stuck up for me. I just got really mad. My dad wouldn't let me go anywhere in case I got into trouble. I go out now. I had lots of friends although we were always fighting. I'd like to go back to my old school but they said there were no places
- Present Behaviour; I think I am a lot better: I don't hit people any-more I try to sort it out. I know how to talk to people more; so they are OK. I am a lot better and know I have to do things right. Most of the time it is OK. Some people think I am really good. I don't like people to see me in a mood; like the kids at the primary school. I took something on work experience; that was bad, they wouldn't have me. I know what to do now.
- Ideal self: get some exams, get a job and somewhere to live. Be happy. Look nice. Live near to home. Be some-one who is successful and have lots of money. Have a job I like.

Responses to the above question were not structured by precise questioning. This poses a challenge to the coding of responses. The comments were taken into account when making an analysis of M's participation in the research and in determining her stage of progress.

M's responses, as recorded in Figure 4.8 were coded in accordance with the guidance given earlier in this chapter; responses from questions were matched to competencies. They demonstrate a spread of results but with a predominant number of responses at the higher stage: D. The coding is given in Table 4.9.

Table 4.9

Questions 1-7 matched to competencies. Total score for K, P,D, are shown	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem solve	6) Responsible for self	7) Any other information	Score per competency
Self achievement		D D D		P			K	12
Being able to problem solve effectively				D		P		5
Responsibility	D D	D		D	P K	D K P		23
Understand own needs	D	D. D	K	K		P D K	D D	20
Understand needs of others	K D D	D D			K P P	K		19
Independence skills	D			K P	D D K	K P	K	17
Social confidence	K	D D	K	K	P K	K	K	14
Sense of belonging	P	D	K	K	P	P D		14
Able to make and sustain relation-ships with peers	K P		P		K P	D		11
Being able to make positive relationships with adults; significant other					P			2
Total for competencies								135

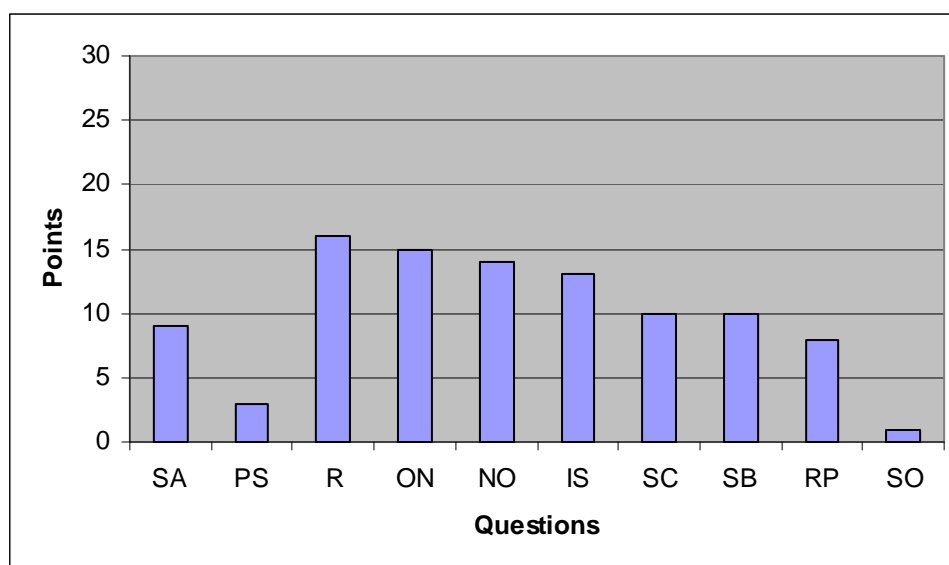
Coding M's results

The scoring of K, P and D responses is given earlier in this chapter but in brief; K was considered to be the first step and any responses indicating knowledge but limited action, was accredited with 1 point. At the P stage, evidence of knowledge of positive behaviours and applying this knowledge with help was required and therefore 2 points were used. Lastly, D

scores reflected evidence of demonstrating knowledge of positive behaviours, being able to apply this knowledge, and sustain progress, therefore 3 points were given. It was anticipated that it was possible for a pupil to achieve a range of scores (K, P and D) within their responses to the questions but that there would be a predominance of scores towards one of the stages K, P or D.

M's individual and personal profile of total scores across the competencies is represented below from raw scores. This profile demonstrates where M's strengths lie.

Figure 4.1



Graph for M showing range of responses in % of total responses.

The codes relate directly to the with-child skills; as shown in figure 4.2.

Figure 4.2

Within-child skills	Code for each within-child skills
<ul style="list-style-type: none">• Self achievement• Being able to problem solve effectively• Being responsible• Understanding own needs• Understanding needs of others• Having independence skills• Having social confidence• Sense of belonging• Being able to make and sustain positive relationships with peers• Being able to make a positive relationship with adults; significant other	<ul style="list-style-type: none">• SA• PS• R• On• NO• IS• SC• SB• RP• SO

Codes used to denote within-child skills.

The number of K, P and D points were added together and expressed as a percentage of total points in order to make M's responses comparable with those of others; i.e. those who may have been less forthcoming in their responses.

The Results for M, for the stages were as follows

Figure 4.3

Stage	K	P	D
No of comments	23	16	27
Score	23	32	75
% of total score i.e. 135	17%	23%	60%

M's results per stage.

Percentage scores are given to the nearest whole number. With reference to Tables 4.8 and 4.9 and Figure 4.1; M gained the highest score for stage 3, D; knowledge, understanding and practice of positive behaviours on an independent level. The other scores suggest that is

some areas she had knowledge of positive behaviours but continued to require further explanation or adult guidance support (K scores) and that on occasions she could have a variable response to a situation and continued to require prompting or adult support in putting the behaviour in place (P scores). This suggests a mixture of skills of self management across the areas investigated. The profile of scores for the within-child skills indicates that she has strengths in the areas of responsibility, understanding her own needs and those of others. An area of weakness is her ability to problem solve and identification of a significant adult; this may, however be a reflection of her level of independence.

M's views of her self, and behaviours past and present, suggest that she is aware of the progress she has made and is able to be self reflective.

Staff views confirm that in their opinion M is a pupil who has made progress in taking responsibility for herself and her actions. Results from the semi-structured interview suggest that M meets the criteria for the case relating to D. It is anticipated that other pupils at the same stage will demonstrate a similar proportion of D scores. Although there is scope for further progress, the potential to change and take responsibility for own behaviours is present, this is demonstrated by her understanding, self reflection and practical application of skills. M was described by staff as continuing to have some difficulties in social situations and with friendships. This is not borne out by M's own responses to the interview questions. Her ability to problem-solve other people's problems was not felt to be a higher order skill, yet she perceived this to be one of her strengths. M made positive statements about her relationships with older people and younger pupils, and work experience placements; this could be substantiated by work placement reports. A follow up action from the research in

order to clarify further action points would have been to investigate M's levels of social interaction with peers and others, the challenges she faces and how she meets these challenges in order to triangulate between her views of herself and those of staff. The scores for M suggest that potential to change negative to positive behaviours comes with increased understanding of behaviours leading to self reflection and self-monitoring and this supports the research proposition.

The views of M's parents were sought but they declined to take part. This was a consideration which needed to be taken into account when reporting the findings of cases. Inconsistent levels of parental participation could lead to inequitable reporting across cases due to the imbalance of information available. This could present an ethical problem and put the validity of the study at risk.

M was able to demonstrate, through her responses to the semi-structured interview that she was able to:

- take responsibility for herself and her own actions in certain situations;
- monitor and reflect on her own behaviour except where the social or emotional situation was particularly challenging or personal e.g. friendships and being excluded from primary school; and
- have an emotional understanding of her personal needs, the needs of others, and try to respond to these in a socially appropriate way.

M demonstrated that she was able to score against all of the within-child skills identified. M demonstrated through her level of understanding that she was aware that her behaviour could improve and change but that she needed to continue to take responsibility for it.

M's responses, along with those of other pupils would help to establish whether there was a predominant pattern of behaviours which distinguished those pupils who had made progress and those who had not, in developing the theoretical stance of the study.

4.9 Strengths and limitations of the research design identified at the pilot stage

It was important to obtain a rich picture of pupils' thoughts and reflections for the research project. M's views about the interviewing process were invited. M reported that she felt that the questions had been appropriate, and that she could find something to say for each. She felt other pupils would be able to respond, but that some might find it a bit difficult e.g. the younger ones. M thought it had been a good opportunity to talk about herself and she had realized how differently she thought about some things now than when she arrived at the school. M said she did not think her mum would want to be involved.

The pilot emphasized that a strength of the study was the opportunity for pupils to self-reflect. It was important to ensure that the environment in which the pupils were interviewed enabled them to feel safe, secure and comfortable in order to maximize this potential. It was important that pupils did not feel restricted or inhibited from responding to the questions, especially as all required extended answers. During the pilot it became apparent that interruptions i.e. other people coming into the room had to be avoided. Managing the process of semi-structured interviews needed to take into consideration the possible impact and risk of participant and researcher bias: pupils saying what they think the researcher wants to hear, or giving idealist viewpoints rather than realistic reflections, particularly when prompts were used. It was important to maintain an open question situation by encouraging elaboration of answers without suggesting to pupils that a particular type of answer was required. Prompts

used with M; what would you do, tell me more, were successful but may be less successful with less reflective or talkative pupils.

In undertaking the pilot and through analyzing the responses M gave, it became apparent that the range of questions was very particular to the research environment. A limitation of the study is that it was designed for a specific purpose and a particular group of pupils. In designing the semi-structured interviews scenarios which aimed to reflect pupil experiences at the school are used. In replicating this study, in another setting or on another occasion, it would be appropriate to revisit:

- the construction of the semi-structured interview, which is designed in such a way to allow pupils to respond to scenarios based on familiar themes, in order to ensure that the content was appropriate to new pupil cases;
- assessing whether the pupils have the ability to understand and respond to the questions, self report and provide quality responses; and
- background and criteria for selecting the sample.

Scoring and coding the responses of M was the most challenging part of the data collection. Consistent application of table 4.5 had to be adhered to. If pupil responses could not be coded or scored then comparisons of pupil scores could not be made. During the pilot stage it became apparent that in order to be able to code responses, it was also important to ask pupils to illustrate their answers with examples of positive behaviours they engaged in. It was important to build this into a system of analyzing the data directly after the interview and relate the responses and examples back to the criteria required for a K, P and D response. This step had to be completed before the next case could be selected in accordance with Multiple Case Design methodology. Observations of body language, intonation of pupil responses and additional information given by pupils etc. were noted to assist in analysis of

their need and progress. The analysis of pupil responses, as demonstrated in the case of M, provides an opportunity to provide a psychological perspective of pupil behaviour which needs to be explored more regularly within the school environment to assess pupil progress, inform practice of 1:1 mentoring, the implementations of individual programmes, and target setting.

4.10 Review of research procedures

By undertaking the pilot of the study it was possible to review the validity of the study and consider any changes which needed to be made to the processes or procedures. The aims and objectives of the study were clear (Frankfort-Nachmias and Nachmias, 1997). Yin (2003) identifies four areas for maximizing the impact and validity of case studies, these were revisited:

- construct validity;
- internal validity;
- external validity; and
- reliability.

The structure of Multiple Case design supports the construct validity of the study. The case of M upheld the research proposition. As indicated earlier in this chapter the selection of a case which proved not to complement the research proposal would challenge the theoretical stance, the objectives and aims of the research. The appropriateness of cases would be monitored closely as the research proceeded.

The pilot confirmed that internal validity was achievable. There was a concern that being involved in the research project might affect pupil's behaviour, either more negative or more

positive behaviours being demonstrated during the research period. This was not the case for M. Changes in the behaviours of M were not observed during the research period but this will be monitored for other pupils participating in the research. The facility of having three levels of questioning: the semi-structured interview, the opportunity for pupils to talk more informally about behaviours past, present and aspirations for the future was successful. Had the structure of the questionnaire failed to obtain the responses needed or that the coding system did not enable conclusions to be drawn from the results, then the research would not be valid or robust. The reliability of the findings is dependent upon the recording and coding of the responses. These in turn are affected by the quality of pupil answers. The skill of the researcher in obtaining responses is crucial to this process. The pilot demonstrated that precise answers were required which could clearly be coded K, P and D. If precise answers could not be obtained then this would be a threat to the coding and validity of the research. Staff descriptions of pupil behaviour increased the opportunity to triangulate the responses of pupils with the perspective of another person. The coding was undertaken by the author but had another person been available to assist in the coding then this would have been opportunity to mediate coding decisions. Calculating the number of responses to the nearest percentile whole number poses a potential challenge to the presentations of findings as it could be argued that the results have a margin of error. It is to be noted that this process was not designed to mis-lead the reader but to make comparison as easy as possible. The outcome of this approach will be considered in the presentation of findings in Chapter 5.

External validity would be achieved if it is possible to replicate the research in another setting and obtain similar results. The direct comparison of research findings for this study with other similar studies is restricted because of lack of parallel research. Triangulation would be further reduced if parents did not participate.

Evaluating the effectiveness of the pilot study helped to clarify the research procedures. An information leaflet about the study was produced to be given to pupils at the time at which they were invited to participate in the research. The leaflets were designed to be informal and teenager friendly in their presentation. The leaflet outlined the purpose of the study, how the data would be collected and used and how the pupils would not be named in the final report. A parent leaflet, containing similar information, was also made available. The leaflets are included in Appendix 1. Parents were asked for permission for the pupils to be research subjects; a return slip was included in the leaflet. Obtaining informed consent met an ethical requirement of the study. It was important to the researcher that this was in writing. The mother of M had telephoned with her approval but staff at the school were able to obtain written consent from her. The leaflets suggested that parents may be asked their views. The mother of M did not want to take part. It was felt that parental information could only be included if most parents took part.

Following the pilot a script was devised for use at the start of each interview to explain the meaning of confidentiality and to make it clear to pupils that the interview record would not have the pupils' name on it and pupils would not be named in the final report. This drew upon the leaflets for parents and pupils and was included on the questionnaire. M had asked that I talk to her mentor about the work we had done. This was unexpected and a departure from the original plan that all information obtained would be kept confidential and would only be shared on a need to know basis as outlined in section 4.3.2 of this chapter. After careful consideration it was agreed with the Head of Care that the option of the researcher sharing the information with a tutor or mentor would be given to the pupils but that they

should not feel obliged to agree to this. Pupil requests to share information would be recorded at the start of the interview on their semi-structured interview and adhered to afterwards. Pupils were advised that they could withdraw from the process if they wished, as participation was voluntary.

Following the pilot the research procedures were adjusted. The interviews of the other pupils took place and the findings recorded. They are presented in the next chapter.

CHAPTER 5

PRESENTATION OF FINDINGS.

5.0 Introduction.

In this chapter of the study the findings obtained from the semi-structured interviews based on the three stages of progress are analyzed and presented. The last section of the chapter completes RADIO phase 8–Processing information with research sponsors or stakeholders. For the benefit of the reader a typical case from each of the stages K, P and D is described and cases are compared using within stage and across stage analysis as is appropriate for the research methodology. Recurring themes from the cases in K, P and D are presented. A summary of each case studied is given in Appendix 2. The presentation of the findings follows a template for Multiple Case Study coding and analysis presented by Cresswell (2007). This includes the following;

- Providing a description of each case;
- Engaging in within-case analysis for recurring themes;
- Engaging in cross-case analysis for similarities and differences between cases; and
- Arriving at conclusions and generalizations.

In the last section of the chapter which is directly related to RADIO phase 8-Processing information with research sponsors or stakeholders, the key findings and possible emerging actions are considered with staff from the school. Relevant literature is referred to in order to support analysis.

An examination of the results in relation to validity issues takes place in the next chapter of this study.

5.1 Aims, proposition and objectives of the study.

The aim of this study was to establish why some pupils make progress and others make less progress. The research proposition was that there was a link between the knowledge and understanding a pupil has of their social and emotional needs and the progress they make in managing their behaviours. It was also proposed that the level of progress made was influenced by the within-child skills which the pupil brought to the process of change. The objective of the study was to use the information gained from the research to raise standards of behaviour within the school and achieve the desired outcomes for pupils as identified by staff at the school, which are given in Chapters 3 and 4:

- taking responsibility for themselves and their own actions;
- monitoring and reflecting on their own behaviour; and
- having an emotional understanding of their personal needs, the needs of others, and responding to these in socially appropriate ways.

5.1.1 Fifteen pupils were interviewed using a semi-structured interview. All pupils participated fully in the process and no pupils withdrew. The semi-structured interview enabled rich data to be collected. The results from the semi-structured interview needed to satisfy the following criteria, paraphrased from Miles and Huberman (1994):

- The data are valuable and illustrates the case;

- Responses are valid and recording of responses is not biased;
- The data can be analyzed; and
- The analysis is robust.

Pupil responses to the semi-structured interview were recorded and coded according to the nature of the comments made, following the guidance in Chapter 4. Table 4.5 provides examples of the types of statements needed for each of K, P and D. These include ‘you would’ statements for a score of K, where the pupil identifies and names behaviours, mainly of others, but does not take responsibility for these behaviours in themselves, ‘I would’ statements for a score of P with an example of sometimes engaging in positive behaviours with a reliance on adult support, and for D, ‘I do’ type statements with definite examples of sustained positive behaviour.

Comments from pupils were cross-referenced as each new case was introduced to ensure that comments from pupils were being coded and scored equitably. This was achieved following the pattern of expected responses as given in the above paragraph. Within case and cross-case analysis helped in building up an overall picture of responses for each of the stages, identified common themes and mapped evidence of progression from the K stage to the D stage. Additional interpretation was made of pupil responses by reflecting on their individual circumstances and manner of responding to the questions during the semi-structured interview, such as use of body language, tone of voice or gesture. The results are represented in both a table and a graph form for each pupil, as used in the pilot study. Coding on the graph relates directly to the within-child skills as given in figure 4.2 in the previous chapter.

The final rating scores for each pupil for K, P and D was calculated as a percentage of the total responses given by them, as described in section 4.7.3 of the previous chapter. This was necessary in order to enable comparison with others.

Parents chose not to contribute to the study therefore there are no parental comments recorded for each of the cases.

5.2 Results from Stage 1. Demonstrate knowledge of positive behaviours (K).

Pupils selected for the research and considered to be at the K level; Knowledge and understanding of positive behaviours were felt to have made limited progress in applying this knowledge and understanding to managing their behaviour on an independent level. It was anticipated that the pupils in this group would be able to demonstrate their knowledge and understanding of positive behaviours through naming behaviours, and providing some examples of where they practised positive behaviour with support i.e. adult intervention or prompting, but would not demonstrate that they routinely practised this knowledge independently to the D level. It was anticipated that typical responses would be ‘you would’ or ‘Mrs B says I have to....’ and that few ‘I’ responses, indicating ownership and independent practice of behaviours would be given.

5.2.1 A typical case from this stage is KT. It was decided that KT would be a candidate for the K category of the sample group, as evidence from the behaviour tracking system indicated that KT continued to demonstrate the same patterns of behaviours as he had on entry to the school. The behaviour tracking system used by

the school evidenced that KT engaged in some risk behaviours, blamed others and was in conflict with peers on a daily basis. KT continued to have difficulties with building and sustaining positive social relationships and continued to be non-complaint to staff requests. Pupils reported that KT engaged in bullying behaviour on a daily basis and was reluctant to participate in activities which were not of his own choice. Staff reported that although KT was academically able to access the curriculum he did not always participate. He was reported to be non-compliant, and inconsistent in how he responded to tasks. The following table gives KT's responses to the semi-structured interview. Further analysis of the responses was undertaken.

Table 5.1

Questions 1-7 matched to within-child skills	1)Jo-Making relationships with others.	2)Sam-Social confidence.	3)Desert Islands- Positive attachments.	4) Kelly-Significant other.	5) Independent thinking/ problem-solve.	6) Responsible for self.	7) Any other information.
Self-achievement.							
Being able to problem-solve effectively.							
Responsibility	.					Tell someone.	
Understand own needs.						I sulk – I don't talk it through – I should – Some times I apologies but I don't always see the point. Mrs. B says I some times need space and then I can talk.	Bit easier to talk about behaviour now-sometimes. I don't want to remember about the past- not good thoughts. Getting rewards is good.
Understand needs of others.	Nervous. Didn't know anyone. Hard-like where to go and who was who.						
Having independence skills.						I am not good at choosing for myself – I go with the crowd.	

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others.	2)Sam-Social confidence.	3)Desert Islands- Positive attachments.	4) Kelly- Significant other.	5) Independent thinking/ problem-solve.	6) Responsible for self.	7) Any other information.
Having social confidence.	I like to meet new people but there were too many people here. At CC school I know lots of people. I only knew one person here.	Sam would be knowledgeable , know what he was talking about and be polite I like to show people around.					I hadn't thought about how hard it is to talk to new people. That's normal isn't it?
Sense of belonging.	RSW Adults Peers show where to go.		I'd take three friends I have known from playgroup. We do things together-(Spoke positively about them – good fun). I would take my cousin and sisters.		Getting rewards is good here –I can go on the dingos today.		
Being able to make and sustain positive relationships with peers.	I'd talk about the school – not sure what else I would talk about.		Friends from playgroup – out with them a lot at home.I have got some friends at school but we fall out a lot.		Just go and talk to them.		

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others.	2)Sam-Social confidence.	3)Desert Islands- Positive attachments.	4) Kelly- significant other.	5) Independent thinking/ problem- solve.	6) Responsible for self.	7) Any other information.
Being able to make positive relationships with adults significant other.				Care staff and parents identified for all questions and by name.		Adults are helpful sometimes when things are going wrong.	

Responses of KT to the semi-structured interview.

The pattern of coding for KT's results across the within-child skills is given below; a K score gains one point, a P score gains two points and any D scores gain three points.

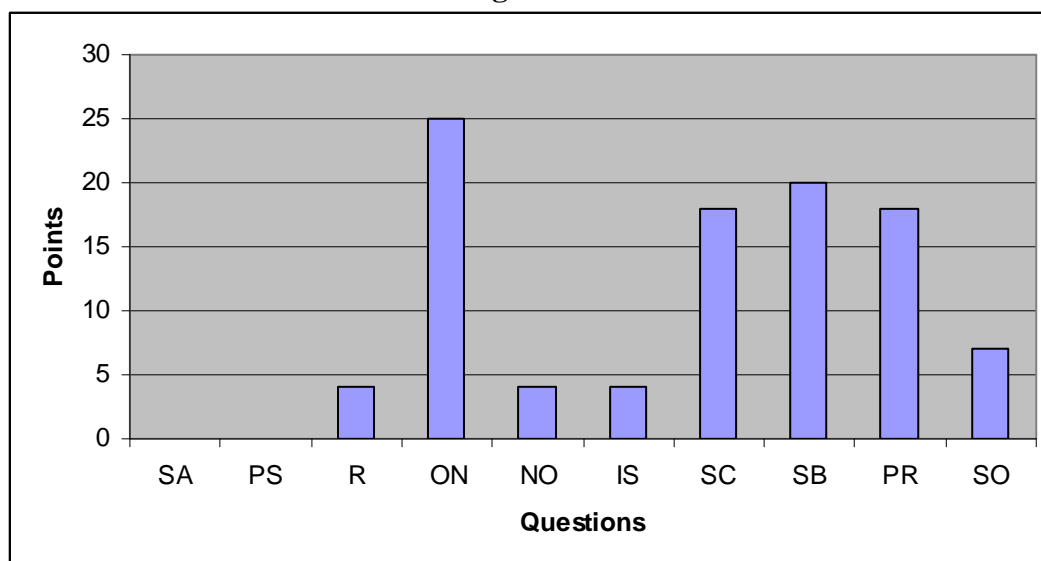
Table 5.2

Questions 1-7 matched to within-child skills	1) Io- Making relationships with others	2) Sam- Social confidence	3) Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement.								
Being able to problem-solve effectively.								
Responsibility.						K		1
Understand own needs.						K P K	P K	7
Understand needs of others.	K							1
Having independence skills.						K		1
Having social confidence.	K K	K K					K	5
Sense of belonging.	K		P K		P			6
Being able to make and sustain positive relationships with peers.	K		P K		K			5
Being able to make positive relationships with adults; significant other.					K		K	2
Total for within-child skills.								28

Pattern of coding of responses for KT.

The following graph shows the range of responses for KT matched to each of the within-child skills. It is used later in this chapter to compare strengths and areas of need with other pupils in the study.

Figure 5.1



Graph showing range of responses for KT as a % of total responses.

The graph indicates that KT had high scores in Own Needs (ON), and Sense of Belonging (SB), in relation to his other scores, followed by Social Confidence (SC) and Peer Relationships (PR).

Within the coding system KT achieved the following results for the stages:

Table 5.3

Stage	K	P	D
No of comments	18	5	0
Total score for K, P and D	18	10	0
% of total score of comments (28)	64%	36%	0

Table of results for each of K, P and D for KT.

KT gained 64% of his scores in the K stage; knowledge of behaviours. KT scored 36% in the P stage; this score is made up of five P level comments related to

friendships at home, sometimes apologizing, sometimes needing space and enjoying rewards. There were no D scores.

KT's responses to behaviours past, present and ideal self are given below.

- Past behaviour: I was not very good. I disrupted the class, bullied little kids. Hanging out of my bedroom window. Shouting at neighbours. Messing about, shouting out, arguing and being rude to teachers.
- Present Behaviour: disrupting the class; I get bored. I'm in division 2 for behaviour. I shout out/ swear. It depends on the class and subject. If I don't like the subject I would do it more. I suppose I do it for attention and to show off. I'm alright on the house area at the moment. I get up. I walk off and refuse to come back. Getting points helps. Mr. C says I have to start to ignore people now.

His aspirations for the future are reflected in his 'Ideal Self' comments. KT demonstrated that he was aware of what he needed to achieve but did not rate his achievement level very highly.

- Ideal self: get back to mainstream. Get on with others. Show others that I can do it. Ignore others, not get distracted, get down to work. Be home every night. Have more friends at home. I am about at 3 or 4 in being like this (out of 10) I can control my behaviour. I get bad moods – I need to control these. My RSW is really helpful because she reminds me. I sometimes ignore her but it is good. She is my mentor.

KT's responses to the questions indicate that at home he had some long-standing friendships but this was not reflected in school. KT spoke positively about his family. KT indicated that he preferred to talk about his current behaviours rather than past behaviours and said he did not want to think about those times. He had hopes for the future but body language and tone of voice at the time of the interview suggested that he did not think these were within his grasp.

In the semi-structured interview KT was reflective of himself in the behaviour past, present and future questions. KT presented as being self-aware of his behaviours; (Goleman, 1996) but gave a sense of accepting the status quo rather than seeing potential to own or being able to change his behaviours for himself (Goleman, 1996), at the same time also meeting the definition of Goleman (1996) of 'being accepting' of his behaviours and being 'engulfed' by them. Many responses were contradictory e.g. 'I can control my behaviour' and 'I get into bad moods'. When encouraged to be more specific KT could not define his behaviours further.

He demonstrated an understanding of what was acceptable and not acceptable behaviour yet he reported examples of classroom behaviours from the past and present which were very similar; there had been very little change in his tendency to be disruptive or shout out in class. Some comments demonstrate conflicting stances of his viewpoints of his own behaviour, moving from the ideal to the reality of the situation; 'I'm alright on the house area at the moment', against 'I walk off and refuse to come back' or 'I can control my behaviour' to 'my RSW reminds me... I sometimes ignore her'. There was an indication that KT could engage in controlling and changing his behaviours but did not do so. Within his comments about his behaviours there is evidence that behaviours hold a function for him, for example, relieving boredom, and getting attention.

Conclusions from the semi-structured interview were that KT was able to demonstrate that he had knowledge of positive behaviours and could practise some of these, but independence in behaviour management was not reflected by D scores. Adults were essential in putting in place the structure, rules and controls. KT admitted to

sometimes ignoring adult advice. KT's comments about his own behaviour were important to the overall analysis and confirmed staff views that he had made little progress in changing his behaviours since joining the school.

5.2.2 KT was selected as a typical example for the K group. When the responses of other pupils in this group to the semi-structured interview were analysed it became apparent that there was a pattern of emerging themes. They included:

Comments about themselves;

Sometimes I can get out of a difficult situation
I don't like meeting new people
I am not like Sam (or avoided question)
I sulk; I don't talk it through
I am not good at choosing for myself
I don't know
I am not good at staying out of arguments
Too many people
I fall out with my friends from school a lot/ I don't have friends

Knowing what to do

Mrs B says I need space and then I can talk
Telling your name helps
Speak to others and play out
You have to talk to people
You can talk about your team
You have to make up
I'd talk about the school; not sure what else

Adults are important

I don't know when it is good to ask an adult for help
I'd get my mum to choose my jeans
Teachers help
If mum takes me I might look forward to going somewhere

These provide evidence that this group of pupils had a negative view of themselves and their behaviour. Pupils in this group demonstrated the following:

- understanding of their own basic needs
- knowledge of the 'correct' behaviour in making friends; and
- understanding that adults have a role even though they are not clear how to use adults to help them.

There was a lack of evidence to indicate that this group were able to change or control their own behaviours or understand their role in the process of self-management. This was demonstrated through statements such as 'Mrs B says I need space', 'you have to...' This group of pupils did not provide examples of how they would problem-solve a situation or take positive action for them-selves, despite being prompted to do so. During reflections of their own behaviour two pupils saw behaviour as being outside of, or separate from themselves, or not easy to change and outside of their control i.e. 'I don't talk it through – I should'. They provided evidence that they were not engaging in problem-solving or taking actions to change behaviours for themselves; 'sometimes I apologize but I don't see the point'. They tended to be 'accepting' of their behaviour (Goleman, 1996).

For each pupil in this group, the largest percentage of responses was recorded under the K code, as shown in table 5.4. Other responses were largely in P. The percentages of results for each pupil allow for comparisons in patterns of scoring in K, with over 50% of responses for each pupil focusing on 'you would do' type statements. Any 'don't know' statements were discounted. KJ had the most restricted profile, and was felt by staff to have made least progress at the time of the research. Other pupils demonstrated that they had knowledge of positive behaviours and could also engage in positive behaviour with adult help for some of the time. Although the results are from a very small sample, the group includes a pupil only scoring at the K stage, pupils with both K and P scores and a pupil with K, P and D scores. A continuum of

development is suggested across K, P and D from the scores achieved within this group, with KJ gaining maximum scores in K, a second pupil showing evidence of both K and P scores, with the P score being 12%, KC and KT demonstrating an increase in P scores to 37% and 35.8% and finally KS having scores in all areas. KS gave an example of having strong social confidence when out of school e.g. on work experience induction, but other examples of positive behaviours were limited. KJ demonstrated high levels of negativity when talking about himself.

Table 5.4

Pupil	K	P	D
KT	64%	36%	0
KJ	100 %	0	0
KC	63%	37%	0
KS	54%	39%	7%
KJK	88%	12%	0%

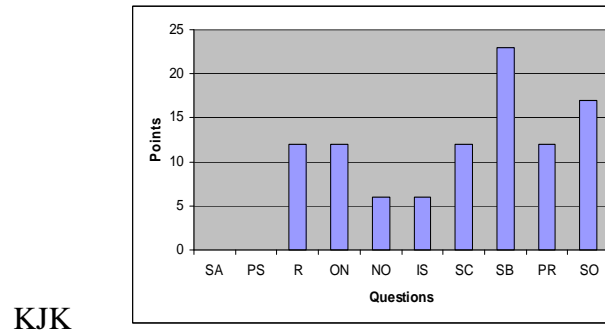
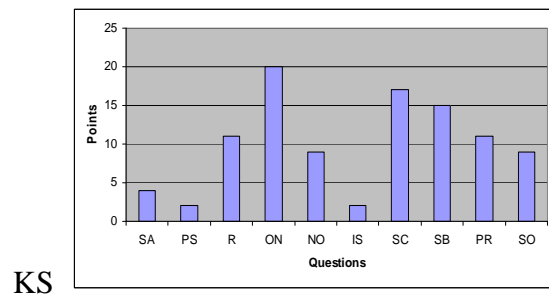
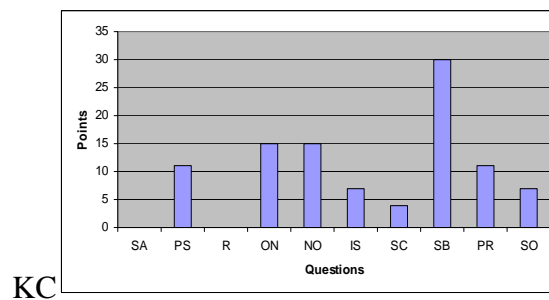
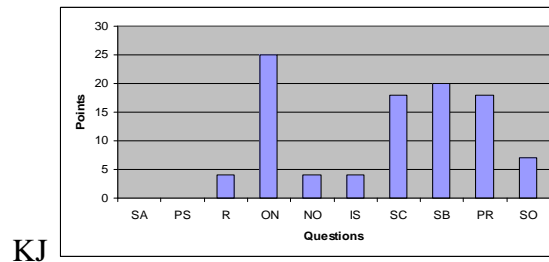
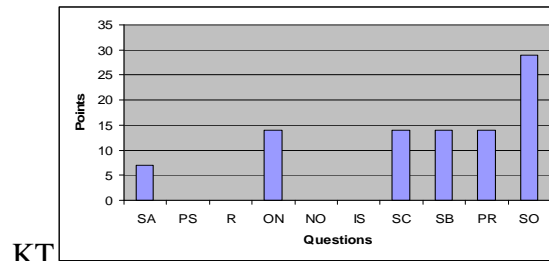
Scores per stage for each of the pupils in the (K) Knowledge group.

The individual scores have been represented in graph form for visual comparison.

These graphs represent individual profiles. Each pupil interviewed indicated a strong sense of belonging to family although evidence from the behaviour tracking system in school indicated difficulties with building and sustaining friendships with peers in school.

The profiles of the pupils in this group, represented by the graphs, did not provide evidence that there a pattern of factors common to group members although Sense of Belonging was a relatively strong area for all pupils. All pupils in this group also scored in Own Needs (ON), Social Confidence (SC), Peer Relationships (PR) and Significant Other (S). In general terms there was limited evidence of abilities to problem-solve, having independence skills and acknowledging self-achievement

Figure 5.2



Comparison of graphs for the group.

In response to the direct questions about their behaviour past, present and hopes for the future, pupils in this group were able to talk about themselves from a knowledge base or information-giving perspective rather than a problem-solving perspective. This gave an insight into their thinking processes and their perceptions about their own progress and development. KT gave nine examples of negative behaviours he had engaged in before coming to the school and examples of behaviour in his current school. He was able to say what he needed to do to improve but did not reflect on how he would achieve this. Behaviour was often referred to in an externalized form or attributed to someone else. KS did not reflect upon his criminal activity as being something he was responsible for; his involvement with the police was due to the action of the person who reported him. KT stated what he needed to do was to control his behaviour and bad moods but indicated that he relied on his mentor to prompt him with this and sometime he ignored the advice. KJ indicated that he was quite negative about past experiences i.e. I was not happy, we've moved house, I have no garden to play in. Two pupils focused on present behaviours; they were new to the school, one pupil was finding it difficult to adjust to the structure of behavioural systems within the school; her aims for her ideal self were linked to immediate circumstances; 'not getting into isolation' and 'not having to use her time out card', the other suggested that he had no idea why he was not getting points on the behaviour league. The examples of comments given emphasize the extent to which this group of pupils had developed self-protecting perspectives of their own behaviours.

A theme emerging from the self-reflection of this group of pupils was their ability to identify behaviours in others but reluctance to name and acknowledge behaviours in

themselves. It appeared from the scores that this group has a level of understanding of their own needs but not through a problem-solving framework.

5.2.3 Conclusions from investigating pupils at this stage of the study indicated that they were developing skills within the definition of within-child skills (Warden and McKinnon, 2003). They all had knowledge of positive behaviour but were more adept at identifying these behaviours in others than in themselves. Responses reflected what had been taught. There was limited evidence to suggest independence in thought and application of positive behaviours to self. There was evidence of some positive behaviours being demonstrated through the semi-structured interview, but analysis indicated that these linked mostly to daily life events such as choosing evening activities, clothes, and food, and meeting personal needs. This group of pupils also demonstrated a limited vocabulary in being able to describe emotions and tended to use simple language e.g. being 'good' or 'naughty'. There was limited evidence of personal responsibility, and perceptions of some pupils were that if they attended a different school they would be 'better', largely in relation to people they knew, having friends, or being nearer to home. They did not reflect on what impact that would have on their behaviour. The pupils demonstrated a high reliance on the school setting for reducing risk (Buchanan and McCalman, 1989). Pupils expected staff to support them in demonstrating positive behaviours. Pupils in this group were at an early stage of development in relations to stages, described by Warden and McKinnon (2003).

5.3 Results from Stage 2 Knowledge of positive behaviours and applying this knowledge with help. (P).

At this level it was anticipated that the pupil would be able to demonstrate knowledge of positive behaviours and apply this knowledge with help. Within this group answers demonstrating this level of achievement included 'I would or I sometimes....' statements, with an indication that an adult support to prompt the behaviour was available but not always relied upon. In order to achieve a D score a definite example of a positive behaviour that had been undertaken on an independent level had to be provided. If there was a continuum of development from K to D then it was anticipated that this group would demonstrate an increase in P scores, pupils in this group would be more aware of their behaviours, more reflective and also able to demonstrate abilities to engage in positive behaviours on an increasing number of occasions.

5.3.1 A typical example of a pupil at the P stage was PKa. PKa demonstrated through the schools behaviour tracking system that she was making progress i.e. a reduction in negative behaviours had been noted, but this was inconsistent and staff felt that she still required adult support. When the groupings for K, P and D were being established PKa was described by staff as being at an earlier stage of developing play than her peers. Although PKa was of secondary school age she continued to develop early play skills and turn taking. Within school PKa is one of the younger KS3 girls. Staff reported that PKa preferred dolls, playing house and shops, to joining in with the activities for her age range. PKa had a specific speech and language difficulty. Staff indicated that her parents found PKa difficult to manage. PKa was described as demonstrating inconsistent behaviours. PKa could change oppositional behaviours to co-operative behaviours

quickly; suggesting that she was exercising a level of control. PKa has shown she could make positive and sustained attachments to adults within the school. She said she missed her mum but enjoyed the extra activities and points in school. Staff described her as affectionate and staff believed she wanted to be liked. She regularly fell in and out of friendships with peers. Language development was a barrier to making herself understood but she had demonstrated improved understanding of situations and circumstances since joining the school.

Staff reported that PKa was able to demonstrate a sense of belonging and self-esteem, a knowledge of positive behaviours and was able to supply some 'I' statements of how she would apply positive behaviours on some occasions. Staff felt that she was responsive to one-to-one work but could be very difficult to manage, particularly if frustrated or angry. She was often a reluctant participant. The behaviour tracking system and rewards records indicated reduced negative behaviours and increased rewards earned. PKa had responded well to some of the out of school activities in building up a relationship with her mentor.

Specific responses for PKa are given in the following table:

Table 5.5

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others.	2)Sam-Social confidence.	3)Desert Islands- Positive attachments.	4) Kelly-significant other.	5) Independent thinking/ problem-solve.	6) Responsible for self.	7) Any other information..
Self-achievement.						I can talk about a problem now.	
Being able to problem-solve effectively.						I sort things out for myself. I swear less. (evidenced by behaviour tracking system)	
Responsibility.					You'd get help.	Being responsible is being good.	
Understand own needs.	Being residential – miss Mum and Dad. Sad – lots of Strangers.				I ask miss - I get an adult if I am upset.	If I make a mistake I usually get an adult to help. I can be good when I want to be.	Doing this was good.
Understand needs of others.		Sam is good He'd get full points. He wouldn't wind people up. He takes turns in talking.					
Having independence skills.	If I am good I can some times plan and choose what activities I am going to do on a night – like tonight.			I'd decide to ask a friend – I sometimes ask M.		I am sometimes really good at choosing clothes, tea and boys and toys myself.	

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others.	2)Sam-Social confidence.	3)Desert Islands- Positive attachments.	4) Kelly-significant other.	5) Independent thinking/ problem-solve.	6) Responsible for self.	7) Any other information.
Having social confidence.	I like going to camp – there is lots to do. I like girls camp best.	He'd be good at talking. I am a bit like Sam – I have shown someone round once.					
Sense of belonging.	I get lots of points here– I like that.		Take my friends from school and home; new friend, older friend who looks after us and another friend who is good fun from home. I'd take my mum, dad and sister.	I ask one of the teachers if I needed help or mum if I wanted new shoes.	If I have a problem I talk to an adult.		
Being able to make and sustain positive relationships with peers.	You hang around with people to make friends.				To make friends you have to be kind.		
Being able to make positive relationships with adults; significant other.					My mum buys me clothes. I go shopping with her.		

Responses of PKa to the semi-structured interview.

The responses were coded as follows:

Table 5.6

Questions 1-7 with matched to within-child skills	1)Jo-Making relationships with others	2)Sam-Social confidence	3)Desert Islands-Positive attachments	4) Kelly-significant other.	5)Independent thinking/problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement						K		1
Being able to problem-solve effectively						D		3
Responsibility					K	K		2
Understand own needs	K				D	D K	P	10
Understand needs of others		K K						2
Having independence skills	P			P		P		6
Having social confidence	K	K P						4
Sense of belonging	P		K	P	P			7
Being able to make and sustain positive relationships with peers	K				K			2
Being able to make positive relationships with adults; significant other					P			2
Total								37

Pattern of coding of responses for PKa.

PKa's reflections of her own behaviour included;

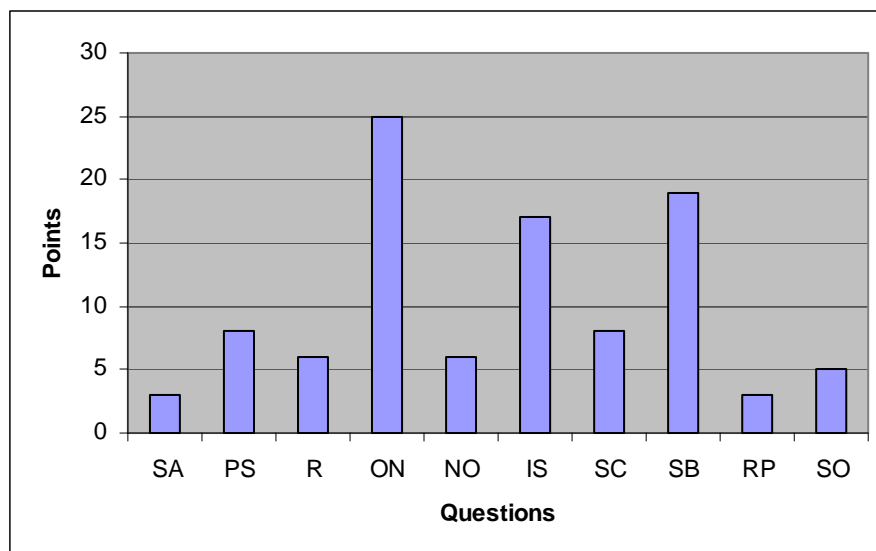
- Behaviour past: not very good, pain in the backside, naughty girl, biting, kicking, punching and spitting. Winding people up. I was like that a lot at school. I liked getting my own way. At home; swearing, hitting brother, took toys. A bit good. 1/10
- Behaviour Present: good – cuddly and affectionate. Bad only a bit; hit people, used swear words, fighting. On division 2 for points and rewards. A little bit

10/10. I like maths, not PE, so I am not so well behaved. I don't want to do it but I like football. At the football tournament I didn't like the football – lots of people I didn't know but I liked the rest of it. (N.B. PKa had been on a higher division for points but had been involved in a recent fight which resulted in a drop of points)

- Ideal self: be happy, no speech therapy, be a good girl, do what I want, be able to go home every day, get more points and be top of the league. Be 10/10.

The scores of PKa were calculated as a percentile of her total response, the profile of her results are given below:

Figure 5.3



Graph showing of responses for PKa to questions as % of total responses.

PKa demonstrated greatest strengths in understanding her own needs, independence skills and sense of belonging. Her weakest areas were Self-Achievement (SA) and Relationships with Peers (RP), followed by Sense of Responsibility (R) and Understanding the Needs of Others (NO) despite having a good understanding of herself. Although her Sense of Belonging was a high area for her she did not rate highly in having a Significant Other (SO); perhaps compensated by her Sense of Belonging score. PKa gained the following spread of scores across the stages;

Table 5.7

Stage	K	P	D
No of comments	12	8	3
Total score	12	16	9
% of total score of comments (39)	32%	44%	24%

Table of results for K, P and D for PKa.

PKa scored the highest in the stages of development for P; 44%, showing knowledge and practicing positive behaviours with support. The remaining scores; were in both K and D. PKa indicated that sometimes she engaged in positive behaviours but sometimes chose not to. This approach was evident in the typical case from the Knowledge stage, as given in the previous section of this chapter, but here PKa indicated improved cognition about her behaviours by demonstrating a clear knowledge and understanding of when to ask for help, suggesting that she had taken the next step in being aware of her own behaviour. In contrast to KT, PKa was ‘accepting’ of some of her behaviours but was also able to use her self-awareness to engage in the process of improving her behaviours (Salovey and Sluyter, 1997).

PKa judged her progress in terms of being ‘not very good’ in the past to being ‘good’ and ‘bad only a bit’ in the present. Staff commented that PKa required adult support to problem solve but was now able to build on this support. Adults were important to help her control her behaviour, but she was responding to structure and routine, showing greater awareness of her needs and having fewer outbursts.

PKa was most self-reflecting when asked directly about her own behaviours; she provided a list of verbs and adjectives about her behaviours rather than giving

descriptions and examples but this is likely to be linked to PKa's significant expressive language difficulty.

PKa appeared happy to participate in the session. PKa seemed to accept her behaviour as normal. She was happy to talk about her behaviour, but was not apologetic about it nor did she suggest how she could change it. She had an aspiration about being good but gave no indication about how this might be achieved. She was enthusiastic about getting 10/10. Her use of language throughout was restrictive; it was noticeable that she referred to 'bad', 'naughty' and 'good' on more than one occasion and did not have a range of vocabulary to draw upon. When asked to describe 'good' she said 'not swearing'. PKa's definition of friendship was 'being kind to someone' but she could not elaborate beyond this. PKa demonstrated that she understood how adults could support her in achieving more positive behaviours and increase her rewards. PKa, however, indicated that she understood the cause and effect of behaviour, with improved behaviour leading to more choices and rewards. Her enthusiasm for rewards indicated that she could be motivated to achieve more.

5.3.2 Within-case analysis for the P group, as given in table 5.7 indicated that responses to the questions reflected the pupils' greater confidence, knowledge and understanding of knowledge of positive behaviours than the previous group. All pupils scored in P and most in D, with a trend of scores showing across each area which were more substantive than the K group. This group of pupils provided examples of how they would respond to a situation through 'I' statements: 'sometimes I would ask for...', 'sometimes you make a mistake and I would...'. The percentage scores for responses also demonstrate an upward trend towards D, demonstrating that

knowledge and practice of positive behaviours were sustained and managed by the individual on an independent level on some occasions. This trend demonstrated an increase in relation to the previous cohort. The following table summarises the scores. PD had no responses in D but had a substantially higher number of responses in P than others in the K group.

Table 5.8

Pupils	K	P	D
PJ	37 %	42%	21%
PKa	31%	46%	23%
PKe	39%	41%	20%
PD	40%	60%	0
PE	30%	42%	28%

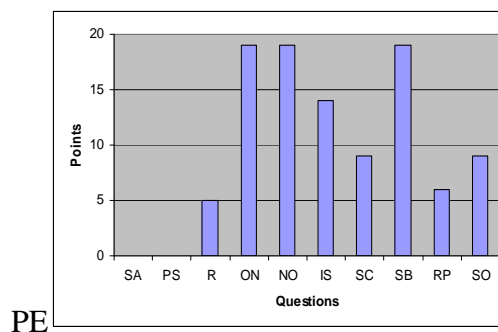
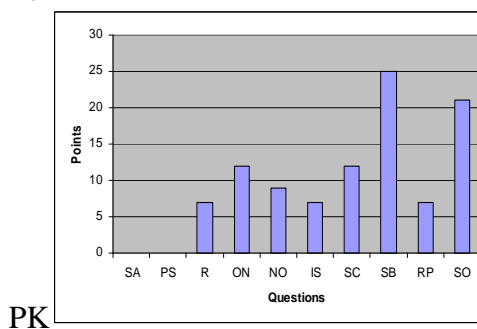
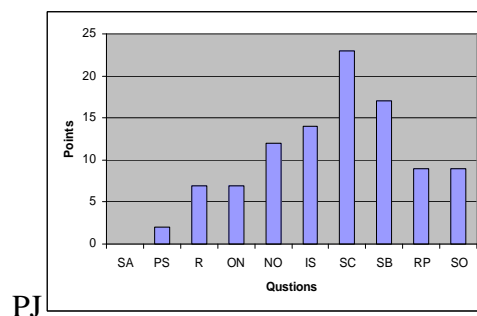
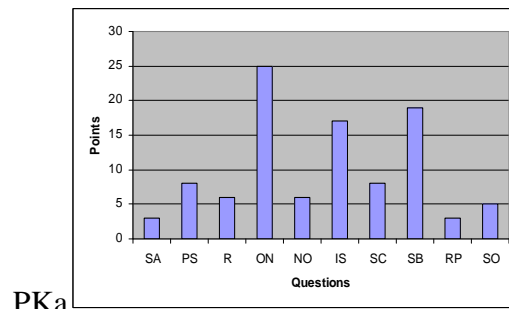
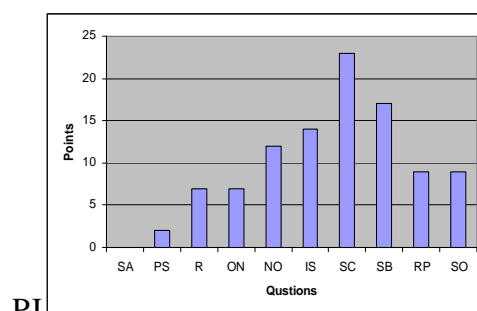
Scores per stage for each of the pupils in Stage 2 Knowledge and Practice with support group.

The general themes that emerged from pupils interviewed in this group were knowledge of the ‘correct’ behaviour, recognition of positive behaviours in others, engagement in positive behaviours of their own with support and some demonstration of independent positive behaviours. Responses were increasingly self-reflecting and more positive, e.g. ‘this activity helped me think about concentration’, ‘it was good to talk, it made me think about myself’. There was evidence to suggest that pupils in this group were beginning to demonstrate the within-child skills defined by staff and Warden and McKinnon (2003), and referred to in chapter 4. There was stronger evidence of pupils knowing what to do if they had a problem e.g. ask an adult, and acting upon it. It appeared that the dispositional attributes as outlined by Buchanan and McCalman (1989) and Newman (2002): awareness of own strengths and weaknesses, the beginnings of an internal locus of control and being able to build

positive relationships with others were evident. Pupils in this group indicated from their comments that they continued to rely heavily on adults for support in order for them to meet new goals. They made fewer comments than the K group which indicated that they were less inclined to project 'blame' for their behaviours on to others or on to circumstances.

The analysis of graphs for this group again did not indicate any overriding patterns of responses peculiar to the group, but instead provided individual profiles of the pupils indicating areas of strengths and areas of need as reflected by their responses to the semi-structured interview. There was, however, a greater representation of scores across the within-child skills and profiles are, overall, stronger. All pupils in this group have some understanding of the concept of responsibility. Scores in Self-Achievement (SA) are low and this suggests that is an areas for further development. The sample is not large enough to establish any clear correlations or relationships between within-child skills in this group.

Figure 5.4



Comparison of graphs for the group.

In the Stage 2 group all pupils were able to make a response to the responsibility question.

The following phrases occurred within the responses for this group. They divide naturally into two groups; being reflective or having responsible thoughts, and acknowledging the importance of others. The comments demonstrate that this group are beginning to view the world from the perspectives of others; the comments have a potential to influence planning for intervention, building on positive behaviours, friendships, making choices and developing responsibility.

Being reflective and responsible.

- I do this in school – it is a responsible thing.
- Responsibility is about taking it on yourself.
- I can be good when I want to be.
- I swear less.
- It was good to talk it made me think about myself...

Knowing what to do.

- You'd take a mix of people so everyone's got someone to talk to.
- You have to choose sensible people.
- Sam is confident/ not shy, he knows what he is doing/ he is calm and takes turns.
- I can choose things for myself/ if I am good I can choose and plan my own activities.
- I'd make sure I got to know people – I am good at that.
- I get lots of points.
- Its about choosing the right behaviour.
- I'd try to fit in.

Importance of others.

- If I wanted to be friends with someone I would ask them.
- I get an adult to help.
- You can talk to people .
- Different people do different things for you – like Mrs O doing work experience.

- I talk to an adult.
- To make friends you have to be kind.
- I go shopping with my mum.
- Teachers help you.

5.3.3 Conclusions from investigating pupils at this stage of the study indicated that they all had knowledge of positive behaviour and they were able to practise some of these behaviours for themselves. There was evidence of increased cognitive processes being used by pupils in the analysis of behaviours (Ayers et al, 2001) e.g. ‘if I wanted to be friends with someone I would ask them,’ or ‘to make friends you have to be kind’. The group indicated a greater level of pro-activeness in seeking help when it was needed. Each pupil continued to have unsophisticated ideas in relation to peer relationships; ‘to make friends you have to be kind’, ‘you play with someone so they are your friend’, ‘friends are good to talk to’; these comments suggest that this group of pupils were beginning to realize the benefits of positive behaviours, (Glassman, 2000). Within school each pupil was reported to have some difficulties in making and sustaining friendships, but they were now able to use adult support to help themselves overcome these. All members of this group needed to become more consistent in their practise of positive behaviours, have increased opportunities to make their own positive decisions, continue to have support in order to engage in problem-solving approaches and consolidate new learning through practice. The increased levels of success would potentially increase their resilience as described by Cefai (2008) leading to a reduction in the influence of negative influences, (O’Brien, 1998, and McCarthy et al, 2004) resulting in motivation to change.

5.4 Results from Stage 3 (D) Demonstrate knowledge of positive behaviours, and be able to apply this knowledge and sustain progress on an independent level.

At this level it was anticipated that the pupil was able to demonstrate knowledge and understanding of their behaviours, that they could practice positive behaviours and could sustain and manage them on an independent level. It was expected that the responses for this group of pupils would include 'I would' or 'I do' statements with definite examples of sustained behaviour over time, and a stronger sense of self-reflection. It was anticipated that this group would achieve a higher number of D scores than the other two groups and that by doing so they showed their increased awareness of their own behaviours and their ability to engage in actions to sustain positive behaviours. As a result it was expected that this group would demonstrate a higher number of within-child skills than pupils in the other groups and potentially achieve in the five beneficial outcomes of Gresham and Elliott (1993):

- Peer acceptance.
- Significant others' judgment of social skills.
- Academic achievement.
- Positive feelings of self worth.
- Positive adaptations to school.

5.4.1 DJ was a typical case for this group. In contrast to many other pupils he was a quiet pupil who gave short answers but he was able to self reflect. He was selected for the research on the basis of being an example of a pupil who staff felt had made progress according to their internal monitoring systems and staff views. In the past DJ had been a challenging pupil. He had a diagnosis of ADHD and took medication for this. The responses DJ gave to the questions are given in table 5.9.

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement							I would like to be really good at being able to control my temper and stick to something I have said I wanted to do and do it. I'm about 5/10.
Being able to problem-solve effectively		Sam would watch how others were behaving.			I do 7/10 for choosing and I deal with problems myself.		
Responsibility					I make a lot of my own decisions like which work experience, what to wear, what I am doing at a weekend.	Being responsible is about taking care of your own actions, like keeping something neat, tidy and safe. I do that. (Confirmed by school records).	I need to change how I talk to people. I am 8/10 in doing this.
Understand own needs	My brother would come to help me.			There's a lot of structure.	I would like to be off my tablets but I know I need them so I have to take them.	Be yourself – that works best for me.	
Understand needs of others.			Some people are good at doing some things.				
Having independence skills						I can sort most things out. I'd say 9/10 for looking after myself.	
Having social confidence		Sam would be polite and outgoing, he is calm and says things politely. I am not like Sam.	Take people who are a laugh and I get on with. Like get out of here – you'd have to eat and have something to do.		If they stole they would be guilty.		

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Sense of belonging	A change of place would be difficult but I would take my brother if I needed to (evidenced). If I was new its best to keep quiet and wait to see. – like coming here . I worked out the different rules first.		Take people who are from school because they all get on, have a smoke and play football. Take adults who are a laugh and can cook; brother, step granddad and uncle.	My family help a lot.	Mum would get me clothes.		
Being able to make and sustain positive relationships with peers	Pupils would help Jo settle in.			You can some times talk to someone you get along with if you have a problem. – like my brother.	I could go and talk to someone I did not know to make friends. Its easier to make friends near to home.		
Being able to make positive relationships with adults – significant other	My brother helps me some-times when I get a bit worried.			Staff are really good at making sure you have what you want; the head keeps me straight.		Ask an adult to help when you need to	

Table 5.9

Responses of DJ to the semi-structured interview.

These responses were coded as given in the following table;

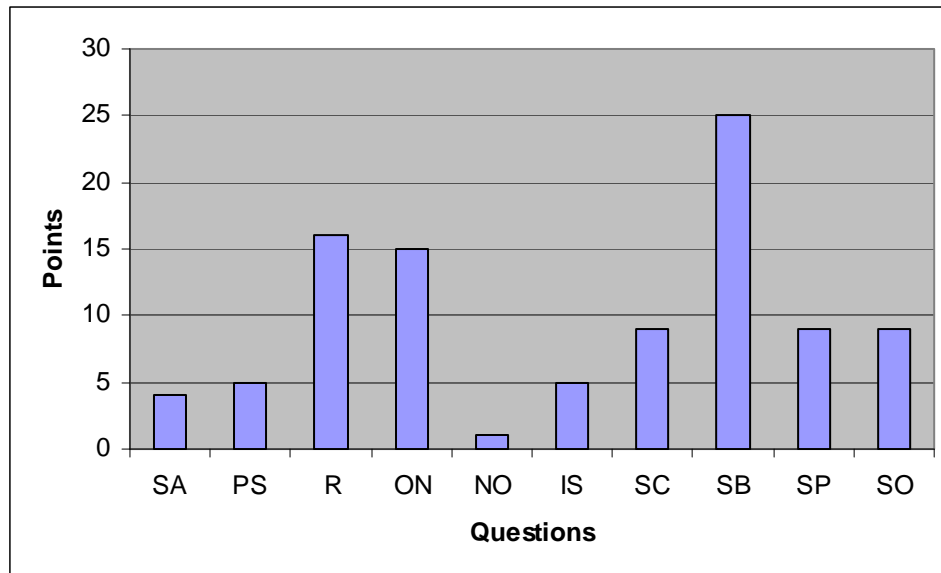
Table 5.10

Questions 1-7 matched to within-child skills	1)Io- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement							P	2
Being able to problem-solve effectively		K			D			4
Responsibility					D	D	D	9
Understand own needs	K.			K	D	D		8
Understand needs of others.			K					1
Having independence skills						D		3
Having social confidence		K K	K K		K			5
Sense of belonging	D P D		K K.	D	K			14
Being able to make and sustain positive relationships with peers	K			P	K. K			5
Beig able to make positive attachments with adults – Enjoying the support of a significant other	P			P		K		5
Total								56

Pattern of coding of responses for DJ.

These are represented in the following graph

Figure 5.5



Graph showing range of responses for DJ to the questions as a % of total responses.

DJ demonstrated strengths in Responsibility (R), Own Needs (ON) and Sense of Belonging (SB). He was able to demonstrate that he had a Sense of Belonging to both home and school and knowledge of positive behaviours by providing examples or scaling scores.

DJ's scores were calculated as a percentage of responses in order to enable comparison with other pupils. Evidence indicated that DJ has the strongest scores in the D stage, by demonstrating knowledge, understanding and practice of positive behaviours. This was confirmed against staff views and the behaviour tracker system of the school. The scores are given in the next table.

Table 5.11

Stage	K	P	D
No of comments	16	5	10
Total score	16	10	30
% of total score of comments (56)	29%	18%	53%

Table of results for K, P and D for DJ.

The conclusion to be drawn from the results from DJ and other pupils in this group is that an increased understanding of their own needs has led to increased problem-solving, an increase in personal responsibility for their behaviours and a reduction of negative behaviours.

DJ's view of his own progress provides examples of his development in being able to think about his behaviour;

- Behaviour past: fighting, everyone got wound up, swearing a lot, biting teachers, couldn't control temper. 2/10 Aggressive. I didn't like people being near, being touched or held. I didn't trust strangers. I beat up my brother. Last school was worse as everyone had to stick up for themselves. It is better now that I am not there.
- Behaviour Present: 8/10 now. I keep my temper more now. I have friends at school and at home. I hang around with them. Work experience is good. I don't do so much fighting at home now. I am more responsible for myself now because I am older. It is strict at school but that is good. I get stickers so I know how I am doing. I don't get bored at school
- Ideal self: speak mind, be off my tablets. I would like to be sporty and caring, be with mum.

Staff views of DJ's progress since coming to the school indicated that it had been variable, but was now more consistent. There was a difficult period when DJ decided not to take his medication for his ADHD. It was felt that DJ wanted to make some independent decisions around this but it was not successful and he had come very near

to exclusion. DJ had been persuaded to return to his medication and as a result he acknowledged that he felt that he was in better control of him self. Staff suggested that a possible result of this episode was a drop in his confidence level; he was disappointed with himself, but a positive outcome had been the realization that there were some things he needed to accept. Staff reported that this seemed to have been a turning point and he was now more aware of his own needs and the needs of others. He continued to lack social confidence, particularly with new people. He was observed by staff to use familiar people for support. He will now seek support when he needs it. He has a good relationship with the head teacher and benefits from the structure and support of the school. DJ is practicing more positive behaviours with reduced prompts.

DJ was able to scale his levels of ability to accomplish greater self-control and achievements. He was able to reflect on his behaviour past and present and demonstrate an understanding of his own behaviours and what he needed to do to make further progress. He gained 53% of his scores in the D level. The scores for K (29%) and the P scores, (18% of responses) indicate areas which can be built upon to work towards D levels. His reliance on others and particularly his brother to give him confidence was apparent. DJ demonstrated a sense of belonging, with his brother being a significant person in his life. DJ presented as a pupil with low self-confidence. This lack of self-confidence possibly impacted on other scores.

DJ said that he had felt comfortable with the interview and at the end said he had enjoyed the activity. He was able to reflect on the improvements in his own behaviour, his need for structure, clear boundaries and his medication. He

demonstrated strong attachments to home and family. He demonstrated a good understanding of what was needed of him.

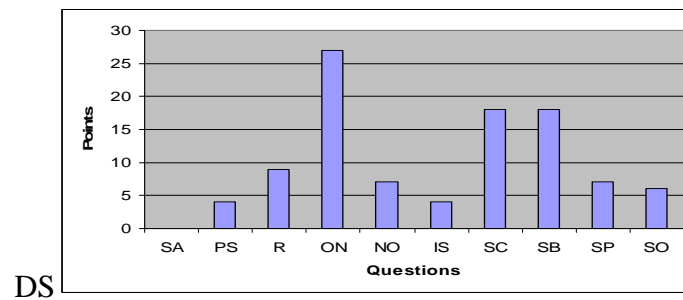
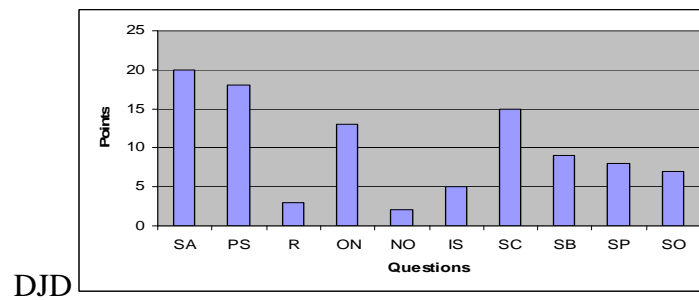
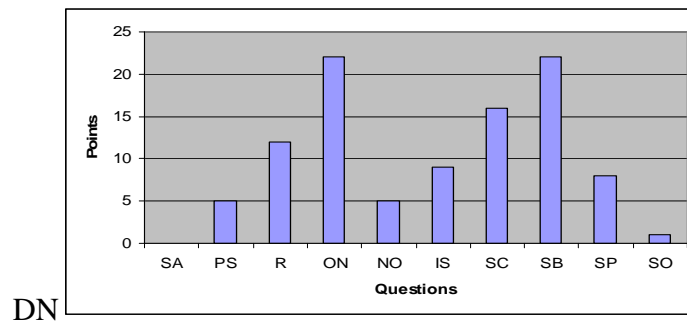
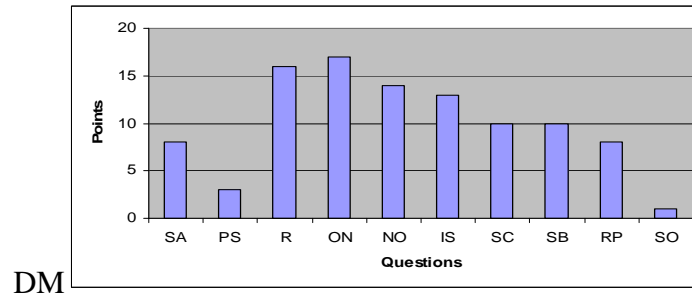
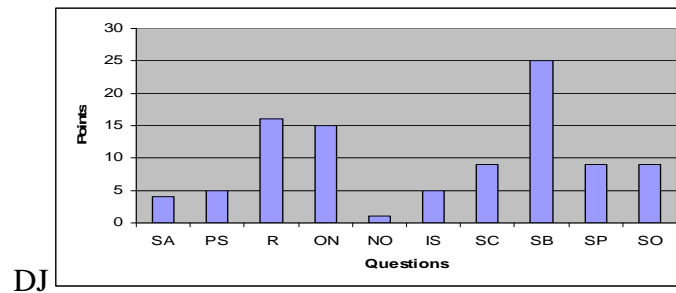
- DJ was able to make decisions for himself but looked to others to give him confidence.
- He knew how to ask others for help and actively did so.
- He was able to see the qualities in others e.g. Sam but did not see himself as someone who had the same social confidence as Sam.
- DJ had aspirations for the future.

DJ demonstrated a self-awareness of his needs.

5.4.2 The general themes which emerged from within case analysis of pupils interviewed in this group, were greater understanding of the impact of their behaviours on others, a desire to change, reflections of how they would approach different situations, and a level of problem-solving. It was clear from comments of the pupils interviewed that members of this group were more reflective, better motivated and had accepted increased levels of responsibilities for their own actions.

The graphs for this group indicated an increased number of responses across all of the competencies for 4/5 of the pupils interviewed, compared with the other groups. The graphs continue to provide individual rather than a group profile. No one area stands out as particularly strong for all pupils; pupils continue to have mixed strengths and areas of need.

Figure 5.6



Comparison of graphs for the group.

Pupil comments about themselves were collated. They included the following common themes which fall naturally into three groups:

Understanding of self and acting upon that understanding with positive outcomes.

- I would like to be really good at... I think I am 5/10 at doing this.
- I try to deal with problems myself; I am 7/10 for choosing.
- I represent the school e.g. on work experience.
- I act as a mentor.
- I am a good talker e.g. showing people round.
- I sort things out for myself.
- If your friends see you are responsible they give you respect.
- I make a lot of my own decisions.
- Being responsible is about taking care of your own actions like getting a place at college.
- I need to change how I...

Understanding of others and social situations.

- Some people are good at doing some things.
- Sam would be polite and outgoing.
- If they stole they would be guilty. I would tell them to own up.
- You have to help.
- You have to work out the rules, you can't just barge in.
- You have to listen.

People who help.

- My family help a lot.
- Pupils, my brother helps, friends help.
- Staff are good at making sure you have what you want.
- It is good to have things to do.

There was a high level of self-reflection and confidence in the responses collected.

This was also reflected in the K, P and D scores. The highest level of scores was in D, with a spread of scores in the other two areas.

Figure 5.7

Pupil	K	P	D
DJ	29%	18%	53%
DM	16%	25%	59%
DTJ	15%	16%	69%
DN	26%	13%	68%
DS	39%	9%	52%

Scores per stage for each of the pupils in K, P and D for the Stage 3 (D) group.

5.4.3 A conclusion that can be drawn from the analysis is that pupils within this group demonstrated a good understanding of positive behaviours. They were able to scale their progress with greater consistency than pupils in other groups, and comment upon their abilities to make decisions and take responsibility. They were also very specific about what they needed to change to improve their behaviours; ‘I need to change how I talk to people’, ‘I think I have to show people I can decide’. This group of pupils provided examples of how they would respond to a situation and what they understood about responsibility for their own actions. It was clear that pupils in this group were able to meet Glassman’s (2000) descriptors for socially desirable behaviours, by being able to explain emotions, being more altruistic, and understanding the function of reparation. They had also demonstrated that they had increased cognitive processes for self-reflection, and forward planning (Weare, 2000 and Merrell, 2008) in comparison to the other groups of pupils. This group of pupils was able to sustain behaviours for longer periods of time than pupils represented in the K and P groups.

5.5 Cross-case analysis for K, P and D.

The pattern of scores for the pupils in the sample, in relation to the stages K, P and D, demonstrates an upward trend in results moving from no responses in D for K Stage pupils to over 50% responses for the D group. Those pupils at the K stage have the highest range of scores in K. As K, P and D are considered to be on a continuum it is understandable that those in the highest stage (D) should have fewer scores in K and P. In the Stage 2 (P) results there is a more even spread of percentages across K, P and D than for the other two groups; this is interpreted as representing stages of transition from K to D; as D scores increase, K scores decrease; again indicating increasing practice of positive behaviours on an independent level. It was anticipated that the P group might demonstrate the highest number of P scores, they were the group who were felt to be making progress. This did not happen. Contrasting scores were noted. It is not possible, based on the size of sample, to come to a conclusion as to why this should be the case.

Figure 5.8

Stage 1 – K; highest scores in K with a range of scores in P and very few in D.

Pupil	K	P	D
KT	64 %	36 %	0
KJ	100 %	0	0
KC	63%	37%	0
KS	54%	39%	7%
KJK	88%	12%	0

Stage 2-P; a range of scores across all three stages but with the highest scores in P and some scores in D

Pupil	K	P	D
PJ	37 %	42%	21%
PKa	31%	46%	23%
PKe	39%	41%	20%
PD	40%	60%	0
PE	30%	42%	28%

Stage 3 –D; highest scores in D but scores also in K and P.

Pupil	K	P	D
DJ	29 %	18%	53%
DM	16%	25%	59%
DTJ	11%	25%	64%
DN	25%	28%	46%
DS	39%	9%	52%

Comparisons in spread of % scores between pupils in the Stages and across the Stages.

Cross-case examination of general responses taken from individual profiles of pupils at the different stages of development, as in Appendix 2, is helpful in demonstrating the pupils' increased understanding and awareness across the three groups. An

example of how this knowledge is demonstrated at different levels can be seen through the peer relationship question; a typical K level answer was 'I fall out with friends or I do not have friends', whereas pupils at the P stage had moved towards a realization that they must contribute to the process of making friends; 'you have to be kind, talk to them or play with them', and in general, D stage pupils demonstrate an understanding of social systems by advising the researcher 'you have to work out the rules; you just can't barge in'. In response to the responsibility question, the responses ranged from Stage 1; 'I don't know', to Stage 2; 'Its about choosing the right behaviour', and then stage 3; 'Being responsible is about taking care of your own actions like getting a place at college or getting respect from friends'.

Figure 5.9 shows a typical range of comments for each stage.

Figure 5.9

Stage 1; Knowledge of positive behaviours not substantiated by examples of positive behaviour	Stage 2; Knowledge and practice of positive behaviours on some occasions	Stage 3; Definite examples given of knowledge and practice of positive behaviours over time
<p>Comments about themselves;</p> <p>Sometimes I can get out of a difficult situation I don't like meeting new people I am not like Sam (or avoided question) I sulk; I don't talk it through I am not good at choosing for myself I don't know I am not good at staying out of arguments Too many people I fall out with my friends from school a lot/ I don't have friends</p> <p>Knowing what to do</p> <p>Mrs B says I need space and then I can talk Telling your name helps Speak to others and play out You have to talk to people You can talk about your team</p>	<p>Being reflective and responsible</p> <p>I do this in school – it is a responsible thing Responsibility is about taking it on yourself I can be good when I want to be I swear less It was good to talk it made me think about myself...</p> <p>I can choose things for myself/ if I am good I can choose and plan my own activities</p> <p>Knowing what to do</p> <p>Its about choosing the right behaviour I'd try to fit in I'd make sure I got to know people – I am good at that You'd take a mix of people so everyone's got someone to talk to</p>	<p>Understanding self and acting upon that understanding with positive outcomes;</p> <p>I would like to be really good at... I think I am 5/10 at doing this I try to deal with problems myself; I am 7/10 for choosing I represent the school I act as a mentor I am a good talker I sort things out for myself If your friends see you are responsible they give you respect I make a lot of my own decisions Being responsible is about taking care of your own actions like getting a place at college I need to change how I...</p> <p>Understanding of others and social situations;</p> <p>Some people are good at doing some things Sam would be polite and outgoing If they stole they would be guilty. I would tell</p>

<p>You have to make up I'd talk about the school; not sure what else</p> <p>Adults are important</p> <p>I don't know when it is good to ask an adult for help I'd get my mum to choose my jeans Teachers help If mum takes me I might look forward to going somewhere</p>	<p>You have to choose sensible people Sam is confident, not shy, he knows what he is doing, he is calm and takes turns I get lots of points</p> <p>Importance of others;</p> <p>If I wanted to be friends with someone I would ask them I get an adult to help You can talk to people Different people do different things for you – like Mrs O doing work experience I talk to an adult To make friends you have to be kind I go shopping with my mum Teachers help you</p>	<p>them to own up. You have to help You have to work out the rules, you can't just barge in You have to listen</p> <p>People who help;</p> <p>My family help a lot. Pupils, my brother helps, friends help Staff are good at making sure you have what you want It is good to have things to do</p>
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Comparison of comments across the Stages K, P and D.

Further examples are given in the individual case analysis in Appendix 2. Comments in the K stage column focus on personal action, likes or dislikes, views of others and demonstrate low-level responsibility for actions. P level comments begin to link cause and effect, are more reflective, include some positive 'I' assertions, and demonstrate an increased understanding of social situations. The comments in the final column (D) reflect a high number of 'I' statements which can be evidenced from the individual interviews, are more reflective and acknowledge how others can support new behaviours. A significant difference between K level pupils and D pupils was that the latter were able to evidence their positive behaviours, be reflective and include social and emotional values in their responses.

5.6 RADIO phase 8 – Processing information with research sponsors or stakeholders.

The findings were presented to key staff in the school and made available to the governors. The findings were presented as a written report based on the contents of this chapter and relevant appendices recording the results of each pupil. The author discussed the findings with a small group of key staff. All pupils asked for the contents of their interview to be shared as they had found the activity helpful. This amendment to the protocol originally agreed for information sharing had been considered at the pilot stage. Pupils were given the option as to whether they wanted the results of their interviews shared with a mentor figure or not. This was noted on their semi-structured interview.

It was clear to the group of staff that those pupils in the (D) group demonstrated most knowledge of positive behaviours and were able to demonstrate greater independence in practising them. It was also clear that pupils increased their number of D scores as they moved from K to P to D stages. This suggests that acquisition of positive behaviours is a process which begins with knowledge of behaviours and involves an increasing understanding of the pupils own behaviours and ability to practice these on an independent levels. During the feedback the staff involved reflected on the importance of the role of the adults in this process through prompting, supporting and modelling positive behaviours. Discussion took place as to how staff at the school could develop a structured approach to teaching positive behaviours and provide opportunities for these to be rehearsed in a structured way order to move pupils into recognizing and changing their own behaviours. It was felt such a programme would need to build upon each pupil's knowledge of behaviours, include the teaching of naming behaviours and provide opportunities to develop expressive language skills. This would be evidenced through pupils being able to explain their behaviours more precisely. The programme would also need to include immediate feedback, encourage self-reflection and allow for high levels of over-learning by giving pupils opportunities to practice positive behaviour responses in different situations. Goals of the programme would need to be that the pupil is able to make independent choices which lead to positive behaviours.

The key staff were pleased that the research process had been well received by pupils. Pupil participation in the process had been high. Individual pupils had asked that the results of their interview be shared with relevant staff. A benefit of this was that staff realized how reflective the pupils had been. Staff began to plan for further

organizational change as it was clear that the available data could be used in discussions with pupils on an individual basis to inform the development of targeted interventions for them. This would form the next step within the RADIO model (Timmins et al., 2003). Brief exploratory discussion about KT, during the processing of information with stakeholders stage of the research focused on a possible programme of intervention for him which included extending his knowledge of positive behaviours, re-enforcing his practice of positive behaviours and engaging him in self-reflection on his behaviours through:

- sessions in school focusing on the language of self-expression;
- increasing naming vocabulary of behaviour;
- staff labeling the positive behaviours demonstrated by KT e.g. ‘you are being rewarded for.....’;
- engaging KT in structured reflective conversations about his behaviours;
- encouraging him to name his behaviour; and
- thinking about his thoughts and feelings and the impact of these on himself and others.

The author was not asked to evaluate the impact of any subsequent programmes.

The outcomes of the research in relation to the literature and research design sections of this study are discussed in the next chapter.

CHAPTER 6

DISCUSSION OF FINDINGS AND CONCLUSIONS.

6.0 Introduction.

This chapter of the study provides an opportunity to build upon the presentation of findings given in Chapter 5 by revisiting the research and literature frameworks which underpin it. The chapter begins with a discussion of whether the research has been successful in supporting the theoretical stance. The question of whether the research has met the framework for environmental and methodological partnership derived from Myers (1989) which supports its validity is considered next. The third section of this chapter considers the contribution the research makes to increasing adult knowledge and understanding of the behaviour of pupils who have delayed social and emotional development within the school. The fourth section considers the role of the Educational Psychologist within the research process. The chapter ends with concluding thoughts of the author for possible future developments arising from the research. The strengths and weaknesses of the study are reflected upon throughout the chapter.

6.1 Outcomes of the research in meeting the theoretical stance of the research.

The research proposition was that there is a clear link between a pupil's knowledge and understanding of their own social and emotional needs, the within-child skills of the pupil, and progress in their social and emotional development. The theoretical stance is that those pupils who have made most progress are the pupils who have most knowledge and understanding of their own behaviours and manage their own

behaviour on an independent level by drawing upon a range of within-child skills as described in Chapter 4.

It is clear that a number of tentative conclusions can be drawn from the evidence of the research as described in Chapter 5, despite the small sample size. These tentative conclusions have been arrived at by taking into account the pattern of results, pupil comments and staff views. The findings are supported by the evidence of earlier phases of research. The tentative conclusions are given below:

- There are stages in progress involving knowledge of behaviour, practising positive behaviours and being able to independently demonstrate positive behaviours.
- The stages can be recognised in pupils, each stage appears to require distinct and different skills are needed at each stage that have developed over time by building upon skills in the previous level.
- Progress is not determined by a single factor or environmental influence.
- Progress of pupils appears to be linked to an emerging understanding of their own needs and the needs of others.
- Pupils who appear to demonstrate similar patterns of social and emotional needs make varying amounts of progress.
- A pattern of within-child skills linked to progress was not identified.

There was a clear difference in the responses for the K and D groups, as defined in Chapter 3 section 3.7, demonstrating a transition from being able to identify and name behaviours but requiring high level of adult support to engage in these at the K stage to being able to self-reflect and take responsibility for their own actions at the D stage. Pupils in the D stage had to demonstrate a high level of ownership of their own behaviours as evidenced through their responses to the range of questions linked to within-child skills. This is demonstrated in figures 5.6 and 5.8 in Chapter 5.

Comments collected from pupils at the K stage suggest that they could easily be described by Goleman (1996) as being engulfed or accepting of their emotions e.g. ‘Sometimes I apologise but I don’t always see the point’, KT in table 5.1, and meeting only the early stages of Salovey and Sluyter (1997) in that they:

- Recognise and label emotions and feelings (particularly in others).
- Make semantic links between the words describing emotions.

And sometimes are able to:

- Prioritise thinking and identify important information about emotions.
- Identify emotions in themselves.

The functions of negative behaviours e.g. blaming others, disrupting a class to gain attention, is also evident. Pupils in this group also provided evidence of repressing, denying or blocking communication to avoid acknowledging their own behaviours, (Greenhalgh, 2002). This is evidenced through individual interviews included in Appendix 2.

Pupils included in the K group can also be described as benefiting from the support of the type of school environment referred to by Buchanan and McCalman (1989) and Newman (2002) in order to engage in positive behaviours i.e.

a supportive school environment; supportive adults and peer group, successful school experiences, active participation, valued social role, close relationship with mentor, participating in extra curricular activities.

The school had been consistently developing this approach since Research Project 1. This is evidenced in section 5.2 of Chapter 5 through statements such as ‘you must’,

‘Mrs....tells me to....’. Pupils in the K group either directly referred to or implied the importance of supportive adults, systems and structures in helping them manage their behaviours. Pupils in the K group, did not give responses that provided evidence that they had achieved the ‘dispositional attributes of the child’, Buchanan and McCalman (1989) and Newman (2002):

social competence, problem-solving skills, autonomy and sense of purpose, which in turn include, easy temperament, being active and good-natured, having positive peer role models, ability and attainments, good social skills, awareness of own strengths and limitations, having feelings of empathy, internal locus of control, sense of humour, being attractive to others.

In contrast, the pupils in the D group could be described within the framework of Buchanan and McCalman (1989) and Newman (2002) and Merrell (2008) for dispositional attributes as given in section 3.4.1 of Chapter 3, and figure 3.3, and the upper levels of Salovey and Sluyter (1997), linked to managing their own emotions, recognising changes in emotions, understanding the links between emotions and problem-solving and distinguishing between behaviour choices e.g. telling the truth or telling lies. The use of negative behaviours to self protecting by projecting blame, distorting details of events or repressing feelings, (Greenhalgh, 2002) were less apparent in this group. The impact of positive behaviours resulted in self-awareness, managing feelings, empathy, and motivation based on the questions asked. The D groups’ behaviours could also be described within the within-child factors of Warden and McKinnon (2003).

Pupils in the P group shared features with both the K and D groups. There was some evidence of emerging analysis of their own behaviours by pupils in the P group as described in section 5.4.3 of Chapter 5 which is supported by theories of social–

cognition and social and emotional development (Salovey and Sluyter, 1997 and Weare, 2000) described in section 3.5 of Chapter3. Scoring of responses for this group suggest transition from K to D.

It was clear from school records, that on entry to the school, pupils in the D group had demonstrated complexities of behaviour that were equal to those represented in the K and P groups of pupils. This is also evidenced by the pupil's own description of their past behaviours and school records. It might be assumed that this group of pupils followed the pattern demonstrated by pupils at the P stage that having knowledge and understanding of behaviours and being motivated to begin to take responsibilities for the behaviours with adult prompting are important to the process of change. It was unclear, however, at what stage pupils the pupils in the D group had begun to make changes in their behaviour or had begun to benefit from the positive impact of improved behaviour. It was clear from the findings that progress towards self-management of behaviours was not linked to academic achievement. Although those in the D group were able to articulate their own views about their behaviours this appeared to be linked to the ability to self-reflect and having an increased understanding of their social and emotional needs rather than being language enabled. This process of planning for change would need to build on the ability to use language in order to be able to self reflect and interpret social and emotional situations (Zeigenhain, 2004, Lindsay, Dockerall and Strand, 2007, and Botting and Conti-Ramsden, 2008). For some pupils the motivation to change came from the desire for increased peer respect, rewards and self-achievement, and working towards a positive future. Findings from the research suggest that there is a continuum of development.

6.1.1 A criticism of the research would be that tentative conclusions have been made based on a small sample even though the sample was purposefully selected to predict similar results (Yin, 2003) as discussed in section 4.6.5 of Chapter 4. In order to verify the findings further the research needs to be applied to a broader sample of pupils of a similar aged in different educational settings. It could also be argued that although there appeared to be definite differences between the K and D groups the explanation for the P group is more tentative. The results for P suggest a trend of progression from K to D skills but this could only be verified through a larger sample group demonstrating a consistency of results. Therefore the results for the P group should be interpreted with care. It is not clear that the research has answered the ‘why’ and ‘how’ questions associated with case design (Yin, 2003). It can be stated that pupils appear to move through stages of social and emotional development and that these stages can be defined. It is clear that each pupil has different strengths and different needs. Evidence from pupil responses to the semi-structured interviews, supported by staff views, indicated that as pupils increased their knowledge of their own behaviours, they were able to practice positive behaviours more consistently on an independent level which resulted in an increase in positive behaviours. It is not clear what triggered the levels of development in each pupil or when or how they began to change their behaviours.

6.2 Did the research meet the framework for environmental and methodological partnership of Myers (1989)?

The success of the research, however, is not only dependent upon the results and whether suitable conclusions can be drawn from them, but also on whether the design

of the research was fit for purpose in achieving the outcomes. This will be addressed firstly by considering whether the research met its environmental and methodological requirements (Myers 1989) described in section 4.1.1 of Chapter 4, and whether the conclusions were valid.

6.2.1 The environmental and methodological requirements of the research (Myers (1989) were adhered to. The boundaries and expectation of the research, i.e. the research environment being the school, and the expectation that staff and pupils would be involved were met. The research built upon earlier phases of enquiry as described in Chapter 2 of this study, and provided information for the staff in order to develop further phases of research or the implementation of suitable programmes of interventions which would cater for the different stages of development the pupils had achieved. Multiple Case Study design proved to be a suitable methodology for the research and supported the building up of a picture of strengths and needs across the cohort. Through the semi-structured interview it was possible to identify within-child skills in pupils, by gauging their knowledge about positive behaviours, their understanding of their own strengths, and their potential to change their negative behaviours to positive behaviours as a means to planning for progress

Joint planning for the research between key staff and the researcher was important in ensuring the success of the research. This was assisted by the researcher having a positive relationship with staff, having access to school records and being flexible in arranging visits at times which were convenient to staff and pupils. It was important that time set aside for the semi-structured interviews and discussion with staff was not pressured, so that the best possible information could be obtained. The availability of

rooms and quiet spaces for the semi-structured interviews ensured that the research could be conducted smoothly and pupils could feel comfortable and relaxed. Staff coordinated the timetable of interviews, made themselves available to discuss outcomes as appropriate and contributed their views when asked to do so.

The research was undertaken only with pupils at the school. The direct participation of pupils as research subjects enabled them to explain their own behaviours and how they would respond in different situations. Some pupils gave very detailed accounts of themselves during the semi-structured interview whilst others were less talkative. It was clear to the researcher that had closed questions been asked or had multiple choice questions been used then the breadth of responses would have been reduced significantly. Using the semi-structured interview and providing the opportunity for pupils to speak more generally by responding to the questions about their behaviours past, present and hopes for the future, created a balance of methods for presenting the research questions which appeared to fit into the different communication styles and developmental levels of the pupils. The flexibility of the semi-structured interview avoided the rigidity described by Merrell (2008) of standardized assessments designed to identify a specific pattern of behaviours. The variety of processes used to question the pupils, in the researcher's view, maintained their interest in the activity, made it personal to them and helped them relate the task to their own experiences. Other studies making use of pupil views and self-reflection linked to within-child skills, and social and emotional development were not identified during the planning phase. The study therefore makes a significant contribution to research.

The research met the criteria of Mertens and McLaughlin (1995) in that it was detailed and individual, non-standardized, and allowed for the diversity and qualities of the subjects to be demonstrated.

6.2.2 Barriers to the success of the research would have been staff not recognizing the value of undertaking the research, practical needs of the research being unattainable e.g. room space not being available, staff being disinterested in participating, pupils being unwilling to talk about their own behaviors, pupils being unable to use scaling with some level of consistency, school records not being made available to assist with triangulation and verification of findings. The success of the research was dependent upon the developments which had taken place within the school.

The findings from the research can be challenged because the semi-structured interview and results are non-standardized. The semi-structured interview was designed to obtain evidence of within-child skills present in pupils. The within-child skills were compiled for the purpose of the research following a literature search and in-service training with staff. The within-child skills and the questions selected could be described as context-specific and open to critical appraisal as they had not been evaluated as being the most appropriate to use prior to this research. Each of the questions had the capacity to reflect answers supporting several within-child skills, the questions could be criticized for having too broad a focus which weakens the potential to gather specific information about each within-child skill. If the research was to be repeated then a different group of staff may wish to identify other within-child skills to be evaluated and scrutinize the questions to ascertain whether they would be appropriate for another group of pupils in the same or a different setting.

The questions would need to be revisited to determine whether they were able to obtain the information being sought.

In Chapter 4 the author states that developing a coding system for possible responses was challenging. The raw data was only scrutinized by the researcher. The researcher relied on pupils giving precise answers with key phrases e.g. 'You would...' 'I would...', 'I do....' type statements as described in table 4.5 in section 4.7.2 of Chapter 4. Inferred answers were not accredited. Although the consistency of the approach of the researcher was critical to the interpretation of the findings, linked to relevant literature (Robson, 2000) the involvement of a second researcher would have allowed mediation of the analysis of the recording, coding and analysis of the data and interpretation of less precise answers .

The ethical requirements of Farrell (2005) and Alderson (2005) were met through the planning stage by involving the pupils, and during the process of conducting the semi-structured interviews by asking appropriate questions and interpreting the findings in terms of potential for achieving positive outcomes for pupils. The positive outcome resulting from sharing information with adults about the contents of the semi-structured interviews was not planned for until after the pilot. There was a possible risk to pupils by sharing the information in how the adult might respond to the information and how they might discuss the information with the pupil.

6.3 The contribution of the research to increasing adult knowledge of pupil behaviours.

The total period of research activity has been successful in moving the thinking of staff at the school away from connecting poor progress with negative life experiences and from predetermining outcomes of young people based on previous history. This research project has been focused on establishing a link between within-child skills and progress which is sufficient to influence the development of future actions within the school. The research has provided evidence to make staff aware that pupils are at different stages within their social and emotional development and that interventions targeted at developing within-child skills, increasing motivation, ownership of behaviours and personal planning are required if the positive outcomes described in Chapter 4 and desired by staff are to be achieved. The study does not answer the question as to ‘why and how’ pupils have the different skills needed to manage their own behaviours or how and when these are acquired. It has to be acknowledged that the semi-structured interview is a restricted measure of achievement.

The study has been successful in generating discussion amongst key staff about early intervention and prevention approaches i.e. focused teaching and learning opportunities at home and school in social and emotional skills. It has provided the evidence to support the further development of activities in the school to support the development of the competencies and within-child skill pupils need to be able to demonstrate positive behaviours. The study has provided the evidence through the pupil profiles that pupils have different strengths and needs and that the pattern of progress is very individual to each pupil. This relates strongly to the conviction of

Cefai (2008) and McCarthy (2004), that what might be a barrier to progress for one child might be an opportunity for another.

6.3.1 The findings of the research have the potential to influence school improvement, continued action research within the setting, and adult learning.

When staff had been made aware of the results of the research, they reflected on the possibilities of how the descriptions of the stages K, P and D could be underpinned by questions staff could ask to provide a short base-line assessment for pupils in the future. It had been understood that change from the demonstration of negative to positive behaviours is a long-term process. If interventions were to be appropriately targeted then it was important to determine the level of support which was required. The individual evidence already gathered from the semi-structured interviews for the cohort of pupils involved in the research would inform the planning and development of appropriate programmes of support for them. As a result the study has the scope to benefit the young people who participated and continue to attend the school. The staff were concerned that similarly targeted programmes should be put in place for future pupils.

Staff were interested in developing a number of exploratory questions relating to the K, P and D stages based on the evidence derived from the semi-structured interviews, and the research and literature described in Chapter 3. The purpose of this would be to help them base-line pupils on entry to the school, objectively analyze pupil needs and put in place appropriate interventions in order for pupils to start to achieve the outcome for special schools given by Ofsted (1999) p11;

learn self-control, build social relationships and behave well.

Such interventions might include programmes which develop early skills required in the first steps of acquiring emotional literacy (Qualter et al., 2007). These would include: language programmes supporting socio-cognitive development and the development of social skills in adolescents, (Botting and Conti-Ramsden, 2008), the recognition of positive behaviours as a first step to developing within-child skills, (Warden and McKinnon, 2003) and the ability to recognize and label feelings and emotions, being able to make the semantic links between the words that describe emotions, and being able to identify important information about emotions, (Salovey and Sluyter, 1997). Reference to the staged model used for the research supported by more detailed information provided by Goleman (1996) Salovey and Sluyter (1997) would aid the development of interventions.

6.3.2 Through the involvement of pupils in the research the staff at the school realized the potential of pupil participation in the day-to-day management of their behaviours. Staff had been surprised at the levels of self-reflection shown by the pupils. Those pupils interviewed in the P group demonstrated that they had begun to realize the benefits to themselves of demonstrating socially acceptable behaviours (Glassman 2000) e.g. 'If I am good I can chose and plan my own activities', 'Its about choosing the right behaviour'. There was an increase in evidence of problem-solving or forward planning e.g. 'If I want to be friends with someone I would ask them'. Some pupils in this group acknowledged that they could do more to improve their behaviour and felt that rewards helped. A challenge for adults in taking this information forward and

reflecting it in programmes of intervention would be to encourage higher levels of self-reflection and intrinsic motivation to change within pupils. Staff became aware that any programme developed to maximize progress and would need to take into account the following guidance from McCathy et al (2004) p.2:

- Alter the pupils perceptions and exposure to risk;
- Reduce the chain reaction of negative behaviours;
- Help the pupil improve self-esteem and efficacy; and
- Create opportunities for change.

A programme of intervention would also need to take into account that pupils would also require:

- opportunities for over-learning and consolidation of behaviours which are being acquired;
- opportunities to increase their resilience to negative influences that might restrict progress or maintain negative behaviours;
- opportunities to continue to build up personal attributes or within-pupil skills; and
- opportunities for consolidation and continued support for making independent choices linked to self reflection.

Throughout the research it was apparent that pupils in the K group did not demonstrate a high level of independence in choosing or selecting appropriate positive behaviours by themselves, or in problem-solving, suggesting limited awareness and conscious thought of own behaviours (Ayers et al, 2001). This drew the attention of staff to the need to ensure that pupils had clear opportunities to make behaviour choices as a means to enhancing their development of cognition and social and emotional development (Ayers et al, 2001). By including activities in a programme designed to encourage choice-making and problem-solving, pupils would be supported in moving towards the second stage of development: having knowledge of positive behaviours and being able to engaging positive behaviours with support.

It was evident from the responses of the D group of pupils that they were able to demonstrate a range of competencies as defined by the staff and skills in the five outcomes described by Gresham and Elliott (1993);

- Peer acceptance
- Significant others' judgement of social skills
- Academic achievement
- Positive feelings of self-worth
- Positive adaptations to school

Staff learnt that pupils in this group demonstrated a greater understanding of the feelings of others, the impact of their negative and positive behaviours on others and how others perceived them. The responses of this group of pupils indicated that they had moved away from the definitions of negative behaviour given in the literature section of this study, Glassman (2000) and were at a stage of development where they were able to meet Glassman's descriptors for socially desirable behaviour, altruism, control of aggression, being able to explain feelings, and engage in reparation, even though they still required adult support on some occasions. Weare (2000) suggests that there are clear stages in the development of emotional literacy. This group of pupils provided evidence that they were able to meet the descriptors of Weare's upper stages by being able to reflect, think in abstract terms, see possibilities, and link cause, effect with future impact to aid self planning thus demonstrating some maturity in thinking and improved dispositional attributes (Buchanan and McCalman, 1989 and Newman, 2002). This group of pupils were able to sustain such behaviours over a longer period of time than the other two groups of pupils and provided evidence of emerging capabilities (Merrell, 2008). Staff were aware that the research had only assessed behaviours in one setting and that any programme put in place for this group of pupils would need to continue to build on the skills they demonstrated, so that

positive behaviours would be transferable to other settings including home and on work experience.

6.4 The role of the Educational Psychologist within the research process.

The role of the Educational Psychologist in this study has been to lead the research within the school, and analyze and present the findings in such way that staff could make future plans. It provides justification for the role of the Educational Psychologist in providing systems work within schools. The Educational Psychologist, the author, has used evidence from literature and research to create a framework for the evaluation of school improvement activities over a period of time and evidence to enable a common definition of complex needs to be used across the school. The opportunity for the research has arisen because the school wished to focus on social and emotional progress rather than academic progress.

The RADIO model (Knights and Timmins 1995) has provided not only a framework for organizational research, but also for the work of the Educational Psychologist in being made aware of needs of the organization, establishing a framework for researching that need more fully with the agreement of the setting and as a result of evidence collected, propose actions. The role of the psychologist as researcher practitioner in this study has enabled individual pupil needs to be assessed using a structured approach, enabled outcomes to be described and facilitated discussions about future programmes of interventions. The development of the semi-structured interview was a challenge to the researcher but it was a valuable tool in obtaining the views of pupils as part of the research process. It emphasized the importance of

taking into account what the pupil thought about their own behaviours. Interpreting the results in terms of pupil constructs, reframing pupil views to obtain further insights, assessing developmental needs, language skills and cognitive abilities are skills within the Educational Psychologists' repertoire. The detailed information provided has been appreciated by staff. It is therefore anticipated that any intervention programmes devised as a result of this involvement should be more meaningful to the pupil. Modelling the use of a semi-structured interview by the Educational Psychologist has encouraged staff to think more carefully about how they use their mentoring time. The value of using Educational Psychology time in the school for project work with a broad application has been recognized.

The Educational Psychologist has not been able to predict when pupils might move from one stage of development to another or described the order in which new skills need to be acquired to enable this to take place.

The continued use of the semi-structured interview with subsequent new admissions to the school, by the researcher or staff at the school, with appropriate training, would enable the study to be extended and results refined.

6.5 Concluding thoughts.

The outcomes of the study provided sufficient evidence for staff to consider that the within-child skills pupils bring to the process of changing negative to positive behaviours through their different stages of social and emotional development are important to the change process. The findings of the research are comprehensive

enough to support the development of further phases of work within the school as part of the RADIO approach to school improvement (Timmins et al, 2003). Future actions might include developing assessment processes of individual pupil needs, and establishing individual and small group programmes to support pupils in developing competencies, or at similar stages of development, based on the results of the semi-structured interviews.

The contribution of the pupils to the study was crucial to its design. Had the pupils not participated in the research then the data collected would have been greatly restricted. Involving the pupils in providing evidence for the research provided a real world perspective to the findings and influenced the perspectives of staff.

Undertaking the research within the structure of the RADIO framework (Timmins et al., 2003) has been valuable to both the researcher and the school which now has increased confidence in putting in place evidence-based programmes of intervention. An untested impact of undertaking the research was whether any pupils engaged in further changes or reflections of their behaviours after the completion of the semi-structured interview which a number of pupils said they had found useful and helpful.

The study gave an opportunity to provide a pupil perspective of behaviour to contextualise adult perspectives reflected in DCSF documents and much of the literature which discusses the development and management of social and emotional skills in schools.

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Appendix 1

Pupil and parent leaflets
Letter introducing the research
Semi-structured interview

Example of letter

Service address

Dear Parent,

..... School have asked me to talk to some of the pupils about their progress. The school would like your son/ daughter to participate. I will ask your son/ daughter about the behaviours of characters in stories, their own behaviours, rewards in school and their hopes for the future. School will use the information to set targets. A report will be written at the end of the project describing the findings but the names of all of the pupil who took part will not be included. The report will be available to the teachers and governors. It will also be part of some work with the Educational Psychologist for the school and Birmingham University

This activity is voluntary but I hope that will be able to take part. Please complete the tear off slip at the bottom of the letter giving your consent and return it to school in the home to school book. If I do not receive a completed consent form then your son or daughter will not be expected to take part.

Yours ,

Head of Year

Name of pupil.....

Year

I give permission for to take part in the activity. I have read the leaflet and know that this is a voluntary activity.

Signed.....

Date.....

Parent/ guardian.

The Semi-structured Interview

..... **School**

and

.....**Educational Psychology Service**

Pupil Questionnaire

Name.....

Year Group.....

Date.....

Confidentiality information.

Thank you for coming and agreeing to take part in the questionnaire. I am going to ask you about the behaviours of some pupils in stories, and your own behaviours in the past, what they are like now and how you would like to be in the future. 15 pupils are taking part all together. When I have asked everyone I will write up all the information into a report and your name will not be included. This means that what you tell me today will stay private unless you want me to tell your mentor. If you tell me something which might be harmful to yourself or another person then I will have to talk to MS..... Your num and dad/carer knows about the questionnaire. You can choose whether or not you want to take part. If you don't want to answer a question then you can say so. We will be together for about 40 minutes.

Other Person

Making relationships with others

1) Jo is new to the school and your year group. Who would help Jo settle in?

If you were Jo how would you get on?

What would you find easy/hard?

How would / did you feel about meeting new people?

What do you think makes it easy/hard to get on with new people?

If you had to go somewhere new tomorrow – how would it feel, how would you get on?

Having Social Confidence

2) Sam has been chosen to represent the school by showing people round, going to presentations in the town etc. Sam thinks he will be really good at this.

What do you think will make Sam be really good at this sort of thing?

Are you like Sam at all?

Positive Attachments

3) Desert islands – you are going to a desert island for a holiday.

You can take 3 friends – who would they be and why?

You can take 3 members of your family – who would they be and why?

Significant other

- 4) Kelly is in year 9. Kelly needs help with some things. Who do you think is the best person to help Kelly;

Choose options

Find work experiences

Finish homework

Get new shoes

Get a lift to a friends.

Who helps you the most?

Independent thinking/ Problem-solving

- 5) Here are some things to think about – What would you do?

Someone you know just stole something – what would you do?

You want to talk to someone about something personal – What would you do?

You want to be friends with someone – What would you do?

You need a new pair of jeans – What do you do?

Responsibility

- 6) What does responsibility mean to you?

How good do you think you are at looking after yourself?

What are you good at choosing for yourself?

How do you deal with your mistakes?

You need to sort out a problem for yourself – how do you do this?

When is it useful to have an adult about?

7) Anything else you would like to say about yourself?

8) Anything you would like to say about this activity?

Behaviour past, present and future.

Past

On this page tell me about your behaviour before you came here?

Can you give me some examples?

Why do you think it was like this?

What made it worse?

What made it better?

On 1-10 where do you think you were?

Now

How would you describe your behaviour now?

Can you give me some examples?

Why do you think it is like this?

What has helped?

On 1-10 how would you rate yourself?

Where would you like to be now?

How do you think you could get there?

The future

What would be your ideal self?

How can you get there?

Who can help you?

What needs to change?

On 1-10 where do you think you are?

Appendix 2

Results of semi-structured interviews per stage

Stage 1 – Knowledge of positive behaviours

Results for KT

Context

KT had transferred to the school from a primary setting where he was observed and reported to have bullied younger children, refused to engage in his work and lacked co-operation. At home he fought with his sisters. His parents tended to accept his behaviours and could not see how they could be changed. Over time KT could recognize his behaviours but found it difficult to modify them.

Figure App2.1

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem - solve	6) Responsible for self	7) Any other information
Self- achievement							
Being able to problem-solve effectively							
Responsibility	.					Tell someone	
Understand own needs						I sulk – I don't talk it through – I should – Sometimes I apologize but I don't always see the point. Mrs. B says I some times need space and then I can talk	Bit easier to talk about behaviour now - sometimes Getting rewards is good I don't want to remember about the past- not good thoughts
Understand needs of others	Nervous; didn't know anyone, hard, like where to go and who was who.						
Having independence						I am not good at choosing for myself –	

skills						I go with the crowd.	
Having social confidence	I like to meet new people but there were too many people here. At CC school I knew lots of people. I only knew one person here.	Sam would be knowledgeable, know what he was talking about and be polite I like to show people around.					I hadn't thought about how hard it is to talk to new people. That's normal isn't it?
Sense of belonging	RSW Adults Peers show where to go.		I'd take three friends I have known from playgroup. We do things together- (Spoke positively about them – good fun). I would take my cousin and sisters.		Getting rewards is good. I can go on the dingos today.		
Being able to make and sustain positive relationships with peers	I'd talk about the school – not sure what else I would talk about.		Friends from playgroup – out with them a lot at home. I have got some friends at school but we fall out a lot.		Just go and talk to them.		

Being able to make positive relationships with adults; significant other				Care staff and parents identified for all questions and by name.		Adults are helpful sometimes when things are going wrong.	
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Responses to questions for KT

Figure App2.2

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement								
Being able to problem-solve effectively								
Responsibility						K		1
Understand own needs		.				K P K	P K	7
Understand needs of others	K							1
Having independence skills						K		1
Having social confidence	K K	K K					K	5
Sense of belonging	K		P K		P			6
Being able to make and sustain positive relationships with peers	K		P K		K			5
Being able to make and sustain positive relationships with adults; significant other					K		K	2
Total for within-child skills								28

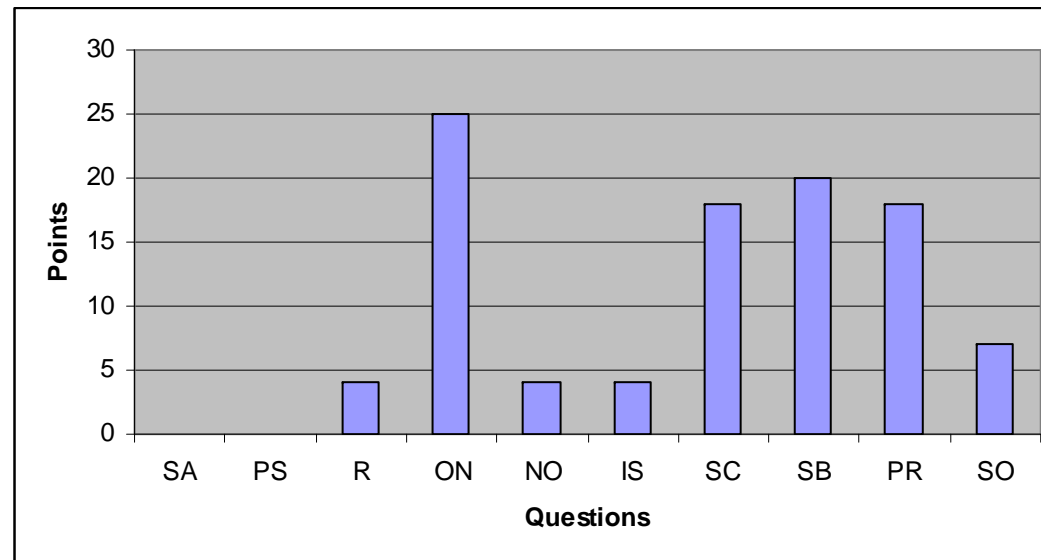
Coding of responses.

Figure App2.3

Stage	K	P	D
No of comments	18	5	0
Total points	18	10	
% of total score of comments (28)	64 %	36 %	0

Scoring of coded results

Figure App2.4



Graph showing responses to questions as a % of total responses

Self reflections of behaviour

- Past behaviour; I was not very good. I disrupted the class, bullied little kids. Hanging out of my bedroom window. Shouting at neighbours. Messing about, shouting out, arguing and being rude to teachers.
- Present Behaviour; disrupting the class; I get bored. I'm in division 2 for behaviour. I shout out/ swear. It depends on the class and subject. If I don't like the subject I would do it more. I suppose I do it for attention and to show off. I'm alright on the house area at the moment. I get up. I walk off and refuse to come back. Getting points helps. Mr C says I have to start to ignore people now.

KT had aspirations for his ideal self. He again demonstrated that he was aware of what he needed to achieve but did not rate his achievement level very highly;

- Ideal self; get back to mainstream. Get on with others. Show others that I can do it. Ignore others, not get distracted, get down to work. Be home every night. Have more friends at home. I am about at 3 or 4 in being like this (out of 10). I can control my behaviour. I get bad moods – I need to control these. My RSW is really helpful because she reminds me. I sometimes ignore her but it is good. She is my mentor.

Observations and analysis

KT gained his highest range of scores, 64%, in the K stage; knowledge of behaviours. KT scored 36% in the P stage demonstrating an ability to practice some positive behaviours with support. His use of positive behaviours, included practicing successful social activities with friends from

home, and liking to show people around. KT's self reflections of behaviours suggested that he continued to rely on external loci of control for structure and behaviour management. He indicated how he used his mentor to help him with his behaviours. He spoke about his negative behaviours and lack of hope in changing these. He indicated knowledge of positive strategies. There were no D scores. KT's responses to the third person questions indicate that at home he had some long standing friendships but this was not reflected in school. KT has strong family ties.

KT indicated that he was happiest talking about current behaviours rather than past behaviours and said he did not want to think about those times. He did indicate he would like his behaviour to improve but gave no indication that he could contribute to his progress or make any effort to change his behaviours. He had hopes for the future but body language and tone of voice at the time of the interview suggested that he did not think these were within his grasp. Within the interview it was difficult to establish the level of motivation KT had to change his behaviours; this was not explicitly stated.

Staff views

Staff felt that KT was a bully and found it difficult to make and sustain friendships in school. They received complaints from other pupils about him on a daily basis. They confirmed that KT was inclined to sulk a great deal. He liked to do his own thing and on those occasions would be

perfectly amiable but if pressed to do something he did not want to do he became moody and uncooperative. Academically KT was capable of accessing the curriculum but did not always do this. The main area of concern was his social interaction with others. Within school KT did not have a strong friendship group.

Conclusion

In the semi- structured interview KT was reflective of himself in the behaviour past, present and future questions but gave a sense of accepting the status quo rather than seeing potential to own or being able to change his behaviours for himself. He demonstrated an understanding of what was acceptable and not acceptable behaviours yet he reported examples of classroom behaviours from the past and present which were very similar; there had been very little change; being disruptive and shouting out. Some comments demonstrate conflicting stances or view points of his own behaviour, moving from the ideal to the reality of the situation; 'I'm alright on the house area at the moment', against 'I walk off and refuse to come back' or 'I can control my behaviour' to 'my RSW reminds me.. I sometimes ignore her'. There was an indication that KT could engage in changing behaviours but did not do so. Within his own comments about his behaviours there is evidence that behaviours held a function for him; relieving boredom, and getting attention. An action from the findings would be to extend his knowledge of positive behaviours, to re-enforce his practice of positive behaviours, and to engage him in reflection about how he can take responsibility for his behaviours.

Results for KJ

Context

KJ had been at the school sometime and transferred there in year 7. He did not integrate into his mainstream secondary at all and has been difficult to integrate into his current school. It was felt that he was making progress, socially and emotionally and had attended camp but work experience demonstrated the limit of this progress. School sought a diagnosis of ASD. KJ has high levels of anxiety and need for sameness. On one work experience he insisted on coming back to school to go to the toilet and refused to engage in a task he was asked to do. The placement had been chosen carefully because of the high level of support available. A more successful work experience was found near to home where KJ could look at the electrical equipment in the shop as long as he helped the customers. KJ was described as being very insular and having few friends. He was reported to like to play football and have his routines. School confirmed that he was the same at home. He appeared to be resistant to thinking about how he should be responsible for himself and his behaviours. Negative behaviours have reduced due the structure and systems of the school but staff feel he is probably the most vulnerable student the school has on role.

Figure App 2.5

Questions 1-7 matched to the within-child skills.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem- solve	6) Responsible for self	7) Any other information
Self-achievement							I am going to do football with younger kids. (Most definite and positive comment in the interview but no planning to support the statement.)
Being able to problem-solve effectively							
Responsibility	.					Many don't know responses.	
Understand own needs	Every thing is hard, Didn't know anyone. Didn't know what to do.					Don't know – I like some foods.	

Needs of others							
Independence skills							
Social confidence	Very nervous – I don't like meeting new people.	Don't know. Not like Sam. I don't like being in the classroom – people doing things – threatening others – not comfortable.					
Sense of belonging	If mum takes me I might look forward to going somewhere new.		I'd take Mum, dad and my uncle because he is a good laugh.				
Able to make and sustain relationships with peers			I don't have friends – if I really had to I would take M, C and J. J would be OK for the football.			Don't know – you have to try I suppose.	
Being able to make a positive relationship with an adult; significant other	Teachers			I'd do it myself or ask Mum or Dad or maybe Mrs. O.	Mum.	Get mum to do it.	

Responses to questions.

Figure App2.6

Questions 1-7 matched against within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement							K	1
Being able to problem-solve effectively								
Responsibility								
Understand own needs	K						K	2
Needs of others								
Independence skills								0
Social confidence	K	K						2
Sense of belonging	K		K					2
Able to make and sustain relation-ships with peers			K		K			2
Being able to make a positive relationship with an adult; significant other	K			K	K	K		4
Total for within-child skills								13

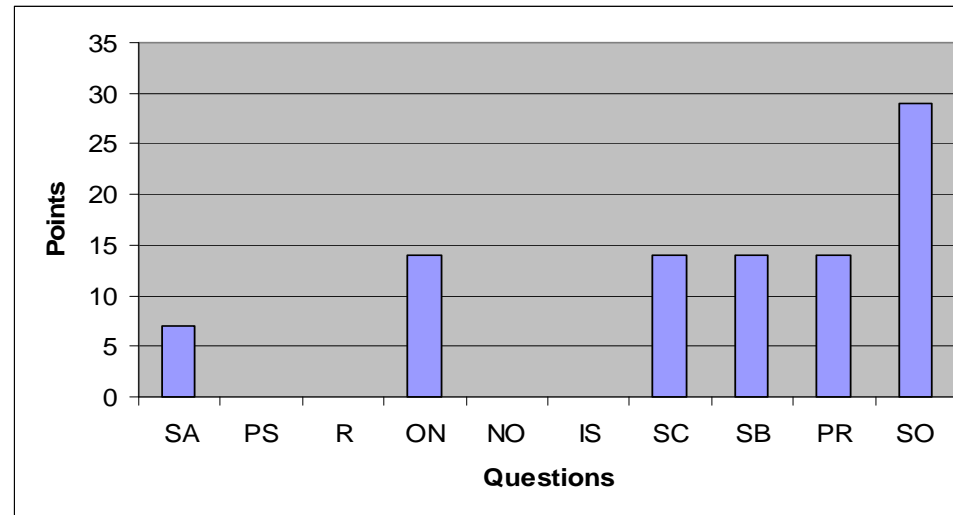
Coding of responses

Figure App2.7

Stage	K	P	D
No of comments	13	0	0
Total of scores	13	0	0
% of total score of comments (13)	100 %	0	0

Scoring of coded results.

Figure app2.8



Graph showing responses to questions as a % of total response.

Self reflection of behaviours

- Past behaviour; I was excluded; I refused to go into lessons, I was swearing. I liked football. I don't see anyone from there now. It was a big group. Not very comfortable with it. Lots of rooms. I would like to visit. I was unhappy. It was 3/10
- Present Behaviour; 5/10. Work experience is going well. Going home is going well. Staying at school is annoying. Doing OK. Don't know what helps. Not many friends near home – we moved house. I have no garden to play in.
- Ideal self; not sure. Work with phones – I like phones – help people with mobile phones. I fixed my sister's friend's phone. I don't know any more.

Observations and analysis of results.

The results from KJ's responses suggest a high reliance on adults and especially his mum, and low level of engagement in positive behaviours from his own initiative. Self reflections of behaviours suggested that he relies on external loci of control for total support and problem solving. He resists anything which challenges him or takes him from his comfort zone. He is not trusting of others. He is reluctant to engage if he does not want to and this results in defiant behaviours but the root cause does seem to be high levels of anxiety. KJ gained all scores in the K stage; knowledge of behaviours. He alluded to the negative behaviours of others. He spoke more positively about his current behaviours than past behaviours but this was not substantiated by staff views. He scored himself as 3/10 in the past and 5/10 now. His scoring was linked to the

environment rather than himself i.e. the cause of his behaviour being external to himself. He could not elaborate on how he might have improved the outcomes for himself.

KJ indicated that he was happiest at home but felt that a house move had deprived him of play space and a garden for football.

Staff views

Staff felt that KJ had made little progress in the time he had attended the school in building relationships with others and developing social confidence. He continued to be very focused on his own needs linked to familiar activities rather than seeking new opportunities. He was aware of positive behaviours and generally complied with adult requests but lacked independent thinking skills. He was known to have a sense of humour but this was rarely seen; anxiety being the prevailing emotion expressed. He performed well in the school play but was a reluctant participator. KJ presented differently when allowed to play football.

Conclusion

KJ was able to demonstrate that he had some knowledge of positive behaviours but this needed to be extended. He had a narrow perspective of himself, his needs and support systems. He did not provide the evidence to suggest he had developed a sense of responsibility for his own behaviours. It appeared that he did not want to engage outside his home or comfort zone. KJ is likely to need support in extending his

knowledge of positive behaviours, understanding the benefits of such behaviours for himself and building up the confidence to self reflect. He meets some aspects of the first stage of Salovey and Sluyter (1997) in his social and emotional development but his internalisation of difficulties i.e. not seeing the advantages which he might have from engaging in a world outside of himself, is inhibiting his development.

Results for KC

Context

KC had arrived at the school a number of weeks before the research was undertaken. KC had been permanently excluded from her previous school. She had attended a number of schools. Staff described her as being reluctant to take responsibility for herself and her own actions. She had a limited trust of the staff. In the past she had made an accusation that a teacher had assaulted her. She was known to abscond, and engage in sexualized behaviour, she required high levels of supervision. She was currently in isolation on a regular basis for negative behaviours, but through this had made small steps of progress in realizing she needed to adhere to basic school rules and expectations. She has made some progress in making friends with other pupils, she was interested in attracting the attention of the boys but was quite insular with the girls.

Figure App2.9

Questions 1-7 matched to the within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement							None
Being able to problem-solve effectively						Sometimes I can get out of difficult situations. Work mistakes are OK. I ask	
Responsibility	.						
Understanding own needs	I'd be OK It's a bit scary meeting new people	I'm not sure – I think I'd like to be like Sam				Don't know Not sure how to sort out for self I can talk to Mr C I am not good at staying out of arguments	

Needs of others	<p>The work might be hard.</p> <p>It would be hard to know where to go</p> <p>Coming to look round helps.</p>	Sam would be good in school and good at subjects. He'd be good to staff and well behaved					
Independence skills						<p>I'm OK at looking after myself.</p> <p>Mr C says I am not good at choosing the right behaviour yet</p>	
Social confidence						I'm not good at explaining myself	
Sense of belonging	Pupils show her round and things		I'd take 3 friends from home – named.	<p>Identified adult in roles who could help e.g. teacher – no names.</p> <p>Mum and dad figured highly.</p>	I'd ask Mum to go to town with me to get me jeans		
Able to make and sustain relationships with peers	<p>Telling your name helps</p> <p>You have to talk to people</p> <p>I'd talk about the other school</p>				<p>Don't know</p> <p>Ask someone to be your friend?</p>		

Being able to make positive relationship with adult; significant other			I'd take my Mum, Dad and brother because I get on well with him. I miss my mum and dad.			Don't know when it is good to ask an adult	
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Responses to questions

Figure App2.10

Questions 1-7 matched to the within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement								
Being able to problem-solve effectively						K P (confirmed)		3
Responsibility								
Understand own needs	K	K				K K		4
Understand needs of others	K K K	K						4
Independence skills						K K		2
Social confidence						K		1
Sense of belonging	K		P	K P	P			8
Able to make and sustain relation-ships with peers	K K K							3
Being able to make positive relationships with adults; significant other			P					1
Total for within-child skills								27

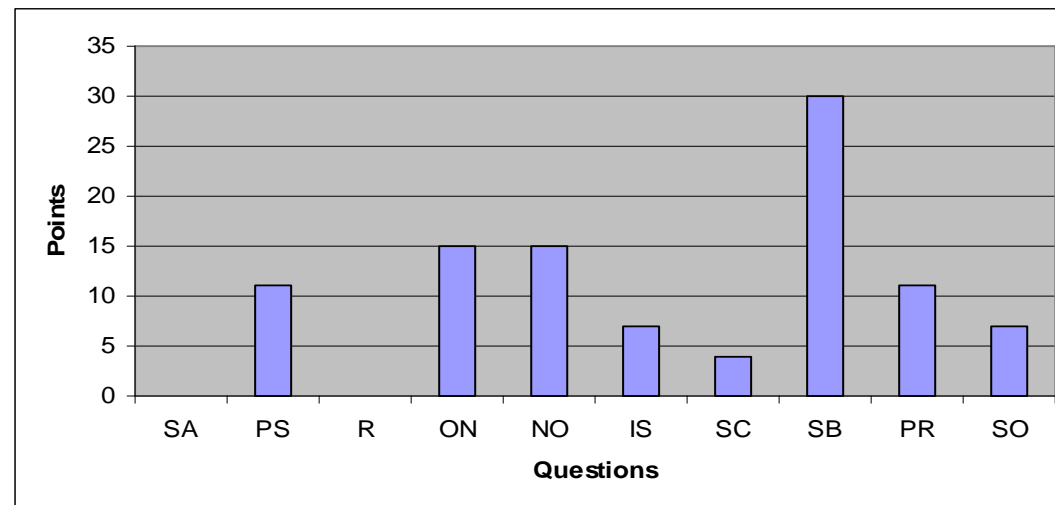
Coding of responses

Figure App2.11

Stage	K	P	D
No of comments	17	5	0
Total scores	17	10	0
% of total score of comments (27)	63%	37%	0

Scoring of coded results

Figure 2.12



Graph showing responses to questions as a % of total response.

Self reflection of behaviours

- Past behaviour; always in trouble, I used to walk out of class and have fights. About 5/10. I didn't like maths. I didn't like most of the subjects; no reasons given for why this was. I can't remember. What were the good things; swopping schools; sometimes that was hard but mostly easy
- Present Behaviour; sometimes fighting, call people names, still walk out of class, I swear. I like maths now (teacher). I get lots of help – that is good. I flip. I am not sure why.
- Ideal self; not to get into isolation. Don't start fights. Loving. Can be stroppy but OK. Do jobs well. Have time out. My target this week is to use time out when needed. My target next week is not to use bad language.

Observations and analysis of results.

KC gained 63% of her scores in the K stage; knowledge of behaviours. She scored 37% in the P stage but her use of positive behaviours, as recorded on the day was the ability to ask for help in class, ask her mum when she needed clothes and be clear about the friends she might take on a desert island and why. There were no scores in D. KC's self reflections of behaviours suggested that she relied on external loci of control for structure. Her responses were hesitant and on several occasions she said she did not know or declined to respond. She seemed to have some knowledge of positive behaviours e.g. Sam....would be good to staff, but would not commit herself to acknowledging these about herself. Staff had reported that she was finding the structure and expectation of school difficult to accept, this might have affected KC's response to the

questions and interview. KC's views of her self, and behaviours past and present, indicated that she was happiest talking about the here and now rather than the past; she did not project her thoughts to the distant future but again remained with what was important for the next two weeks.

Staff views

KC had made an uneasy start to the school and behaviour management; use of sanction and rewards, was being utilized on a daily basis to set targets with only a limited number of staff involved. This was also to avoid her manipulating adults. KC was beginning to respond by learning the links between cause and effect and how to make positive choices. Staff were targeting a reduction of inappropriate language, and aggressive behaviour designed to attract maximum attention. It was early days and staff could make only limited comments.

Conclusion

KC was able to demonstrate that she had some knowledge of positive behaviours but this needed to be extended so that she was able to name, acknowledge and recognise her behaviours. She was aware that she needed to make some changes to her behaviour and that she had some targets to meet. She currently relied on adult intervention to control her behaviours. It is apparent that she has difficulties in managing her own feelings and emotions and that this was a challenge to her in her new school. She was aware of her immediate goals but was struggling to meet them. KC appeared to be feeling overwhelmed and engulfed by her emotions and the new situation she found herself in.

Results for KS

Context

KS had attended the school for four years. He transferred from a secondary school just before getting excluded. He was considered by staff to have made limited progress. He was described as having no boundaries at home. It was felt that he did not take responsibility for his behaviour and parents have reported to school that his behaviour makes them unhappy. KS is reported to be very reliant on adults to set boundaries. KS told me how he had had a recent brain scan and he had been told that some parts of his brain were under developed and that was why he behaved in an immature way. KS was not very communicative and although all questions were understood he found it difficult to provide answers; understanding of good behaviour was general; no swearing, being good, no messing around.

Figure App. 2.13

Questions 1-7 matched to the within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement						I tidy my room and wash up at school now. (Job rota.) 7/10	None.
Being able to problem-solve effectively						I can get work right on my own. (No example given.)	This helped me think.
Responsibility	You'd have to be polite.		I might take A – he is sensible – I am not really.		I'd tell someone	Take care of yourself and when people trust you - you can go off on your own. (No examples given - not let out at home at the moment).	I need to turn myself round and be more grown up. (Couldn't give an example).
Understanding own needs	I think it would be hard at first but I think I would be OK. Its Ok if you know someone –	Sometimes I show people round – I answer their questions.			I'd go to a teacher.	Speak to someone – they do it. I can choose trainers and jeans – like these.	

	I knew T.						
Understanding needs of others	I think you have to show then round. They would be scared and shy.	Being good having GCSEs being polite. Don't know anything more.					
Independence skills						Mr C says I don't make good choices	
Social confidence	I might be scared but I am more confident now – like going to work experience. Most people don't know what might happen.			Everyone helps me.	I'd play football – to be friends with someone.	I'm not good at explaining myself.	
Sense of belonging	Pupils and teachers help.		I'd take 3 friends from school – named. Friends who will do things with you.	I can get help if I need it Mum and dad figured highly in giving help.	I would ask Mum to go to town to get my jeans.		
Able to make and sustain relation-ships with peers	I just speak to people.		Friends who are good influence – known them a long time in school.	Friends help. (options)	Speak to them and play out.		
Being able to			I'd take my	Identified specific		When I am upset I	

make positive relationship with adult; significant other			Mum, Dad and older sister-. I miss them.	adult in school who could help.		get someone to talk to.	
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Responses to questions

Figure App2.14

Questions 1-7 matched to the within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement						P		2
Being able to problem-solve effectively						K	K	2
Responsibility	K		K		K	K	K	5
Understand own needs	K P	P			K	K P		9
Understand needs of others	K K	K						3
Independence skills						K		1
Social confidence	D K			K	P	K		8
Sense of belonging	K		K	K P	P			7
Able to make and sustain relation-ships with peers	K		P	K	K			5
Being able to make positive relationships with adults- significant other			K	K		P		4
Total for within-child skills								46

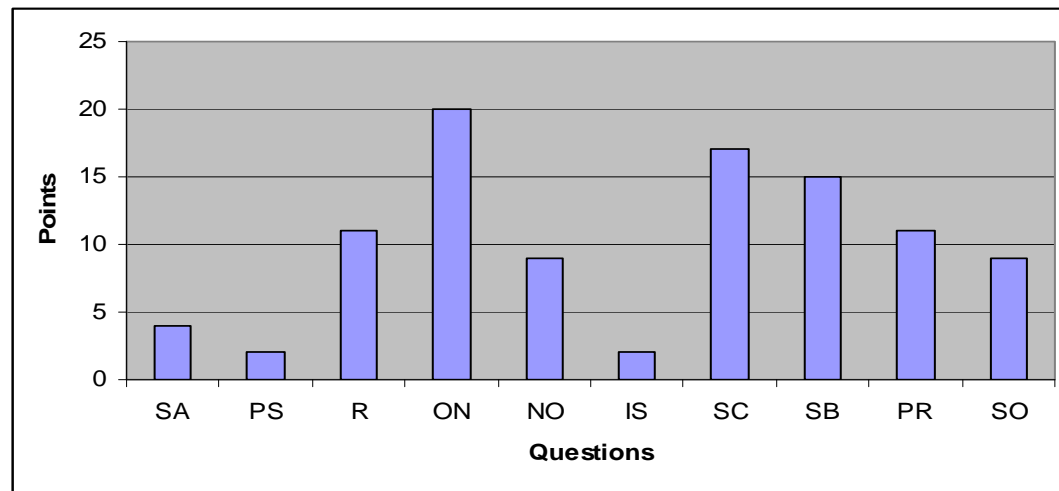
Coding of responses.

Figure App 2.15

Stage	K	P	D
No of comments	25	9	1
Total score	25	18	3
% of total score of comments (46)	54%	39%	7%

Scoring of coded results.

Figure App 2.16



Graph showing responses to questions as %of total responses

Self reflection of behaviours

- Past behaviour; KS felt that his behaviour had been all right at his primary school; KS liked his teacher, he liked playing out, there were big classes but that was OK. He said that things got worse in year 7 when a teacher trapped his foot in the door, and he head butted him. KS also told me about how in year 8 there had been an incident in the park when a stranger gave him and his brother money. They got to know this person but there was an incident of assault and the man was taken to court; this made mum anxious about letting KS and his brother out of the house. In year 9 his uncle and Gran died . He felt these things had all affected his behaviour.
- Present Behaviour; it's (behaviour) got worse. I start giggling and I can't stop. If I am in trouble I have a 'hissy' fit. I don't know what I am feeling I just get mad. I don't get mad at home. I sometimes sit in my bedroom. I got caught for two robberies; AB and GBH. I was grassed up. It is recent. It wasn't me. (In further discussion KS did say he had done these things – the problem for him was getting caught)
- Ideal self; be a plumber or a mechanic. No swearing, being polite, be good, no messing around. KS thought he was up to 2/10 for meeting these targets. He didn't know how to stop these things; needed a teacher. Told me how some parts of his brain are underdeveloped and that's why he does these things.

Observations and analysis of results

KS gained 54% of his scores in the K stage; knowledge of behaviours. He scored 39% in the P stage and 7% in D. In contrast to the scores of others this suggests that he is making progress towards practicing his own behaviours but responses on the day clearly emphasize an inability to recognize his own responsibilities for his behaviour. He demonstrated that he had a knowledge of positive behaviours and on some occasions

could practice these but there was also a lack of understanding of social expectation of positive behaviour; evidenced through his criminal activity. There remained a high reliance on external controls. His use of practiced positive behaviours, as recorded on the day was the ability to ask for help when needed, ask his mum when he needed clothes and identify the friends he might take on a desert island and why. KS, had like others in this group a sense of belonging and social confidence; in the case of KS this may be linked to him belonging to a gang in his community, and having older friends. He had an understanding of behaviours in others. The evidence of the recent brain scan and life events seemed to give him an opportunity to excuse his behaviours; to the point that he was now accepting of his behaviours and potentially less motivated to change.

KS's views of him self, and behaviours past and present, indicated that he was happiest talking about past behaviours, reasons for current behaviours but reluctant to define his own behaviours. He could say what needed to happen for the future but had no plan as how to achieve this.

Staff views

Staff described him as being reluctant to take responsibility for himself and his own actions. KS had been charged with AB and GBH in the community. Staff felt he was vulnerable to the influences of older youths. KS continues to have difficulties interpreting social situations. He was felt by staff to have ADHD and dyspraxia. Staff also felt that KS was now attributing his behaviour to his under developed brain as reported to them following a recent scan. His delay in social and emotional development was similar to others in the school and might be attributed to a number of factors.

Conclusion

KS was able to demonstrate that he had some knowledge and self awareness of positive behaviours but this needed to be extended and applied. He was aware that he needed to make some changes to his behaviour e.g. 'I need to turn myself round', and that he had some targets to meet but had no plans as to how to achieve these changes. He relied on adult intervention to manage his behaviours and gave no evidence of how he was taking responsibility for his own behaviours. He did not demonstrate remorse or empathy towards the victim but rather a sense of injustice that he had got caught. KS obviously needed to have opportunities to understand his own behaviours, the impact they have on others and see the world from the perspective of the other person if he was to move on in his own behaviour management.

Results for KJk

Context

At the time of undertaking the research KJK had transferred to the school from Manchester where he had attended a special school. He was living with his Gran who was blind and his uncle who had special educational needs. Staff understand that Gran and the uncle feel intimidated by JK. He has moved to be with his Gran as his mum is unable to care for him due to health reasons. Staff report that KJK steals from the home. He is described by Gran as engaging in the bullying of his younger sister. KJK is very demanding and expects to have a high number of material possessions. He is obsessive of his own possessions. School and Gran have worked to put strategies in place for KJK so that Gran has the support to manage his behaviours at home. He has reputedly kicked Gran and tried to smother her. Social services are involved. KJK said that he thought his last school was 'OK' and that he was good at art and history but he could not remember why he had been excluded. He felt he was 'OK' at getting on with others and was settling in to his new school.

Figure App. 2.17

Questions 1-7 matched to the within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self- achievement							
Being able to problem-solve effectively							
Responsibility	.				Tell him to confess (responsibility deferred).	Responsible for something (no example).	
Understanding own needs	Don't Know. Hard.				I'd talk to someone. Don't know.	I know how to cook and iron and get on the train to Manchester (direct line – with an adult).	
Understanding needs of others	Don't know.	Don't know Sam - personality, sociable. Able to meet people.				Don't know.	
Independence	New places- bit					Don't know.	

skills	strange but I have done it before. I would be OK.						
Social confidence	Its Ok.					You have to make up.	Was a good lesson.
Sense of belonging	Pupils , a buddy.		I'd take 3 friends from near home (Manchester) – named but no reason given – just because they are there.	Identified adult in roles who could help e.g. teacher or parent – no names. (No specific mention of family members. Gave functional responses. Would not be drawn on how Gran could/ could not help).	I'd ask Gran for the money or save up.		Opening minds is good.
Able to make and sustain relation-ships with peers	You can talk about Man Utd. Art. Watch Sport.				Ask someone to be your friend.		
Being able to make positive relationship with adult; significant other			I'd take my Mum and sister, Gran and Uncle they are closest to me.			Useful to have an adult - when you are lost.	

Responses to questions

Figure App 2.18

Questions 1-7 matched to the within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within- child skill
Self-achievement								
Being able to problem-solve effectively								
Responsibility						K	K	2
Understand own needs						K	K	2
Understand needs of others		K						1
Independence skills	K							1
Social confidence	K					K		2
Sense of belonging	K		K	K	K			4
Able to make and sustain relation-ships with peers	K				K			2
Being able to make positive relationships with adults; significant other			P			K		3
Total for within-child skills								17

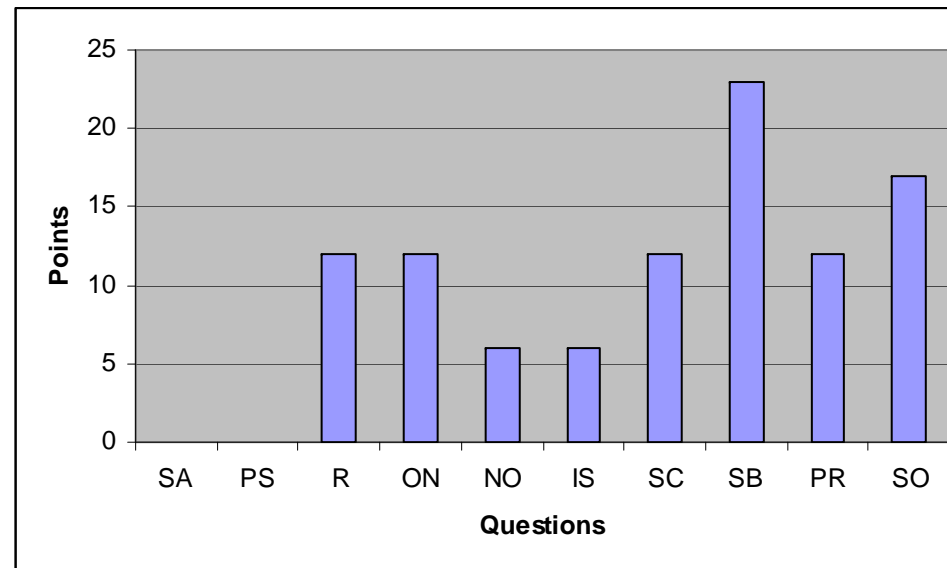
Coding of responses

Figure App 2.19

Stage	K	P	D
No of comments	15	1	0
Total scores	15	2	0
% of total comments (21)	88%	12%	0

Scoring of coded results.

Figure App2.20



Graph showing responses to questions as % of total responses

Self reflection of behaviours

- Past behaviour; Bankside (School) was Ok. I am not sure why I was at Bankside (School). I was good at Art but English was tricky. Getting on with others was OK. I was excluded – I don't remember why. I don't know any more. I think I was 6/10.
- Present Behaviour; I'm OK. I do residential. It is getting better. I am unlisted (lowest point on the behaviour league). Last week was not a good week. I started on Division 2. Not sure what I did – lots of little things. Last week was drastic. I swear a lot. Don't know what helps. 3/10.
- Ideal self; be good. not swear. Not be aggressive. Don't know. The teacher can help.

Observations and analysis of results.

KJK gained 88% of his scores in the K stage; knowledge of behaviours. He scored 12% in the P stage and there were no scores in the D stage.

KJK made very few comments indicating that he understood or thought about his own behaviour, responses tended to refer outside of himself i.e. through 'you would', or 'they would' comments. KJK's self reflections of behaviours suggested that he was reluctant to admit any level of responsibility for his behaviours. His responses were hesitant, short and on several occasions he said he did not know or declined to respond.

He had some knowledge of positive behaviours e.g. Sam....would have personality, be sociable and meet new people.

In KJK's responses there was very little to provide insights into his own views and thinking about himself.

Staff views

Staff reported that KJK was finding the structure and expectation of school difficult to accept, this might have affected KJK's response to the questions and interview but staff felt that KJK was very reluctant to acknowledge his own behaviours and in particular those relating to home situations. KJK provided a number of 'don't know' answers. School were working closely with home to support his Gran and uncle; enabling a holistic approach. KJK demands rewards for good behaviour; this is being modified.

Conclusion

KJK was able to demonstrate that he had some knowledge of positive behaviours but this needed to be extended. KJK gave a sense of finding the expectations of the school difficult to manage. He did not provide evidence that he had developed emotional understanding of himself. He was reported to be a very dominant figure in the home. There was a high number of 'Don't know responses' suggesting a reluctance or inability to name and identify own behaviours, there was a reliance on external loci of control, poor evidence of motivation to change behaviours and a potential lack of empathy. KJK needed to acquire skills in understanding his own behaviours and the impact that they have on others, as well as a level of confidence in naming his behaviours.

Stage 2 – Knowledge and practice of positive behaviours with help (P).

Results for PJ.

Context

PJ had transferred to the school from a specialist primary provision in year 7. His reflections were that his behaviour there was good and that he got on well with everyone. School records provide an alternative picture. PJ has a diagnosis of ADHD. He has older friends in his home community, he is a dominant figure in his own home and staff report that in their view he tries to dominate within the house group at school. He tells others about the material possessions he has at home. He looks after his own appearance and is generally very smart. He denies behaviours and is quite protecting of his image; he wants others to think well of him. His mentor reports that other pupils are very wary of him. He is an able pupil and is articulate.

Figure App 2.21

Questions 1-7 matched to Within – child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem- solve	6) Responsible for self	7) Any other information
Self-achievement							
Being able to problem-solve effectively	I'd work out what was happening.						
Responsibility		I do this in school – it's a responsible thing.				Responsibility is about taking it on yourself.	
Understand own needs		.					It was good to talk – it made me think about myself. We don't get time to talk like this. It was good to think about my behaviour now.
Needs of others		Sam is confident, not shy. He	You'd take a mix of people so every	You have to choose	Depends – I wouldn't grass on		

		knows what he is doing.	ones got someone to talk to.	sensible people (no further ideas).	them.		
Independence skills				I buy my own shoes and things. I got my trainers last weekend.		I think I am OK about looking after myself. I go into town on my own. I can choose things for myself.	
Social confidence	<p>I'd make sure I got to know people. I am good at that.</p> <p>Meeting new people is not a problem – I would be OK about that.</p> <p>You have to adapt to new systems – then you can get on.. some times that is easy and some times not.</p>	<p>I know what I am doing. I can talk to new people. I am good at doing that.</p> <p>I can give the right information</p> <p>Yes – I think I am like Sam.</p>	I'd choose people you could have a laugh with.		If I wanted to be friends with someone I would ask them.		
Sense of belonging	I'd try and fit in – you have		I'd take my family and friends from	Dad gives me a lift to	If I want new things I always ask	You can talk to people when you	

	to don't you?		home. You could have a good time.	friends.	Mum or Dad.	have a problem – like my Dad – I ask him.	
Able to make and sustain relationships with peers				I have a friend at home – he's left school – we go out into town.		Friends are good to talk to – I do that .	
Being able to make positive relationships with adults; significant other	The teaching assistant would do that.			Different people can do different things for you – like Mrs. O does work experience.	.	It is good to have people you can go to like someone you know.	

Responses to the questions

Figure App 2.22

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/problem-solve	6) Responsible for self	7) Any other information	Score per within- child skill
Self-achievement								
.Being able to problem-solve effectively	K							1
Responsibility		P				K		3
Understand own needs							D	3
Understand needs of others		K	K	K	P			5
Independence skills				D		D		6
Social confidence	K K K	P P K	K		K			10
Sense of belonging	K		K	K	P	P		7
Able to make and sustain relationships with peers				P		P		4
Being able to make positive relationships with adults or significant other	K			K		P		4
Total for within-child skills								43

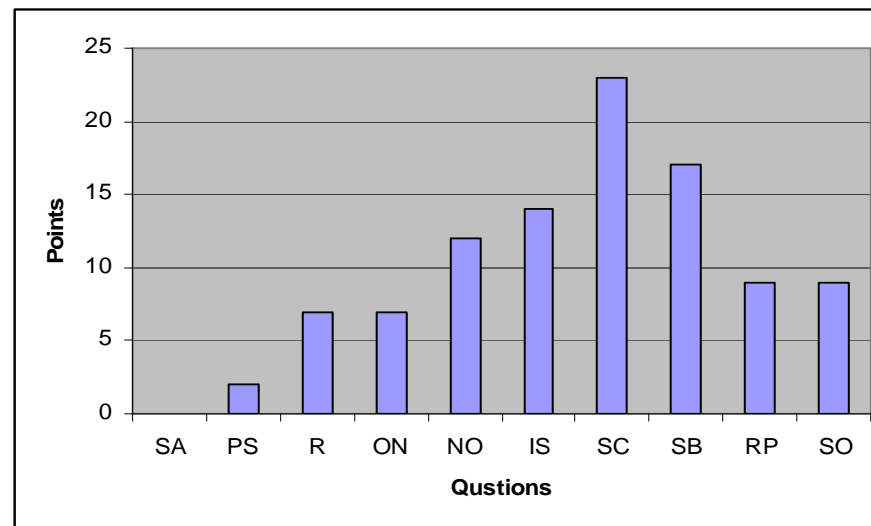
Coding of responses.

Figure App 2.23

Stage	K	P	D
No of comments	16	9	3
Total scores	16	18	9
% of total score of comments (41)	37 %	43%	21 %

Scoring of coded results

Figure app 2.24



Graph showing responses to questions as a % of responses

Self reflections of behaviour.

- Behaviour past; (PJ was at a special primary for SEBD pupils). It was good. I was sensible and got down to work. You could have laugh with the staff. I felt trusted. It was 8/10.
- Behaviour Present; some bad bits and some good bits. A bit varied. I have silly outbursts. I need to control these. I do it for attention mostly or I get bored. It is a habit. I don't really need the attention. I get on with staff. I do jobs and help out. You can have a laugh. It is 6/7. English is my favourite subject.
- Ideal self; I would like to go to mainstream and be at home. I need to keep my mouth shut and not swing on my chair. It is hard keeping it up. I have to take control of my behaviour. I get on with others mostly.

Observations and analysis

In the stages of development PJ scored at a high level in P (42%). He gained a K score of 37% and a D score of 21%. PJ was very confident in the interview but analysis of responses indicated few examples of his own behaviours to re-enforce his thinking further to the higher levels of D. The D responses were linked to making choices about practical activities e.g. choosing clothes or going out. He was able to reflect on the activity. In trying to draw out PJ to develop his answers he became more general; with comments like 'you know'; he appeared to have difficulty providing the information required for his own behaviours.

PJs comments and responses suggested he had a high level of Social Confidence and self assurance. He identified significant adults; particularly family and friends who were older than him, at home who he had close ties with rather than peers. His knowledge of structures, systems and positive behaviours were evident in his responses to the scenarios. His responses to the scenarios were more precise and confident than his reflections of his own behaviours. This provided an insight into the contrast between his day to day self practise and his knowledge of positive behaviour.

Staff views

Staff commented that PJ had made variable progress. Staff commented that PJ was considered to engage in bullying behaviour but that he did not acknowledge this. He had the potential to make progress and knew exactly what was expected but did not always put this into practice. He had a positive self image which he protects. He did not keep friends but preferred to mix with older young people or adults who fit with the image he wished to portray. He was always smartly dressed. He was independent in that he would go down into town with friends but parents express concerned about what might happen there. He comes across as being street wise.

Conclusions

PJ's responses to the behaviour past, present and future were reflective but he appeared to be accepting of his behaviours and consequently avoided owning or acknowledge them in order to preserve his self image. He acknowledged that changes needed to happen; 'I have silly outbursts, I need to control these' but presented no plan as to how he might achieve this. It was evident that behaviours served a function; to get attention or relieve boredom. PJ needed support in acknowledging his behaviours and in understanding the impact of his behaviours on others. It would be appropriate to consider why PJ feels he needs to dominate and bully, and how this reflects upon himself and his image as a means to increasing his empathy.

Results for PKa

Context

PKa demonstrated that she was making progress but required adult support. This is supported by staff views. PKa is able to demonstrate a sense of belonging and esteem, knowledge of positive behaviours and 'I' statements of how she would apply these on occasion. Staff felt that she was responsive to one to one work but could be very difficult to manage, particularly if frustrated or angry. Although PKa was of secondary school age she continued to develop early play skills and turn taking. She was often a reluctant participator. The behaviour tracking system and rewards records of the school, indicated reduced negative behaviours and increased rewards. PKa had responded well to some of the out of school activities in building up a relationship with her mentor.

Figure App 2.25

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement						I can be good when I want to be.	
Being able to problem-solve effectively						I sort things out for myself. I swear less (evidenced by behaviour tracker).	
Responsibility					You'd get help.	Being responsible is being good.	
Understand own needs	Being residential –miss Mum and Dad. Sad – lots of strangers.				Sometimes I ask for 1:1 so I can talk about a problem. I ask miss.	If I make a mistake I usually get an adult to help. I get an adult if I am upset.	Doing this was good.
Understand needs of others		Sam is good He'd get full points. He wouldn't wind people up. He takes turns in					

		talking.					
Having independence skills	If I am good I can some times plan and choose what activities I am going to do on a night- like tonight.			I'd decide to ask a friend. I sometimes ask M.		I am sometimes really good at choosing clothes, tea and boys and toys myself.	
Having social confidence	I like going to camp – there is lots to do. I like girls camp best.	He'd be good at talking. I am a bit like Sam – I have shown someone round once.					
Sense of belonging	I get lots of points here– I like that.		Take my friends from school and home; new friend, older friend who looks after us and another friend who is good fun from home. I'd take my mum, dad and sister.	I ask one of the teachers if I needed help or mum if I wanted new shoes.	If I have a problem I talk to an adult.		
Being able to make and sustain positive relationships with peers	You hang around with people to make friends.				To make friends you have to be kind.		
Being able to make					My mum buys me		

positive relationships with adults; significant other.					clothes. I go shopping with her.		
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Responses to questions.

Figure App 2. 26

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement						K		1
Being able to problem-solve effectively						D		3
Responsibility					K	K		2
Understand own needs	K				D	D K	P	10
Understand needs of others		K K						2
Having independence skills	P			P		P		6
Having social confidence	K	K P						4
Sense of belonging	P		K	P	P			7
Being able to make and sustain positive relationships with peers	K				K			2
Being able to make positive relationships with adults -significant other					P			2
Total of within-child skills								39

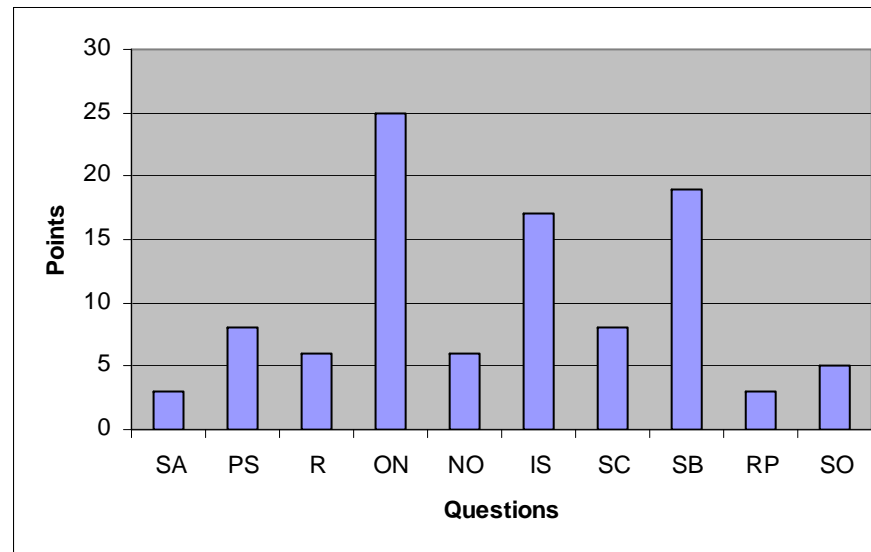
Coding of responses

Figure App 2. 27

Stage	K	P	D
No of comments	12	9	3
Total score	12	18	9
% of total score of comments (39)	31%	46%	23%

Scoring of coded results

Figure App 2 .28



Graph showing responses to questions as a % of the total scores.

Self reflections of behaviour

- Behaviour past; not very good, pain in the backside, naughty girl, biting, kicking, punching and spitting. Winding people up. I was like that a lot at school. I liked getting my own way. At home; swearing, hitting brother, took toys, a bit good. 1/10
- Behaviour Present; good – cuddly and affectionate. Bad only a bit; hit people, use swear words, fighting. On division 2 for points and rewards. A little bit 10/10. I like maths, not PE, so I am not so well behaved. I don't want to do it but I like football. At the football tournament I didn't like the football – lots of people I didn't know but I liked the rest of it. (N.B. Ka had been on a higher division for points but had engaged in a recent fight which resulted in a drop of points)
- Ideal self; be happy, no speech therapy, be a good girl, do what I want, be able to go home every day, get more points and be top of the league. Be 10/10.

Observations and analysis

PKa demonstrated greatest strengths in understanding her own needs, independence skills and sense of belonging. Her weakest areas were self achievement and relationships with peers, followed by sense of responsibility and understanding the needs of others. Although her sense of belonging was a high area for her she did not rate highly in having a significant adult; perhaps compensated by her sense of belonging score. Scores in K were consolidated and complimented by P scores. Together these formed the majority of scores but there is evidence of emerging independence from the D scores. PKa indicated that sometimes she engaged in positive behaviours but sometimes chose not to. This was

indicated in the typical case from the K stage, as given in the previous section of this chapter, but here PKa indicated a clear understanding of when to ask for help.

PKa was most self-reflecting when asked directly about her own behaviours; she provided a list of verbs rather than descriptions and examples but this is linked to PKa's special educational needs as she has a significant expressive language difficulty. PKa judged her progress in terms of being 'not very good' in the past to being 'good' and 'bad only a bit' in the present.

PKa was happy to participate in the session. PKa seemed to accept her behaviour as normal. She was happy to talk about her behaviour, but was not apologetic about it nor did she suggest how she could change it. She had an aspiration about being good but gave no indication about how to get there. She was enthusiastic about getting 10/10. Although her use of language throughout was restrictive, it was noticeable that she referred to bad, naughty and good on more than one occasion. She could not describe each term fully apart from saying 'not swearing' for good. PKa's definition of friendship was being kind to someone – she could not elaborate beyond this. PKa demonstrated that she understood how adults could support her in achieving more positive behaviours and increase her rewards.

Staff views

Staff commented that PKa required adult support to problem solve. Adults were important to help her control her behaviour but that she was responding to structure and routine, showed greater awareness of her needs and had fewer outbursts. Staff felt that PKa was immature and lacked play skills. Staff reported that PKa preferred dolls, playing house and shops to teenage activities. Within school PKa enjoyed being one of the younger girls in her key stage. Staff indicated that parents found PKa difficult to manage. PKa had shown she could make positive and sustain attachments to others within the school. She said she missed her mum but enjoyed the extra activities and points in school. She is reported to be affectionate and staff feel she wants to be liked. She falls in and out of friendships. Language development is a barrier to making herself understood.

Conclusions

PKa indicated that she understood the cause and effect of behaviour; improved behaviour leading to more choices and rewards. Her enthusiasm for rewards indicated that she could be motivated to achieve more. She continued to express some acceptance of her behaviours and it is unlikely that without support and encouragement she would not change negative to positive behaviours.

Results for PKe

Context

PKe is a pupil who is Looked After by the local authority. His foster parent works very closely with the school. When he arrived at the school PKe was one of the youngest pupils and senior staff feel that he utilized this to gain adult attention and support. As time has gone on he has had to adjust to the staff expectation that he should be more independent. PKe has demonstrated that he can make positive relationships with adults but less so with peers. He continues to be adult dependent and makes very few decisions for himself.

Figure App2.29

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement							
.Being able to problem-solve effectively							
Responsibility					You have to tell the police about a crime.	It means taking responsibility for your actions. Its about choosing the right behaviour. I'm much better at this now.	
Understand own needs	Being residential – you miss your family. Lots to do like playing on the dingos.						This activity helped me think about concentration – it was good.
Understand needs of others		Sam is good with people, he is good at talking and has a calm attitude. He takes turns in talking.					

Independence skills						I can choose what I have to eat. I think I am good at looking after myself.	
Social confidence	I have met a lot of people; I would feel alright about meeting new people (confirmed).	I am good at talking. Sam would watch how others were behaving.					
Sense of belonging	Teachers help you settle in.		Take mum and sister – they are family.	Ask an adult – like ask J (foster carer).	If I had a problem I would talk to an adult – like Mrs. B. A parent would buy you things.	Adults help if I have a problem-like my SW – sometimes I ask her.	
Able to make and sustain relationships with peers	You get to know people by hanging round with them.				I'm friends when I play with someone. You play with some one so they are your friend – like Ka.		
Being able to make positive relationships with adults; significant other	I'd ask staff if I needed something.		Adults have jobs – its their job to help like a teacher or a doctor.	My mum would tell me.	I usually talk to an adult if I was worried or upset or had something personal.	J – my foster carer chooses my clothes – we go in the holiday I'd talk to other people – my carer.	

Responses to questions

Figure App2.30

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands-Positive attachments	4) Kelly-significant other.	5) Independent thinking/problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement								
Being able to problem-solve effectively								
Responsibility					K	P		3
Understand own needs	K K						D	5
Understand needs of others		K K K K						4
Independence skills						D K		4
Social confidence	D	K K						5
Sense of belonging	K	K	P	P	P K	P		10
Able to make and sustain relationships with peers	K				K P			4
Being able to make positive relationship with adults; significant other	p		K	K	P	P K		9
Total within-child skills								44

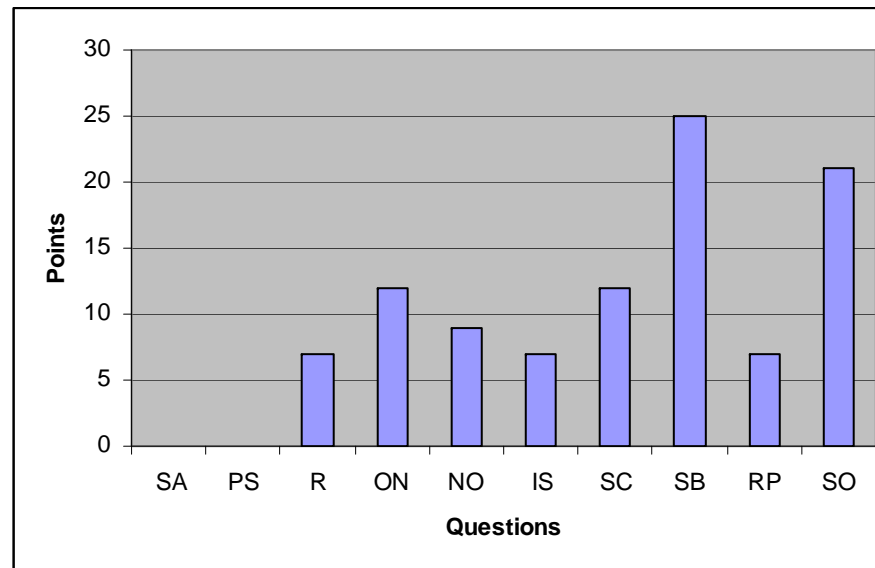
Coding of responses

Figure App. 2.31

Stage	K	P	D
No of comments	17	9	3
Total scores	17	18	9
% of total score of comments (43)	39%	41%	20%

Scoring of coded results

Figure App. 2.32



Graph showing responses to questions as a % of total responses.

Self reflections of behaviour

- Behaviour past; bad, punched head teacher and kicked staff. Got up to lots of things, fighting, jumping out of the house window, not doing as mum said, brother did similar things, we used to get each other going and mum would get mad. Winding people up. We took each others stuff.
- Behaviour Present; great 20/10. I have friends. I'm a lot calmer. I sometimes get in a fix but not so often now. Jenny gives me a cuddle. The head teacher keeps me on track so does Jen. I can do my work for longer. I like to help out. I like rewards and the people at school
- Ideal self; be happy, 10/10, be a kind person, not change much- I like it at Jenny's, I want to be a jockey and have some stables. Have money and a job.

Observations and analysis of results

PKe scored his highest score in the stages of development for P; 41%, and then K; 39%. The lowest score was in D; 20%. Scoring does demonstrate a progression towards higher numbers of scores in P scores. In the competencies PKe was most secure in Sense of Belonging and Significant Other. It is appropriate to reflect here that PKe appeared to be happy in both his home placement and in his school; his level of self esteem in the setting is high as gauged by his responses to the questions. Scoring and coding suggest that PKe was making progress. Observations by staff at the school suggest that his patterns of behaviour support this; yet he continued to rely on staff to re-enforce new positive behaviours rather than taking his own initiative, interpreted here as reflected by the contrasting P and D scores. During the session PKe appeared relaxed

and happy to participate. There was a contrast in his responses to questions which gave him opportunity to demonstrate his knowledge of what to do and evidence of what he did for himself. His dependence on adults was reflected in his responses to many of the questions. He gave very few opinions of his own, although he gave some examples, but could not expand on these. He didn't want to talk about the desert island question and could not put forward the names of any young people he would choose to take with him. In the significant other question the responses were about adults who have a role; peers were not mentioned. This could be a reflection of his situation; as a looked after child, adults make the provision for him. He did not reflect on his own social experiences at all; this suggests that they might be limited, particularly outside of school.

Staff views

Staff commented that PKe was confident in familiar, tried and tested situations but otherwise was highly dependent on adults. He was looked after. He sees adults as being important. Adults organise his world for him. He had responded to structure and routine of school and the foster home. He was often asked by social care to make contributions to decision making processes but avoided engaging in the process. He preferred to leave most decisions to others. He was considered to be immature and in mid teens continued to enjoy basic play activities. His progress has been variable but there were many factors involved. PKe had shown he could make positive and sustained attachments to others within the school and foster home settings, over time. He said he missed his mum but enjoyed being the main person in his foster parent's life – she is very affectionate towards him. He is reported to fall in and out of friendships. He has developed sharing and turn taking skills. He is currently

increasing his independence in social situations with help. He does not yet have a sophisticated understanding of the value of friendship but is able to identify some pupils as his friends. He is meeting school expectations of behaviour over time and has adapted to his placement over which there is always constant thoughts that he may go back home and consequently this would mean a change of schools; this causes him some anxiety.

Conclusions

PKe demonstrated that he had made some progress but that he continued to rely upon teaching of positive behaviours followed by consolidation. Where behaviours had been consolidated he could give clear examples of what he would do (D level). He was able to demonstrate a strong sense of belonging. He had knowledge of positive behaviours but was not able to give examples of how he demonstrated these at an independent level. PKe was able to make some basic decisions for himself but on the whole relied on adults to make the decisions. He was aware as to how you needed to tell adults when you had a difficulty, suggesting that he might practice this but did not give personal examples; comments were general and in the third person. He was able to see the qualities in others e.g. Sam, but did not reflect back onto himself. PKe did not have a view of his own achievements in relation to the questions but was able to self reflect when talking about his behaviours and his future. He could be described as working towards the second stage of Salovey and Sluyter (1997). Action points from PKe would be to increase self reflection; linking his knowledge of positive behaviours to himself and his own behaviours.

Results for PD

Context

PD has attended the school for 1 year. Prior to that PD attended a specialist primary provision. He acknowledged that he had engaged in anti-social behaviour in his community he has been learning to manage his anger better. He is a pupil who staff felt had potential but needs to take responsibility for his behaviour. Staff felt that he was subject to influences from within the family home; he was continuing a train of behaviours from parent/ older siblings to child by bullying and victimizing younger siblings/pupils. To effectively change behaviour staff felt that a holistic approach was needed. Staff felt that he was making progress within the school setting.

Figure App.2.33

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement							
Being able to problem-solve effectively							
Responsibility					Call the police or I'd get someone to call the police.	Its about looking after your own things.	
Understand own needs	I don't know (what makes it easy/hard getting on with others).		Take three friends; they are kind and funny, have a laugh.		I'd tell Mr. E. I usually do.	I tell the teacher about my mistakes. I get miserable (Mrs. B says so). I have to get out of it.	Fine No changes needed.
Understand needs of others	It would be different.	Sam is not shy, he is chatty, kind and intelligent.			I'd talk to them – be kind I'd ask them what team they		

		I am like Sam – I talk a lot.			support.		
Independence skills	(Going some where new) OK.					Good – but I did lose something, that was not good. I can choose lunch, activities and clothes.	
Social confidence	It would be OK. It was OK for me.	I am good at talking. I don't show people round- new pupils come in ; you have to make friends.					
Sense of belonging	It was difficult because I missed Mum and Dad. Miss let me ring home on a night – that helped.		Take mum and sister and brother; mum is good at cooking.	Named adults by name for function – from school staff.	Ask care staff if I need jeans.	Tell teacher – get help.	
Able to make and sustain relationships with peers	I thought I was Ok meeting new people. Friends help you settle in – like J we get on OK.				I ask them what team they support.		
Being able to make positive	MsY and Ms			Staff help.	.	Mr C says -An	

relationships with adults-significant other	M help you settle in. They helped me with my work – it was good.					adult is good when .you are feeling upset, annoyed and angry.	
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Responses to questions.

Figure App2. 34

Questions 1-7 matched to within-child skills.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement								
Being able to problem-solve effectively								
Responsibility					K	K		2
Understand own needs			P		P	P K K		8
Understand needs of others	K	K P			P P			8
Independence skills	K	K K				K P		6
Social confidence	K	P K						4
Sense of belonging	K P		P	K	K	K		8
Able to make and sustain relationships with peers	P P				P			6
Being able to make positive relationship with adults; significant other	K P				K	K		5
Total within-child skills								47

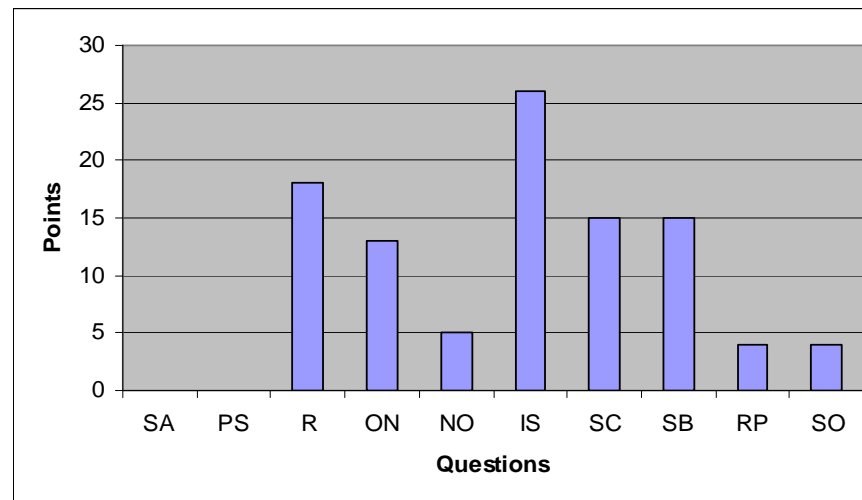
Coding of responses.

Figure App2.35

Stage	K	P	D
No of comments	19	14	0
Total score	19	28	0
% of total score of comments (43)	40%	60%	0%

Scoring of coded results

Figure App2.36



Graph showing responses to the questions as a % of total responses..

Self reflections of behaviour

- Behaviour past; I was bad; 3/10. I smashed windows, had a bad attitude, went off site, was swearing, fighting. No reasons. Naughty at home – I smashed the door. Bad moods and kicking out.
- Behaviour Present; 7/10. I am in division 2 and going up. I don't go off site anymore. I use time out sensibly. I don't need to use it much. I swear. I take deep breaths to calm down. Fewer people are in the class. The staff are better. Mrs. W helps.
- The future; good levels in work. Levels 4s now. Better behaviour. Don't copy others in class. Help. 6/10 to being brilliant. Sometimes it is easy and sometimes it is hard.

Observations and analysis of results

PD scored the highest in the stages of development for P; 60%; and then in K; 40% showing a development of scores towards the P stage. He demonstrated strengths in Understanding his Own Needs, and Sense of Belonging. Areas of need continue to be in Responsibility, Self Achievement and Problem Solving. He was reflective in discussing past behaviours, realistic about current progress (matched to staff views and school records) and had some concept of what was needed for the future. He was able to classify the behaviours he engaged in and attribute skills and strengths to others e.g. his mum being good at cooking or responsibility being about 'looking after your own things'.

PD was happy to talk about his behaviours in school but did not reflect on behaviours at home. He was enthusiastic about the session and the school.

Staff views

Staff commented that PD is highly influenced by negative behaviours outside of school. There is a history of rejection by his dad and limited praise used within the home. School information indicates that he is challenging at home and bullies younger siblings. At home there has been a stabbing incident linked to some sweets. There is positive support from a grandparent. Within school there is opportunity to contain and explain negative behaviours. PD has responded to structure and clear boundaries. Staff felt his behaviours were more contained. He is praised for positive behaviours and behaviours are labelled. He is partially dependent on adults in school but as he has progressed he has developed more independent thinking skills.

Conclusions

PD scored as having a good understanding of his own needs in school and a positive concept of sense of belonging. He referred to staff that could help him, by name. His profile was even across other scoring areas. He was enjoying success in school; not having to use his time out card, and having achieved level 4's. He was motivated to succeed. He received praise and a sense of self worth from within school. Continued encouragement and opportunities to self problem solve and to plan seem to be appropriate activities for PD. Transferring skills learnt inside school to the home situation would achieve more holistic progress.

Results for PE

Context

At the time of undertaking the research PE had attended the school for 1 year. Prior to that PE had attended a mainstream primary provision and then a specialist provision for pupils with MLD where her behaviour was described as challenging and sometimes violent. PE did not meet the operational brief of the MLD setting and therefore a change of school was sought. It is felt that within family factors maintain her behaviour. At the time of undertaking the research PE was living in a residential home, in the care of the local authority on a voluntary care basis. PE has difficulties with her place within the adult / child relationship. At school she is learning where boundaries lie and that adults do provide support for choice making but ultimately are in control. PE has a sense of enjoyment of school activities and fun.

Figure App 2.37

Questions 1-7 matched to within- child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement							
Being able to problem-solve effectively							
Responsibility		I'd be good at that (showing round). I know what it is like – I did it a bit with M. I haven't been asked to do it myself yet but I will ask Mr C			Tell the police or in school I tell Mrs. B- she sorts things out.	Responsibility is being left in charge – like keeping the house tidy, clean up or go to town on your own. I do those things	
Understand own needs	I'm friendly. I don't like people to be gobby and loud (definite view)	I am like Sam sometimes; like being friendly, like now			I talk to my key worker (about something personal)	.	
Understand needs of others	C was new before me – she knows what it is like and she helped me.	Polite, friendly					
Independence skills				I do my own shopping. I like the Hot Shops in	Ask for more pocket money (need new jeans)	I choose my own clothes and things (showed bracelet),	

				town (listed what she meant by 'hot shops').	I have to do jobs but that's OK.	I don't talk to strangers and I know when I have to do my work (evidenced by showing).	
Social confidence	<p>I'm confident (came across in body lang etc).</p> <p>I'd be shy for about a day and then normal. Easy – like now.</p> <p>(Very enthusiastic).</p>						Interesting activity (didn't expand).
Sense of belonging	Teachers and C help you settle in.		<p>I'd take K,C and S – from my last school. They are funny, friendly and great – it would be a laugh.</p> <p>I'd take R (DVD freak and carer),L and J – they are all funny.</p> <p>(general confidence with friendship groups but no more detail).</p>		Be polite/ friendly/ hang around with them.	Parents/ carers help with a problem.	
Able to make and sustain relationships with peers	I have made friends with C.						

Being able to make positive relationships with adults- significant other				Named adults who would help – carer at the home mentioned several times.		Adults stop you being silly.	
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Responses to questions

Figure App 2.38

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill.
Self-achievement								
.Being able to problem-solve effectively								
Responsibility			P K P		P	K P		10
Understand own needs	K K	K P			P			7
Understand needs of others	K K	K						3
Independence skills				D	K P	D P D		14
Social confidence	D K D						K	8
Sense of belonging	K		P P		K	K		7
Able to make and sustain relationships with peers	P							2
Being able to make positive relationship with adults; significant other				K		K		2
Total within-child scores								53

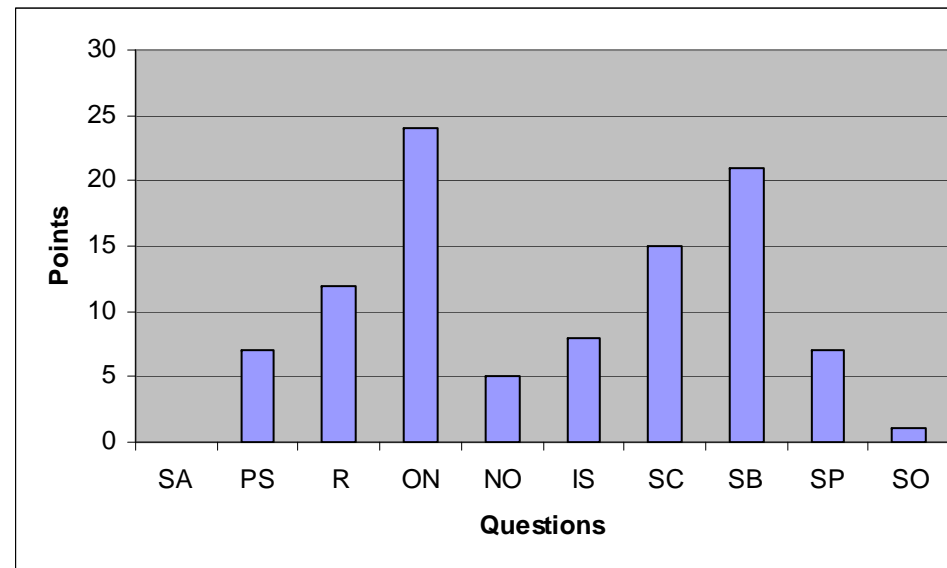
Coding of response.

Figure App2.39

Stage	K	P	D
No of comments	16	11	5
Total scores	16	22	15
% of total score of comments (53)	30%	42%	28%

Scoring of coded results

Figure App 2.40



Graph showing responses to questions as % of total responses.

Self reflections of behaviour

- Behaviour past; I was at B School from 7-13 years. I was a rascal. I had to change schools. I was out of class, running around the field and had the teachers chasing after me. I was 2/10.
- Behaviour Present; 5/10. I am in division 2 and going up. It's brilliant. I can be a rascal. The schools are very different. Lots of activities – great. River walk this evening. At W (home) we go into town and to bowling and the cinema.
- The future; turn round, get a good job, go to college. Be a mechanic. Great. Stop being cheeky, mischievous – a bit. Mum would be pleased. Not get excluded

Observations and analysis of results

PE scored the highest in the stages of development for P (42%), then in K (30%), with some scores in D (28%). The range of scores away from K suggests progression. She demonstrated strengths in Responsibility, Independence Skills, Sense of Belonging and in having Social Confidence. She described how she liked to go shopping on her own and the types of shops she liked. She was reflective in discussing past behaviours, and realistic about current progress (matched to staff views and school records) and had some concept of what was needed for the future. Her enthusiasm for her school and the activities was evident; she was motivated to want to improve her behaviours. PE did not perceive living away from home a difficulty as there was a lot to do. She thought the research activity was interesting.

Staff views

Staff commented that PE is conscious and aware of her behaviours. She finds it difficult when her behaviours are challenged and she is faced with having to admit to herself what she has done. Staff felt that PE acknowledged that adults can be helpful to her in improving her behaviour. She was responding to boundaries and the 'no' word. This appears to provide her with some structure. When she came to the school PE is reported to have been poorly motivated but this has improved and she likes the activities which she can earn as rewards. She works well in a 1:1 situation with her mentor. There is a long history of violent and aggressive behaviours. She is reported to have sworn a lot as a toddler. Records indicate that there are long standing issues within the family in which there has been violence, and aggression. PE emulates parental behaviours. She was arrested for hitting her parents. School are working closely with the care home to put boundaries in place.

Conclusions

PE scored as having an increasingly good understanding of her own needs and a positive concept of sense of belonging. It appears that her behaviours serve a purpose for her in expressing her emotions and controlling situations or attracting adult attention. She was enjoying success in school and the activities, and was motivated to do more. It was important that her programme of support gave her alternative methods and strategies of managing her emotions, to self problem solve and to plan better responses. She demonstrated an emerging level of self awareness Goleman (1996) which enables her to be able to self reflect, and begin to monitor own emotions; Stage 3 of Salovey and Sluyter (1997).

Stage 3- Results from Stage 3 (D) Demonstrate knowledge of positive behaviours, be able to apply this knowledge and sustain progress on an independent level.

Results for DJ

Context

DJ was a quiet pupil who gave short answers but was able to self reflect. He was selected for the research on the basis of being an example of a pupil who staff felt had made progress according to their internal monitoring systems and staff views. In the past DJ had been a challenging pupil. He had a diagnosis of ADHD and took medication for this.

Figure App 2.41

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement							I would like to be really good at being able to control my temper and stick to something I have said I wanted to do and do it. I'm about 5/10.
Being able to problem-solve effectively		Sam would watch how others were behaving.			I do 7/10 for choosing and I deal with most of my problems myself.		
Responsibility					I make a lot of my own decisions like which work experience, what to wear, what I am doing at a weekend.	Being responsible is about taking care of your own actions, like keeping something neat, tidy and safe. I do that. (Evidence from staff).	I need to change how I talk to people. I am 8/10 in doing this.
Understand own needs	My brother			There's a lot	I would like to	Be yourself –	

	would come to help me.			of structure	off my tablets but I know I need them so I have to take them.	that works best for me	
Understand needs of others.			Some people are good at doing some things.				
Having independence skills						I can sort most things out. I'd say 9/10 for looking after myself.	
Having social confidence		Sam would be polite and out going, he is calm and says things politely. I am not like Sam.	Take people who are a laugh and I get on with. Like get out of here – you'd have to eat and have something to do.		If they stole they would be guilty.		
Sense of belonging	A change of place would be difficult but I would take my brother if I needed to (evidenced). If I was new it's best to keep quiet and wait to see. –		Take people who are from school because they all get on, have a smoke and play football. Take adults who are a laugh and can cook; brother, step granddad and	My family help a lot.	Mum would get me clothes.		

	like coming here. I worked out the different rules first.		uncle.				
Being able to make and sustain positive relationships with peers	Pupils would help Jo settle in.			You can some times talk to someone you get along with if you have a problem. – like my brother.	I could go and talk to someone I did not know to make friends. Its easier to make friends near to home.		
Being able to make positive relationships with adults; significant other	My brother helps me some times when I get a bit worried.			Staff are really good at making sure you have what you want; the head keeps me straight.		Ask an adult to help when you need to.	

Responses to questions

Figure App 2.42

Questions matched to within-child skills.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands-Positive attachments	4) Kelly-significant other.	5) Independent thinking/problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement							P	2
Being able to problem-solve effectively		K			D			3
Responsibility					D	D	D	9
Understand own needs	K.			K	D	D		8
Understand needs of others.			K					1
Having independence skills						D		3
Having social confidence		K K	K K		K			5
Sense of belonging	D P D		K K.	D	K			14
Being able to make and sustain positive relationships with peers	K			P	K. K			5
Being able to make positive relationships with adults; significant other	P			P		K		5
Total of within-child skills.								55

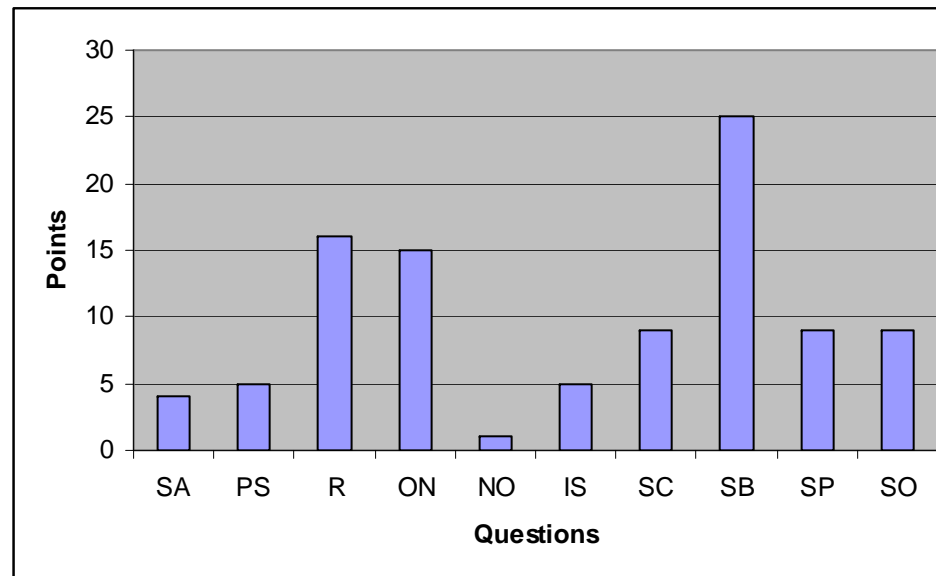
Coding of responses

Figure App 2.43

Stage	K	P	D
No of comments	15	5	10
Total of scores	15	10	30
% of total score of comments (55)	27%	18%	55%

Scoring of coded results

Figure App 2.44



Graph showing responses to questions as % of total responses

Self reflections of behaviour

- Behaviour past; fighting, everyone got wound up, swearing a lot, biting teachers, couldn't control temper. 2/10 Aggressive. I didn't like people being near, being touched or held. I didn't trust strangers. I beat up my brother. Last school was worse as everyone had to stick up for themselves. It is better now that I am not there.
- Behaviour Present; 8/10 now. I keep my temper more now. I have friends at school and at home. I hang around with them. Work experience is good. I don't do so much fighting at home now. I am more responsible for myself now because I am older. It is strict at school but that is good. I get stickers so I know how I am doing. I don't get bored at school
- Ideal self; speak mind, be off my tablets. I would like to be sporty and caring, be with mum.

Observations and analysis

DJ was one of the quieter, more reserved pupils to be interviewed. He did not provide as many responses as other pupils. DJ's scores were prorated and calculated as a percentage of responses in order to enable comparison with other pupils. Evidence indicated that DJ has the strongest scores in the D stage. DJ demonstrated strengths in responsibility, others needs and sense of belonging. He was able to demonstrate that he had a sense of belonging to both home and school. Within the interview DJ demonstrated that he had knowledge of positive behaviours and gave examples or scaling scores of how he demonstrated these.

DJ achieved his highest score for D (55%); knowledge, understanding and practice of positive behaviours. He was able to scale his levels of ability to accomplish greater self control and achievements. He was able to reflect on his behaviour past and present and demonstrate an understanding of his own behaviours and what he needed to do to make further progress e.g. 'I need to change how I talk to people'. The scores for K (27%) demonstrated a sense of belonging, with his brother being a significant person in his life. The P scores; 18% of responses indicate areas which can be built upon to translate into D levels. DJ presented as a pupil with low self confidence. His reliance on others and particularly his brother to give him confidence was apparent. This lack of confidence possibly impacted on other scores.

Staff views

Staff views of DJ's progress since coming to the school was that it had sometimes been variable but it was now consistent. There was a difficult period when DJ decided not to take his medication for his ADHD. It was felt that DJ wanted to make some independent decisions around this but it was not successful and he had come very near to exclusion. DJ had been persuaded to return to his medication and as a result was in better control of him self. A possible result of this episode was a drop in confidence level; he was disappointed with himself, but a positive outcome has been the realization that there were some things he needed to accept. Staff reported that this seemed to have been a turning point and he is more aware of his own needs and needs of others. He continues to lack social confidence, particularly with new people, he uses familiar people

for support. He will now seek support when he needs it. He has a good relationship with the head teacher and benefits from the structure and support of the school. J is practicing more positive behaviours with reduced prompts

Conclusions

DJ said that he had felt comfortable with the interview and at the end said he had enjoyed the activity. He was able to reflect on the improvements in his own behaviour, his need for structure, clear boundaries and his medication. He demonstrated strong attachments to home and family. He demonstrated a good understanding of what was needed of him e.g. ‘controlling my temper,’ and ‘sticking to something I have said I want to do’. DJ was able to make decisions for himself but looked to others to give him confidence; ‘my brother would come to help me’. He knew how to ask others for help and actively engaged in this. He was able to see the qualities in others e.g. Sam but did not see himself who had the same social confidence as Sam. DJ had aspirations for the future.

He scored highest in demonstrating knowledge, understanding and practice of positive behaviours. This was confirmed against staff views and the behaviour tracker system of the school. The conclusion to be drawn from DJ and other pupils in this group was that by having an increased understanding of his own needs has enabled him to make progress.

Results for DM

Context

DM was an articulate student, of average range of ability who was able to engage in self reflection. She was felt to have made considerable progress since joining the school although from time to time continued to have difficulties with social relationships and positive social behaviour. Behaviour at home was variable; DM was able to reflect on this.

Figure App2.45

Questions 1-7 matched to within- child skills.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement		I like showing people round. I think I am a good talker and I like to meet people. I sort of represent school when I am on work experience at the primary school. I think I am good at it.		I can ask when I need to. I think I am good at making choices in all sorts of things (examples given).			Mr C Says I am best here and I know I can get some exams.
Being able to problem-solve effectively				I sort out most things myself now but I get the money for shopping from Mum. I can chose and make decisions.		I know it is me who has done things although I can't help it some-times. I am a lot better now. I know when I need space and I haven't to lose my rag. I am better at counting down now, Mrs	

						B helps me.	
Responsibility	<p>I'd show her round (examples given)</p> <p>I'm a mentor to the younger ones. I don't do that at home.</p>	<p>You have to make sure you show them everything. I have an order.</p>		<p>I have been to ask about a job near home. I think I would be OK.</p>	<p>I can sort out my problems most of the time. I like to help other people sort out theirs – like Ka.</p> <p>If someone says something about you and it is not true they should say sorry – that's responsible.</p>	<p>I can look after myself – like making meals and things.</p> <p>Being responsible is like being grown up.</p> <p>If your friends see your responsible they give you respect don't they?</p>	
Understand own needs	<p>I showed off a lot when I came here. I wouldn't do that now.</p>	<p>I like to look smart, (demonstrated) .</p> <p>It makes you feel good when you are asked to do things.</p>	<p>A bit like get me out of here. There would have to be nice food.</p>	<p>Not every one can help you with every-thing. You need to ask the right person.</p>		<p>I have to keep out of trouble – taking things.</p> <p>I do choices – I know what I like.</p> <p>I think it will be good when I have a job.</p>	<p>I think I did well on this.</p> <p>It made me feel good about myself.</p>
Understand needs of others	<p>We've all got our space and friends – you can't just barge in.</p> <p>I know what it is like. I left my friends</p>	<p>You have to listen to people but know what you are talking about so they get the idea</p> <p>Sometimes the kids don't</p>			<p>You have to help your friends</p> <p>I think I listen mostly</p> <p>People come to me sometimes to ask me things</p>	<p>I am not sure how the younger ones would do this?</p>	

	<p>behind. I didn't know anyone when I came here (example given).</p> <p>It is hard to come somewhere new.</p>	<p>know they are coming here so you tell them all the good things so they feel better</p>					
Having independence skills	<p>I'm in year 10, I can help with the others.</p>			<p>When you are in year 10 you should do things for yourself – not everyone does. I don't want other people doing things for me – I do most things.</p>	<p>I can ask or just chat. Harder to find someone at home.</p> <p>I know what to do with every day things (examples given).</p> <p>My dad doesn't think I can be trusted.</p>	<p>I have found out about college near me– that's being responsible – its my future.</p>	<p>The questions were fine and I could understand them – they would be OK to ask the others.</p>
Having social confidence	<p>I think it is good we have the youth club and we do things on the house if you are new it makes it easy to join in.</p>	<p>I think if you are going to be like Sam you have to be good with people. They like me going to the old folks home because I talk to them.</p>	<p>We'd have a good laugh.</p>	<p>We are learning who to go to when we finish school</p>	<p>I'd take my boyfriend and my friends from home.</p> <p>If your friends do some-thing you don't tell on them.</p>	<p>My friends can help if I want</p>	<p>I think you have to be able to talk</p>

		I know a lot about the school now and work experience.					
Sense of belonging	I help with the younger ones. I like to go home though.	We did the booklet about the school together – it was really good – I did the art work.	I'd take my family. We fall out a bit but it would be good. My mum would like it.	My mum and dad help me a lot at home although they don't like it if I am late in.	I think I have to show people I can decide. I think I'll get my own place next year.	My mum sometimes asks me what I think – she didn't use to. I have friends at home and here. I see the ones at home most.	
Able to make and sustain relationships with peers	You can make sure they are OK. I have friends here and at home – I still see the kids from my last school so being here is OK.		I'd take my boyfriend and my friends from home.		I could go with my boyfriend. When I am some where new – like youth club – I just go up to people and talk to them if they look all-right.	You have to say sorry sometimes – I do 7/10 now.	
Being able to make positive relationships with adults -significant other					I know what to do. Its is easy here – there's Mrs B and your key-worker to help.		

Responses to questions.

Figure App 2.46

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands-Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement		D D D		P			K	12
Being able to problem-solve effectively				D		P		5
Responsibility	D D	D		D	P K	D K P		21
Understand own needs	D	D. D	K	K		P D K	D D	23
Understand needs of others	K D D	D D			K P P	K		19
Independence skills	D			K P	D D K	K P	K	17
Social confidence	K	D D	K	K	P K	K	K	14
Sense of belonging	P	D	K	K	P	P D		14
Able to make and sustain positive relationships with peers	K P		P		K P	D		11
Being able to make a positive relationship with adults; significant other					P			2
Total for within-child skills								138

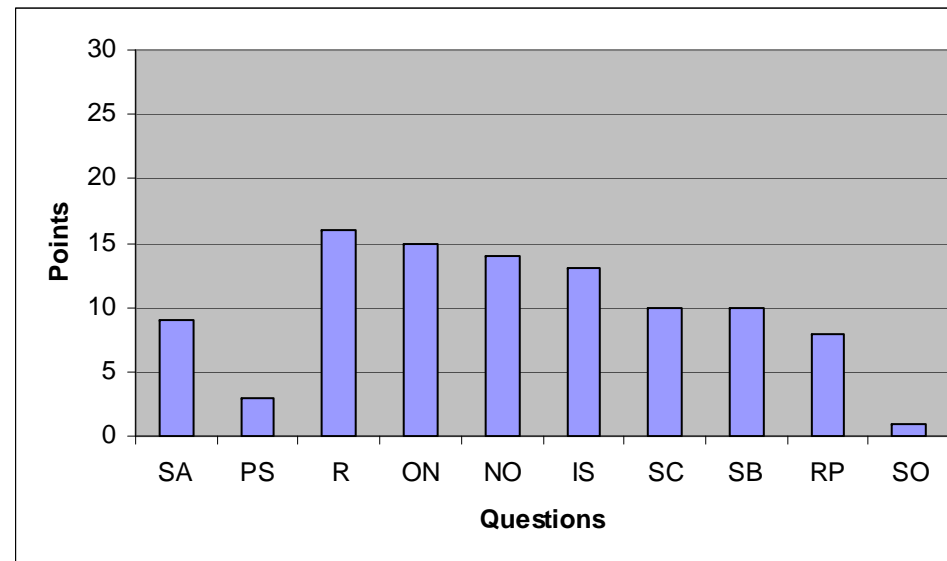
Coding of responses

Figure App 2.47

Stage	K	P	D
No of comments	23	17	27
Total scores	23	34	81
% of total score of comments (135)	16%	25%	59%

Scoring of coded results

Figure App2.48



Graph showing responses to questions as % of total responses.

Self reflection of behaviours

- Past behaviour; my mum fell out with the school. Then I came here. I found the work hard. I liked it (in my last school) but I got the blame. I was really bad. I got excluded. I shouted at the teachers. I had to sit outside of class a lot. My mum used to go up to school; they said I had done something to one of the teachers – it was his fault. She stuck up for me. I just got really mad. My dad wouldn't let me go anywhere in case I got into trouble. I go out now. I had lots of friends although we were always fighting. I'd like to go back to my old school but they said there were no places
- Present Behaviour; I think I am a lot better – I don't hit people any-more I try to sort it out. I know how to talk to people more – so they are OK. I am a lot better and know I have to do things right. Most of the time it is OK. Some people think I am really good. I don't like people to see me in a mood – like the kids at the primary school. I took some-thing on work experience – that was bad – they wouldn't have me. I know what to do now.
- Ideal self; get some exams, get a job and somewhere to live. Be happy. Look nice. Live near to home. Be some-one who is successful and have lots of money. Have a job I like

Observations and analysis of responses.

DM gained the highest score for stage 3, D; knowledge, understanding and practice of positive behaviours. The other scores suggest progression through the stages where she has built upon her knowledge, understanding and demonstration of positive behaviours. The profile of scores for the competencies indicates that she has strengths in the areas of Responsibility, Understanding her Own Needs and those of others. An area of weakness is her ability to problem-solve and identification of a significant adult but this may be linked to her level of independence.

DM's views of her self, and behaviours past and present, suggest that she was aware of the progress she has made and is able to be self reflective, although there is scope for further progress, the potential to change and take responsibility for own behaviours was present demonstrated by her understanding, self reflection and practical application of skills.

DM made positive statements about her relationships with older people and younger pupils; work experience placements, this could be substantiated by work placement reports.

Staff views.

Staff views confirm that in their view DM is pupil who had made progress, in taking responsibility for herself and her actions, over time. DM was described by staff as continuing to have some difficulties in social situations and with friendships. This was not borne out by responses to the question but what DM communicated was an understanding of what she needed to do rather than the success of what she regularly engaged in. Her ability to problem-solve other peoples problems was, in practice, not high yet she perceived this to be one of her strengths.

Conclusions

DM was able to demonstrate, through her responses to the semi-structured interview that she was able to taking responsibility for herself and her own actions in certain situations, she was able to monitor and reflect on her own behaviour except where the social or emotional situation was challenging e.g. friendships and being excluded from primary school, she had an emotional understanding of her personal needs, the needs of others, and was trying to respond to these in a socially appropriate way.

DM demonstrated that she was able to score against all of the ten competencies identified. DM demonstrated through her level of understanding that she was aware that her behaviour could improve and change but she needed to continue to take responsibility for it. BM could be described as working within Stage 3 of Salovey and Sluyter (1996); monitoring own emotions, understanding her feelings and moods but on occasions needs support to achieve at this higher level of emotional understanding. An action from the research for DM would be to investigate further her levels of social interaction with peers and others, the challenges she faces and how she meets these challenges. A hypothesis to follow up with DM would be that she is able to make positive relationships with those who are able to support and problem solve with her but continues to need support when she is required to problem solve in social situation for herself.

Results for DTJ

Context

DTJ has a complex family history. His father is the long term partner of one of the girls in the school; the relationship between parents fluctuates. The girl is sexually attracted to DTJ's brother; this can be difficult in school as the girl is obsessive about her relationship. DTJ's mother's current partner has been charged with Sexual Offender 1 charges; this has attracted negative attention to the family. DTJ transferred to another specialist secondary provision after being excluded from his primary school; his behaviour deteriorated and he was transferred to his current school where he has made progress.

DTJ did acknowledge that he had an outstanding court case pending and a YOT worker linked to an incident in his last school. There has been no reoccurrences of behaviour warranting this type of intervention in his new school. DTJ did not elaborate on what the incident was.

Figure App 2.49

Questions 1-7 matched to within- child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem- solve	6) Responsible for self	7) Any other information
Self-achievement					<p>I am able to be in the house myself, - I make something to eat, I am learning to cook, I tidy my room.</p> <p>I am good at choosing presents and what I need like for my mum's birthday.</p>		No
Being able to problem-solve effectively					<p>I recently had this problem; I asked the person first and looked for more facts.</p> <p>I would ask an adult for help if I couldn't sort it out.</p>	<p>I'd ask to get together to sort things out.</p> <p>We do that here and that is good – we shake on it.</p>	

Responsibility						It is about being responsible for your actions – if you accidentally do something then you need to say sorry.	
Understand own needs	<p>P showed me round. He was my buddy but a bit bossy – I don't need that.</p> <p>You get used to it. I started to have a few blips but I have stopped that.</p>				For something personal – the best people for me are Mr. T or mum – I talk to them (confirmed).	If I make a mistake in my work I put a line through it and talk to the teacher (confirmed).	
Understand needs of others		He would be reliable, responsible, have respect, and practice it. I do these things sometimes.					
Having independence skills	I think going some where else might be a bit scary although I have done it a few times now and I was						

	OK – like coming here.						
Having social confidence	I thought it was cool at first I liked the dingos and youth club.	I showed H and H around. I think I am good at that.		I sometimes ask my mates dad.	To make friends I go up to someone, ask them their name, see what their personality was like; what they liked and whether they were funny, and go from there.	I have a girl friend now.	
Sense of belonging	I have good friends now; A and L	L and A showed me round – we got on well from the start.	A, B and L; all from the school. I would take my mum, step dad and Nan.	I'd ask different people; most people help.	Mum gets me jeans – I just ask her.		
Able to make and sustain relationships with peers	I find it fairly easy to make friends. I knew some people before I came and that helped (confirmed).		They are amazing friends; they are funny and entertaining. I have known B for a long time; he is my best friend. We get on well.				
Being able to make positive relationships with adults; significant other	We have a great cook on the house. I talk to her.		I love my mum and my step dad. My Nan is from Scotland; she is funny.	Adults identified by name to support. For different tasks; including 'real' dad.			

Responses to questions.

Figure App 2.50

Questions 1-7 matched to within-child skills.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly-significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement						D D		6
Being able to problem-solve effectively					D D	D D	P P	16
Responsibility							K K	2
Understand own needs	P D				D	D		11
Understand needs of others		P						2
Independence skills	K D							4
Social confidence	P	P		P	D	D		12
Sense of belonging	K	K	K K	P	P			8
Able to make and sustain positive relationships with peers	D		D					6
Being able to make a positive relationship with adults; significant other	D		D	K				7
Total for within-child skills								74

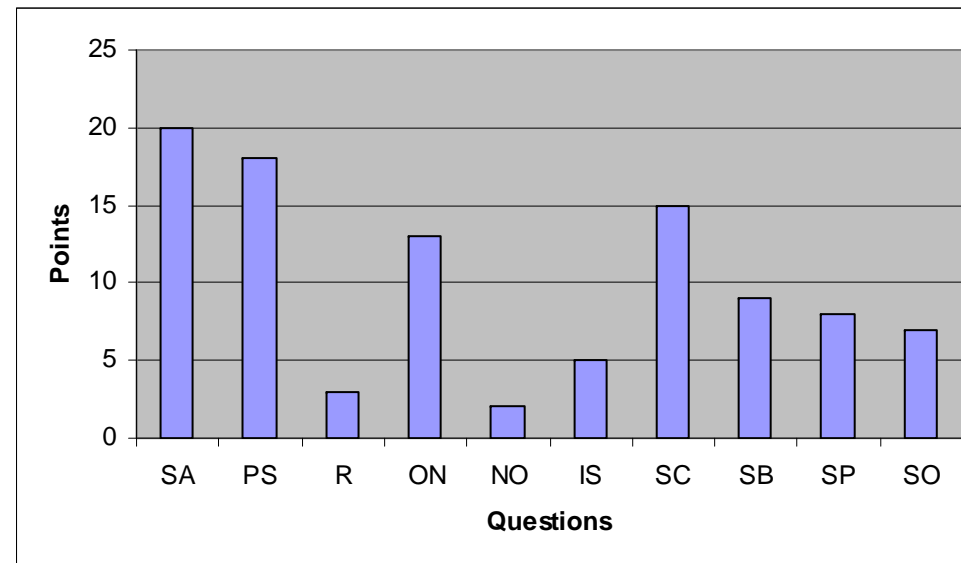
Coding of response.

Figure App2.51

Stage	K	P	D
No of comments	8	9	16
Total scores	8	18	48
% of total score of comments (74)	11%	25 %	64%

Scoring of coded results

Figure App2.52



Graph showing responses to questions as % of total responses

Self reflection of behaviours

- Past behaviour; I was at HW. I was excluded for 30 days. I went to re-integration. I lost it. I had been excluded before. I was swearing and smashing up the classroom and hitting people. I was 2/10. In re-integration I was 9/10. There were trips out on a Friday. I understood the work. I went to C. It was awful. The work was not explained. You got told off for not doing it. Detention after school.
- Present Behaviour; it is a lot different here. Only two upsets. Teachers explain the work. It is understandable. It is amazing. 10/10. I'm on Division 1 in the Premier League (near top league for behaviour). I am more used to it. New lessons on timetable, new subjects; Opening Minds and PFS and horticulture- great.
- Ideal self; to get Championship status. Improve in house area even more. Improve work and concentrate more. Doing anger management at home with YOT worker.

Observations and analysis of responses.

DTJ gained the highest score for stage 3 (D). The responses for questions accredited to the other scores were reflective and suggested understanding of situations beyond that which had been told or taught. The profile of scores for the competencies indicates that he had strengths in the areas of Problem Solving, and Social Confidence. He related responses to personal experiences e.g. being in the house on his own and being able to look after himself, or having had something stolen. He did not reflect the level of score for Sense of Belonging as other pupils but

this may be compensated by his level of social confidence. He was clear when he would ask an adult for help. Results from the semi-structured interview suggest that DTJ meets the criteria for the case relating to D. He was able to articulate and contextualize his responses. He demonstrated that he had knowledge, and understanding of his own behaviours.

Staff views.

Staff views confirm that in their view DTJ is pupil who has made progress, in taking responsibility for himself and his actions. The transfer from his previous school had been successful. He was motivated by the reward system and wanted to do well. He tried to deal with home as being separate to school. He responded to the YOT situation as being part of a past life.

Conclusions

DTJ was able to demonstrate, through his responses to the semi-structured interview that he was able to taking responsibility for himself and his own actions in certain situations, he was able to reflect on his own recent behaviour. He has an emotional understanding of his personal needs, the needs of others, and included a number of value responses in his answers.

DTJ demonstrated that he was able to score against all of the ten competencies identified. DTJ demonstrated through his level of understanding that he was aware that his behaviour could improve further and was keen to be in the next part of the behaviour league in school. DTJ demonstrated motivation to change and improve his behaviours. He had a level of self awareness enabling him to move forward; Goleman (1996) and was working within stage 3 of Salovey and Sluyter (1997), understanding his own feelings, and being aware how he needed to monitor his own emotions.

A hypothesis to follow up with DTJ would be that he is able to make positive relationships with those who are able to support and problem solve with him. He continues to seek support when it is required in difficult situations away from school.

Results for DN

Context

DN attended a specialist residential school provision prior to transferring to school. He had attended this provision since 6years old. He was in foster care for his behaviour at home. On arrival to school he was considered to be demanding and challenging but he has, over time developed a greater sense of responsibility and a number of curriculum interests e.g. biology. Staff felt that he has motor co-ordination and processing difficulties but more recently this has improved. Staff report that he is developing a greater understanding of his own needs.

Figure App 2.53

Questions 1-7 matched to within-child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement							
Being able to problem-solve effectively	When I go some where new I have to find friends for my self. That's how I get on.				If I needed jeans I would go to TK Max.		
Responsibility		When you show people round I think about how I have to behave.			I would tell the teacher after school.	It means being trusted and being helpful. I am good at that.	Friendship is more important than fighting.
Understand own needs	New place- get on, find someone who likes things I like and find my own mates. I would be OK – like coming here.	I am able to do a presentation and show people round. I think I communicate well.			Go see S (Social worker) or Mum after school.	I think through problems in a quiet room to try to solve them.(confirmed).	This has helped me say that I feel better than I did.
Understand needs of others	TA would help her – show her around.		M/dad and sister – give				

			them a break and get them away from stuff.				
Having independence skills						<p>I think I am good at looking after myself. I have lots of skills now like cooking (confirmed).</p> <p>I choose clothes, behaviours, lunch, and activities.</p>	
Having social confidence	It's Ok when people aren't annoying and let you get on with your friends. I kept being annoying and wouldn't let me make friends – I got help.	I like drama and citizenship. I think I am good at speaking up; like in assembly or school council or in the play (confirmed).				If I make mistakes I go to see my TA. I can have time out.	
Sense of belonging	She wouldn't get on very well at the beginning. I think it is the same for lots of people. I think it is because different people say different things. It is best when you know your key	I show people round	<p>Take S – attitude!, J make a shelter and J- wood. Take N. Help each other.</p> <p>Be a team.</p>	<p>Able to identify number of adults by name who could help out. Including staff from school, and family</p>			I have made friends with a lot of people.

	worker can help you.			members.			
Able to make and sustain relation-ships with peers	Ask them what they like. It is good to have friends that like the same things. My friends – we have a lot to talk about; sports, games, we are here 24/7 so it is important.				Get to know people.		
Being able to make positive relationships with adults; significant other						Useful to have an adult about in football..	

Responses to questions.

Figure App2.54

Questions 1-7 matched to within-child skill.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement								
Being able to problem-solve effectively	D				K			3
Responsibility		P			P	D	K	8
Understand own needs	P	D K			P P	D		14
Understand needs of others	K		P					3
Independence skills						D D		6
Social confidence	K K P	D				D		10
Sense of belonging	K K K K	D	K P	K			D	14
Able to make and sustain positive relationships with peers	K K P				K			5
Being able to make a positive relationship with adults; significant other						K		1
Total for within-child skills								64

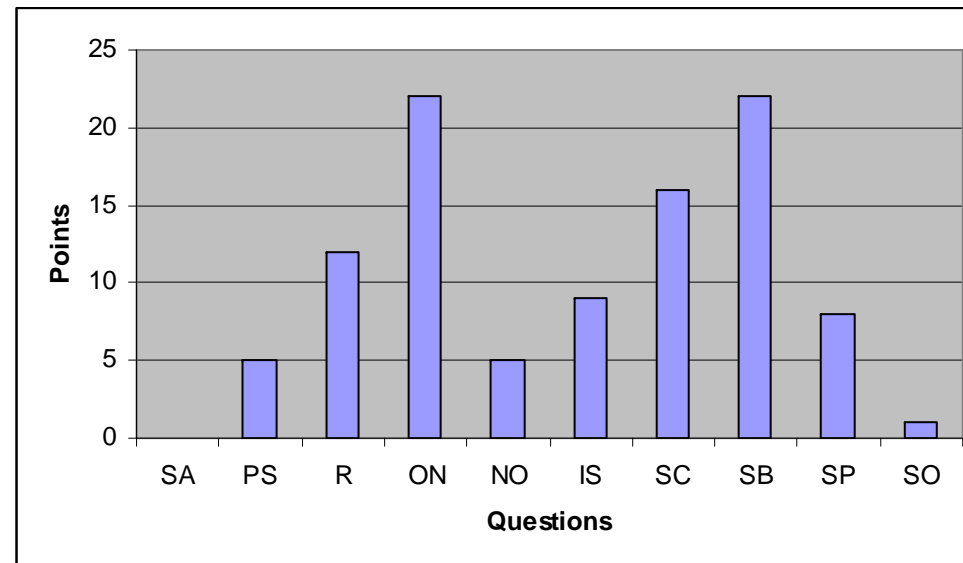
Coding of responses

Figure App2. 55

Stage	K	P	D
No of comments	16	9	10
Total scores	16	18	30
% of total score of comments (64)	25%	28 %	46%

Scoring of coded results

Figure App2.56



Graph showing responses to questions as % of total responses

Self reflection of behaviours

- Past behaviour; had been at AR school since 6years old. Before that went to GL and HW schools. Missed 6th birthday at home because was residential. Was in foster care because of behaviour. I wasn't able to go home at AR. Difficulties with concentrating. Didn't do sport. Not allowed out at AR. Seeing M/D helped. 7/10 by the end.
- Present Behaviour; better than when started. Not going to mainstream. More space. Learnt to like sport. Maturer now. Life skills is good; cooking, food etc. Residential but go home mid week because of CAMHS appointment. More friends at home now. Allowed out more. Mum more confident. 71/2 /10
- Ideal self; no glasses. Have laser treatment. Choose own clothes. Have Nike and football stuff. Want to play football when older. Looking for some sports glasses. Have a good job. Family. Good mates.

Observations and analysis of responses.

DN demonstrated that he had knowledge, and understanding of his own behaviours, and was able to sustain these on an independent level. He was reflective and confident when talking about his own behaviour. He gave limited responses and was prompted to expand his answers.

Staff views.

Staff views confirm that in their view DN is pupil who has made progress. He used to be very demanding of his mum but this had changed and he was more caring. Peer opinions and acceptance were very important to him. He goes swimming on a Saturday. He is very knowledgeable about biology. He was now better co-ordinated. Staff felt that he was developing into a responsible young man.

Conclusions

DN demonstrated understanding of his own needs and a sense of belonging to his new school. He was able to think objectively about his behaviours. Opportunities for DN to discuss his behaviours have helped him make progress. He identified being trusted, helpful and valuing friendship as being of importance to him. He was definite about what he needed to do in certain situations e.g. where to go for jeans, or where he goes to problem solve. He was very clear about when he might need support.

Results for DS

Context

DS had transferred to the school from his mainstream primary school. DS had moved to the primary mid phase when his mother moved in with her partner. DS's mother reflected that DS had found it difficult sharing her time with others even when her new family had been known to her for years. DS was possessive of his mother and this put a strain on family relationships. Within school DS would engage in unpredictable acting out behaviours including aggression to staff and up turning furniture which would lead to him either being excluded or able to go home. Despite these behaviours DS was popular amongst staff. DS's behaviours continued when he joined the school but in a matter of weeks he became residential in order to manage and change the behaviours by engaging him fully in the behaviour strategy of the school. Staff felt that over time DS has learnt to manage his emotions better, understand his needs and reduce his dependency on his mother.

Figure App2.57

Questions 1-7 matched to within- child skills	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands- Positive attachments	4) Kelly- significant other.	5) Independent thinking/ problem-solve	6) Responsible for self	7) Any other information
Self-achievement							
Being able to problem-solve effectively						I used to be really bad at this but now I write it down and then I put down what the options are and what would be best. Mrs S showed me what to do.	
Responsibility					Tell them to give it back or go to the police.	Saying when you have done something; owning up. Making decisions for your self – like how to behave. I know I can choose the right behaviour.	
Understand own needs	It was hard to start with- I	I can talk to people really	I'd take T/D and H; someone from		Talk to mum.	I choose food, music, work	I wasn't very good in M. Mrs

	<p>knew some people from my old school so that made it easier to make friends. Being away from home. The rules were different.</p> <p>Other people kicking off .</p>	easily. When you do it you remember all the things we do.	school and near home – we like the same things.			experience friends who I like.	W helped me a lot. I didn't want to go to school. I know I wasn't good now.
Understand needs of others	TA would help her, teachers and other pupils.	Sam needs to be polite, look nice and be able to talk to people.					
Having independence skills						I am a good cook- my mum says but I need to keep the kitchen tidy.	
Having social confidence	I'd be OK. I have been to work experience and done three schools. Going to college might be different, you are on your own a bit.	I was in the paper for something we did at school to do with the river path.			I talk to them, find out what they like. Good things to talk about are music, good films, football (confirmed).		
Sense of belonging	I make friends easily-like	I show people round. Its good	Take mum, gran and granddad –		Ask mum to go for jeans; we		

	coming here.	but you haven't to be in a mood.	family I would definitely take mum.		don't live near to shops so she has to take me.		
Able to make and sustain relationships with peers	It is easy to make friends if you like the same things. I talk to people and ask them what they like; music, sport, films.				My friends like the same things.		
Being able to make positive relationships with adults; significant other				Recognizes roles of adults linked to activities; mum figures highly		Useful to have an adult around when things are not going well When you haven't any money and if you want a lift.	

Responses to questions.

Figure App. 2.58

Questions 1-7 matched to within- child skills.	1)Jo- Making relationships with others	2)Sam-Social confidence	3)Desert Islands-Positive attachments	4) Kelly-significant other.	5) Independent thinking/problem-solve	6) Responsible for self	7) Any other information	Score per within-child skill
Self-achievement								
Being able to problem-solve effectively						D		3
Responsibility					K	K K D		6
Understand own needs	K P K, K	K D	P		K	D	K K K, K	19
Understand needs of others	K K	K K K						5
Independence skills						D		3
Social confidence	K D K	D			D K			12
Sense of belonging	D	D K	P		D			12
Able to make and sustain positive relationships with peers	K D				K			5
Being able to make a positive relationship with adults; significant other				K		K K K		4
Total for within-child skills								69

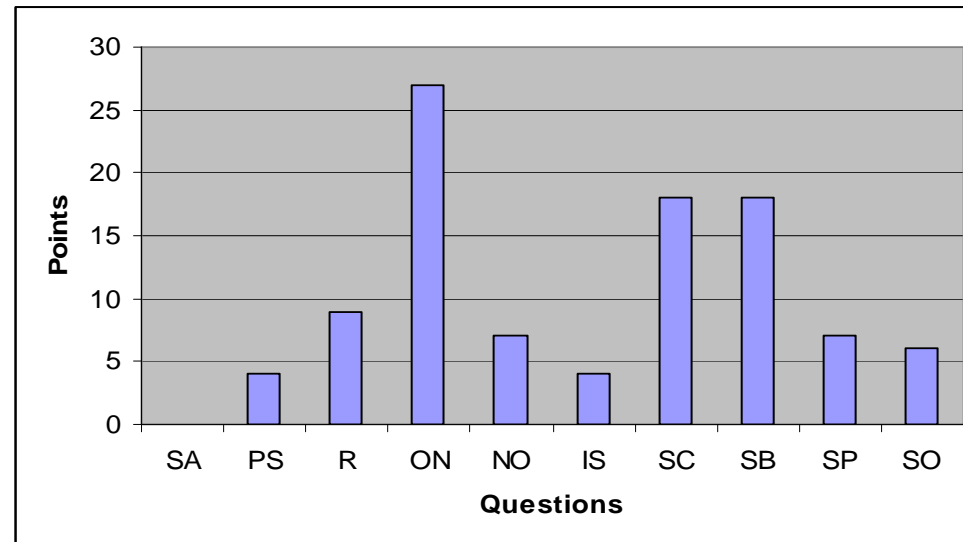
Coding of response.

Figure App 2.59

Stage	K	P	D
No of comments	27	3	12
Total scores	27	6	36
% of total score of comments (69)	39%	9%	52%

Scoring of coded results

Figure App2.60



Graph showing responses to questions as % of total responses

Self reflection of behaviours

- Past behaviour; I was at Ok. I went to M school. I was excluded for hitting Mrs. W. Mrs. W used to help me a lot. I used to shove the furniture, be swearing, screaming and shouting. I used to tear up my work. I had some home tuition. That was good. I didn't want to go to school. I wanted to stay at home.
- Present Behaviour; at the beginning I didn't like it and I used to kick off. Mr C made me resi. I had to do the detentions. I wanted to go home; Mr C said it was up to me so that's when I started to get better. It is a lot different here now. I'm on Division 1 in the Premier League (near top league for behaviour). I am more used to it. New lessons on timetable this year. I am mentor now. Work experience is going well.
- Ideal self; to get my exams, go to college get a job and live at home. 7/10

Observations and analysis of responses.

DS gained the highest score for stage 3, D (52%); and then for knowledge (39%), Responses to questions which scored a K score did demonstrate self reflection and suggested understanding of situations beyond that which had been told or taught but were not accompanied by examples, therefore P or D level scores could not be given. The profile of scores for the competencies indicates that he had strengths in the areas of Own Needs, Social Confidence and Sense of Belonging. He related responses to personal experiences. He was able to articulate and contextualize his responses. He demonstrated that he had knowledge, and understanding of his own behaviours and could reflect on the progress

he had made. DS had achieved the level of self awareness; Goleman (1996) required for further progress. Scoring for the semi-structured interview would place him at Level 2 of Salovey and Sluyter (1997) but comments about his own behaviour suggests that he is working within level 3.

Staff views.

Staff views confirm that in their view DS was a pupil who had made progress, in taking responsibility for himself and his actions. The transfer from his previous school had been successful although he continued to dominate the situation at home and was quite possessive and protective of his mother. He was motivated by wanting to be at home.

Conclusions

DS was able to demonstrate, through his responses to the semi-structured interview that he was able to taking responsibility for himself and his own actions in certain situations, he was able to reflect on his own behaviour. He has an emotional understanding of his personal needs, the needs of others, and included a number of value responses in his answers e.g. 'I show people around, it's good but you haven't to be in a mood'.

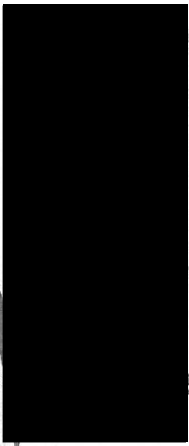
DS demonstrated through his level of understanding that he was aware that his behaviour could improve further and was keen to be in the next part of the behaviour league in school.

A hypothesis to follow up with DS would be that he is able to manage his own behaviour with the use of taught strategies on an independent level. Make positive relationships with others but benefits from having his needs understood.

Please return to:-

Ruth Illman

Educational Psychology Service



COUNTY COUNCIL



Educational Psychology Service



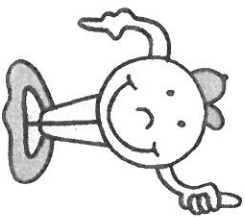
**Educational
Psychology Service**



and



SCHOOL



BEHAVIOUR RESEARCH

What helps pupils change
their behaviour?

Ruth Illman,

our Educational Psychologist,
would like you to help her
with this Research.

We hope you will agree.

The Research will help us
plan more intervention for
the pupils in your school



The Research

Ruth will spend time talking to you
about your behaviour past, present
and what has changed.

Ruth will make a record of what
you tell her.

This information will be kept confi-
dential and your name will not ap-
pear in the final report.

Ruth would like to talk to your
parents, too.

This will help her come to conclu-
sions about how we help the pupils
in your school change their behav-
iour.

We hope you will want to be part
of our Research.

I agree that I am willing to
participate in the

Research



Signed:

(Pupil)

Date:

Please return to:-

Ruth Ilman

Educational Psychology Service



COUNTY COUNCIL



Educational Psychology Service

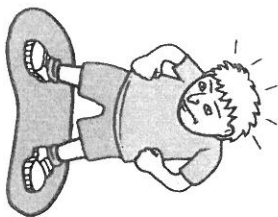


**Educational
Psychology Service**



and

SCHOOL



BEHAVIOUR RESEARCH

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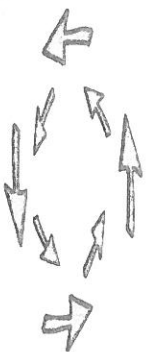
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We hope you will agree.

The Research will help us plan more intervention for our pupils.



the Research

Ruth will spend time talking to

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Ruth will make a record of what

.....tells

her.

This information will be kept confidential ands name will not appear in the final report.

Ruth would like to talk to you too.

This will help her come to conclusions about how we help pupils change their behaviour.

We hope you will want to be part of our Research.

I agree that

.....

may participate in the

Research

Signed:

.....

(Parent / Guardian)

Date: