PROFESSIONAL PRACTICE REPORTS

By

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INTRODUCTION TO VOLUME TWO

1.1. Introduction

This volume of work forms the second part of a two volume thesis which constitutes the written requirement for the Doctorate in Applied Educational and Child Psychology at the University of Birmingham. Volume One presents an original piece of research which is entitled 'In hospital but not forgotten: an exploration into children and young people's narratives about their experiences of hospitalisation and hospital school'. Volume Two consists of four Professional Practice Reports (PPRs) which are relevant to educational psychology practice. This introductory chapter provides an overview of the service context in which the PPRs were conducted in addition to brief descriptions of all four PPRs.

1.2. Background and context

The PPRs were written during the latter part of my educational psychology training, in which I was placed at one Educational Psychology Service (EPS) in my role as a Trainee Educational Psychologist (EP). The EPS is a based in a metropolitan West Midlands local authority (LA), which serves a large and diverse population. The EPS has operated a part-traded model of service delivery since 2011, which follows that the statutory (or 'core') functions of EPs are funded by the LA directly, whilst schools purchase additional EP support, as they judge necessary. The large quantity of EPs at the service was influential and beneficial for the range of work conducted for the PPRs as I was able to draw on expertise and experience in a range of areas relevant to educational psychology practice.

1.3. Overview of PPRs

The PPRs consider different functions of the applied psychologist role; assessment, formulation, intervention, evaluation and research (BPS, 2008) in addition to EP work at different ecological levels i.e. individual, group and organisation. Through the PPRs I sought to address a broad range of educational psychology practice to contribute to existing knowledge in addition to my own professional practice. Although the PPRs seem varied upon first impression, they are connected through my avid commitment to support vulnerable groups (as is Volume One) in addition to my interest in exploring novel and thought-provoking areas of educational psychology practice.

1.4. PPR1: When children give evidence in court: understanding the legal process, the psychological implications and the role of the EP

PPR1 presents a critical literature review which aims to explore literature about the judicial process when children give evidence, to heighten understanding of this process amongst educational professionals. Subsequently, the review explores the psychological processes involved when children give evidence in court, using a developmental lens by which to examine the literature. This approach challenges the dominant discourses surrounding child witnesses regarding their competency to testify and the quality of their evidence. Four predominant themes emerge from the literature: cognition, language, memory and social and emotional development. Based on this critical review of research, implications for EPs, schools, parents and educational professionals are presented using an innovative framework.

1.5. PPR2: Exploring the impact of the playworker role as a form of community involvement in one primary school in an inner-city context. What is the nature of this community involvement and what is the perceived impact of this role from different perspectives?

This report outlines a qualitative case study exploring one type of community involvement - playworkers - in a primary school and the role's perceived impact from the viewpoints of playworkers and pupils. Utilising thematic analysis to analyse focus group and interview data, themes were identified. The findings highlight the flexibility of this type of community involvement in the school and that community involvement is perceived to have an impact at different levels – individual factors, school factors, pupils and engagement with the community. Implications for educational psychology practice are discussed, with a particular focus on how EPs work with the post-16 client group.

1.6. PPR3: A case study exploring the child's voice in Solution-Focused Brief Therapy intervention

This case study explores the use of a Solution-Focused Brief Therapy (SFBT) intervention to support an adolescent girl experiencing difficulties with peer interactions and behaviour in school. A review of the literature presents the key components and principles underpinning the SFBT approach, evidence for its effectiveness with CYPs and the role of the 'involuntary client' in therapy. A multi-faceted assessment process took place involving the student, school staff and a parent with which qualitative information was gathered through consultation and Beck Youth Inventories (Beck et al., 2005). The outcomes of the SFBT intervention are presented in terms of facilitating change for the young person. This case study primarily contributes to existing literature which advocates the utility and efficacy of SFBT with CYPs to address externalising behaviours. The case study also raises important issues regarding the EP role in therapeutic work and with the commissioning of therapeutic work in a traded model of EP service delivery. Moreover, the need

to prioritise the voice of the child or young person (CYP) (an involuntary client) in EP therapeutic work is discussed.

1.7. PPR4: Exploring EPs' perceptions of their work during statutory processes prior to and following the implementation of the Children and Families Act (2014) using an activity theory framework. What is the perceived impact of this current legislative change on EP activity?

Following significant legislative change in the form of the Children and Families Act (CFA) (2014), this study explores the perceptions of EPs in one Local Authority regarding their role in statutory processes prior to the legislation and their perceptions of their anticipated role following its implementation. Socio-cultural activity theory was utilised as an overarching conceptual and analytic framework to explore different aspects of EP activity. Thematic analysis was used to analyse data, to ascertain themes relevant to the research questions. The research findings support existing literature proposing that EP activity is considerably influenced by contextual (and in particular legislative) factors and the current CFA is no exception. Findings suggest that EPs adapt their work to fit legislative changes and participants anticipated several aspects of work would differ following the implementation of new policy, such as the use of person-centred approaches.

1.8. Reflections

The PPRs have contributed to my personal professional development in relation to both professional practice and research skills. Furthermore, the PPRs have contributed to service delivery within the Local Authority context, as all PPRs were collaboratively negotiated with relevant stakeholders in response to need. Moreover, the work reflects my own personal and professional research interests, for example hearing the voice of CYPs, extending the impact of EPs

and supporting vulnerable groups. The work highlights emerging areas for the remit of the EP role, for example relating to community contexts and child witnesses. The PPRs also raise pertinent questions about the role of the EP in increasingly traded contexts, for example regarding therapeutic work.

PROFESSIONAL PRACTICE REPORT ONE: WHEN CHILDREN GIVE EVIDENCE IN COURT: UNDERSTANDING THE LEGAL PROCESS, THE PSYCHOLOGICAL IMPLICATIONS AND THE ROLE OF THE EDUCATIONAL PSYCHOLOGIST

Abstract

There are growing numbers of children and young people who are required to give evidence in court, yet many educational professionals, including some Educational Psychologists (EPs), know little about the forensic process and its impact on children. This critical literature review aims to explore literature about the judicial process when children give evidence, to heighten understanding of this process amongst educational professionals. Subsequently, it will explore the psychological processes involved when children give evidence in court, using a developmental lens by which critically to examine the literature. This approach ultimately challenges the dominant discourses surrounding child witnesses regarding their competency to testify and the quality of their evidence. Four predominant themes emerge from the literature, which are discussed as follows: cognition, language, memory and social and emotional development. Based on this critical review of research, implications for EPs, schools, parents and educational professionals are presented using an innovative framework. Suggestions for future research are also made.

1. Introduction

1.1. Rationale

The national context suggests that a substantial number of children are required to give evidence in court. Annually, 33 000 children give evidence in criminal trials, whilst even more young people are victims of or witnesses to crimes where prosecution does not occur (Her Majesty's Crown Prosecution Service Inspectorate & Her Majesty's Inspectorate of Constabulary, HMCPSI & HMIC,

2012). This number is increasing due to 2011 guidelines which eradicated the assumption that a child should only be called to give evidence in court in extraordinary cases (The Family Justice Council, 2011).

This literature review stems from an interest at a local level, within the Educational Psychology Service (EPS) at which I am placed in my role as Trainee EP. As part of a forensic development group, EPs at the EPS have taken particular interest in judicial matters, for example the 'Invisible Walls' project which aims to improve outcomes and quality of life for children affected by parental imprisonment. Although the need for this review has arisen locally, the high number of children who give evidence in court also highlights a national need for this review. Furthermore, little is understood by non-judicial professionals about the processes involved for children in this situation. There appears to be little clarity on the process by other professionals who support children and families, for example teachers and EPs.

In literature concerning children as evidence providers in court, much focus is on children's ability to give credible and valid evidence, for example "…ensuring [children] … are… supported to appear as witnesses enabling them to give their best evidence, is clearly central to a healthy and well-functioning criminal justice system" (HMCPSI&HMIC, 2012, p.7). Although this is imperative to the pursuit of justice, the *psychological* processes which occur when children give evidence in court must be understood also. The purpose of this literature review is therefore to address this, offering an alternative standpoint by which to explore the process of children giving evidence in court. This is particularly given the noteworthy contribution of psychology in this area to date, for example the work of psychologist Ray Bull which informed the development of the Memorandum

of Good Practice (Home Office & Department of Health, 1992) regarding the conduct of legal interviews with children. Despite the implementation of the Memorandum having less impact on forensic interview practice than was hoped for (Sternberg et al., 2001), psychological research by Ray Bull and his colleagues has been influential. Important psychological research in this area includes the investigation into children's ability to describe experiences (Milne & Bull, 1996), the use of the rapport stage of interviews to assess linguistic competence of child interviewees (Bull, 1995), effective questioning techniques (Davies & Westcott, 1999) and specialised interview techniques, for example the 'Cognitive Interview' (Kohnken et al., 1999; Memon et al.,1993; Milne & Bull, 1996). It is thus fair to conclude that psychology is not alien to the legal sphere.

1.2. Remit of Literature Review

It is important to acknowledge the diversity of contexts within which children may be required to give evidence in court. In the UK, children are required to give evidence in a variety of legal proceedings, which may occur in criminal courts, civil courts or family courts. For the purposes of this literature review, I have chosen not to differentiate between the types of legal proceedings as this is beyond the scope of the review. Furthermore, the aim and focus of this review is to adopt a developmental and psychological perspective to the experience of children giving evidence in courts, rather than the exploration of the proceedings themselves. To this end, when referring to children who give evidence, the term 'court' is a general term.

Additionally, there is also variance with regard to the capacity in which children are witnesses. In this review, the role of children as 'witnesses' primarily refers to children who are more detached 'observers' rather than necessarily being the alleged victims of crime themselves. Furthermore,

consideration of children who are the alleged perpetrators of criminal offences is beyond the scope of this review and therefore excluded from this literature review.

1.3. Research Questions

Grounded in the aforementioned rationale for the focus of this literature review, the following research questions will be addressed:

1. What are the key processes involved when children give evidence in court?
2. What are the key *psychological* processes involved when children give evidence in court?

1.4. Overview of literature review

The review will first detail the search strategy used to find relevant literature. Having addressed the research questions by critically analysing relevant theoretical, research, policy and professional literature, I will then suggest implications of the findings, specifically for educational professionals and EPs.

2. Literature Search Strategy

To answer the research questions, iterative approaches were used to identify literature in a flexible manner, allowing further exploration of key ideas. This review aims to appraise existing knowledge on the topic using a range of relevant sources (Knopf, 2006) in order to synthesise existing knowledge and gain a new (psychological) perspective (Aveyard, 2010; Hart, 1998). However, to avoid pitfalls such as lack of reliability of evidence and lack of transparency of methods used (Jesson et al., 2011), I chose to adopt a *systematic* approach, which is recommended in literature (Aveyard, 2010; Hart, 1998). Firm inclusion and exclusion criteria were

utilised to select literature to increase replicability and heighten academic rigour. This is particularly important as iterative approaches to exploring literature are implicitly subjective (Jesson et al., 2011).

For Research Question 1, concerning the processes involved when children give evidence in court, relevant legislation and policy documents were accessed using government department websites. This provided a necessary knowledge foundation and context for the review focus and led to greater understanding necessary for addressing Research Question 2. Following this, combinations of keywords (Box 1) were used to search systematically for relevant literature to address Research Question 2, specifically using Boolean operators such as 'AND' (e.g. 'witness AND court'), phrases (e.g. "child witness") and truncation (e.g. child*) to identify literature.

Box 1: Combination of search terms used to identify relevant literature for this literature review.

Title and/or abstract includes the following search terms:

- child*
- court
- witness
- evidence
- testimon*
- "child witness"
- psycholog*

The electronic database ProQuest Social Science was used for this review as it provides a platform on which several bibliographic databases can be cross-searched together, e.g. PsychInfo, ERA (Education Research Abstracts) and BEI (British Education Index). The criteria applied to the literature searches are outlined in Table 1.

Inclusion Criteria	Exclusion Criteria
• For Research Question 1 - the key processes involved in children giving evidence in court- only literature from the UK was included due to international variance in laws. For the second research question, concerning psychological processes, literature was not confined to the UK.	• Any literature produced prior to the year 2000 was excluded from the selection of literature. Literature was limited to the date range from 2000 to 2014. This is due to significant UK legislation relating to the review's topic which was introduced in 1999, namely The Youth Justice and Criminal Evidence Act (YJCEA).
• Only journal research papers identified as being peer-reviewed were selected for inclusion in the literature review.	• I intentionally chose not to include papers with a focus on youth offenders because this is not the focus of the review. Instead, only papers with a primary focus on child witnesses of alleged criminal offences were included for selection.

Table 1: Inclusion and Exclusion Criteria Utilised in the Literature Search

Following an initial literature exploration using the search terms shown in Box 1 and the criteria detailed in Table 1, I then searched for other papers from the same author and/or pertinent references cited in a paper in addition to further searches using keywords from relevant articles (Jesson et al., 2011). A combination of research, theoretical, policy and professional literature was selected as appropriate and relevant to addressing the research questions.

3. Research Question 1: What are the key processes involved when children give evidence in court?

This question aims to synthesise related policy and guidance relevant to the key processes involved when children testify in court. De Vaus (2001) argues in favour of descriptive research questions, as these can act as antecedents to explanatory research questions, firstly firming the premises upon which explanatory research questions are posed. Furthermore, this review requires

the outlining of the legislative and social context in which children give evidence in court, to achieve a greater understanding of literature relating to the subsequent research question.

3.1. Children as Witnesses

From a historical perspective, the last two decades have seen a remarkable shift in how child witnesses are regarded. Prior to 1988 children were considered unreliable witnesses, whilst judged by the same standards as adults in the courtroom (Wade, 2002). Child witnesses in England now receive more favourable evaluations, demonstrated by the assumption that children are competent to testify and are not required to have competency hearings before giving testimony (Clifford, 2002). The value of engaging children meaningfully in court processes is supported by resources aimed at practitioners for this very purpose, such as the software 'In My Shoes' (Calam et al., 2000) and guidance by Jones (2003). The view of children as witnesses is made clear in Section 53 of the Youth Justice and Criminal Evidence Act (YJCEA) which states that all individuals, regardless of age, are competent to give evidence. This is supported by the legal construct of "Gillick competence" which proposes that children under the age of 16 years are perceived by law to have the competence to consent to medical examination and treatment, subject to assessment of their maturity and cognitive ability (Griffith, 2013).

English law predicates that children must attend court when summoned, and as witnesses are compellable to give evidence. There is no legal minimum age required for a child to give evidence in a court of law. Under the YJCEA all children (under 18 years) are considered 'vulnerable witnesses', in addition to some adults, e.g. those experiencing mental health difficulties.

Currently, there is no distinction between child witnesses in need of 'special protection' (cases which involve sexual offences or violence, abduction or neglect) and children giving evidence in

other types of cases, due to Section 101 of the Coroners and Justice Act 2009 amending section 21 of the 1999 YJCEA. Therefore, all child witnesses are viewed equally, regardless of the offence under investigation.

3.2. Giving Evidence

Following a change in government in 1997, an inter-disciplinary review occurred which focused on the treatment of 'vulnerable' and 'intimidated' witnesses to assist them to give their best evidence in judicial proceedings and reduce stress involved in providing evidence (Home Office, 1998). Recommendations from this report were included in the YJCEA (1999) which introduced an array of actions - "Special Measures" - to be used to aid the gathering and giving of evidence by vulnerable and intimidated witnesses. Under Section 16 of the YJCEA, all child witnesses who appear as defence or prosecution witnesses in criminal proceedings are identified as 'vulnerable witnesses' and are therefore automatically eligible for Special Measures. The Special Measures available to children, only if the court agrees, are outlined in Table 2. The court must "sign off", if a child chooses not to use the provisions offered and this decision is based on the court's satisfaction that the quality of the child's evidence will not be lessened.

Special Measure	**Purpose/Details**
1. Screens	Screens can shield the witness from seeing the defendant
2. Live links	Live links enable the witness to give evidence during the trial outside of the actual courtroom. This may be either within the court building or a suitable location outside the court.
3. Giving evidence in private	Members of the public and the press will not be allowed into the courtroom when the child is giving evidence in sexual offences cases or if the child is subject to intimidation by someone other than the defendant.

4. Wigs and gowns are removed	Wigs and gowns, worn by barristers and judges in the Crown Court, are removed.
5. Visually recorded pre-trial evidence	A video-recorded pre-trial cross-examination (interview) may be admitted by the court as the witness's evidence-in-chief. It is usually seen by everyone in court (including the defendant). The child is allowed to re-watch the recording before the trial to help refresh their memory.
6. Using an intermediary	Intermediaries may be selected by the court to assist child witnesses to give their evidence. Intermediaries are able to help children to understand the questions they are asked by explaining questions further, and are also able to explain children's answers to enable them to be understood by the questioner, but without changing the essence of the evidence.
7. Communication aids	Aids to communication may be accepted to enable a witness to give their best evidence. Communicators or interpreters may be used, as well as communication aids or techniques, for example signs or symbols.
8. Pre-trial video-recorded cross examination	Section 28, video-recorded cross examination is not yet currently operational.

Table 2: Summary of 'Special Measures' available for children, regarded as 'vulnerable witnesses', as established by the YJCEA (1999).

However, despite the availability of Special Measures and the entitlement of all child witnesses to these, there is debate concerning their implementation and effectiveness. Burton et al. (2006) found that although vulnerable and intimidated witnesses felt supported, significant improvement is required for the implementation of these measures. Findings include (i) late applications for Special Measures meaning that witnesses forego reassurance before the trial that they will receive Special Measures and (ii) Special Measures are sometimes sought not based upon individual assessment of the person's needs or wishes, but on a priori assumptions held by the court regarding a person's capability to give evidence (Burton et al., 2006).

Furthermore, Hamlyn et al. (2004) found from surveys that the number of vulnerable and intimidated witnesses who wanted to use Special Measures exceeded the number granted them, often because witnesses were not offered measures due to appraisal of needs. Further research is necessary to investigate the fidelity of the implementation of Special Measures which would provide an evidence-base for the measures' effectiveness and its potential benefits to child witnesses. Amendments to policy and guidance regarding how courts implement the measures with fidelity should also be considered. Moreover, Hall (2009) suggests that there are ethical dilemmas incurred by Special Measures, in whether children fully understand and choose the measures i.e. the issues of informed consent and children's autonomy.

3.3. How are children prepared?

Under the Code of Practice for Victims of Crime (or 'Victims' Code'), children who are witnesses and also victims of crime are legally entitled to support from criminal justice agencies from the reporting of a crime until the end of the trial (Ministry of Justice, 2013). Given this statutory obligation, children's unfamiliarity with legal proceedings and judicial contexts and children's tendency to base expectations of the judicial process on depictions of criminal justice portrayed in popular culture (Wade, 2002), children require adequate preparation before giving evidence in court.

Parental involvement is an important dimension in children's court preparation (Crawford & Bull, 2006) and there are avenues for parents to access information and guidance, which they can then use to prepare their children for court. For example the Ministry of Justice (2011a) has produced guidance for parents, detailing legal processes such as Special Measures and signposting parents to relevant agencies for additional support. Furthermore, charities such as 'PACE' (Parents Against

Child Sexual Exploitation) (2014) also provide guidance for parents, e.g. detailing how to explain to their children (in child-friendly language) different aspects of the judicial process (e.g. 'jury' 'guilty' 'cross-examination').

There are also booklets designed for children of varying ages, for example by the Ministry of Justice (2011b) and Office for Criminal Justice Reform (2008), which explain the different roles of people in court, the court layout and the trial process. Nevertheless, Wade (2002) suggests this preparation is insufficient. In this research, in which child witnesses were interviewed after their experience of court, many children reported that pre-trial preparation such as courtroom visits did not alleviate their fears and anxieties. Instead what they required was information about their role as witnesses and expectations in relation to their role.

3.4. Who are the key people involved?

In addition to people who are central to the legal process, e.g. police officers and lawyers, there are also other significant roles, detailed in Table 3, when children give evidence in UK courts.

Agency	**Purpose of involvement**
1. Witness Supporter	If the judge agrees, a child can have a Witness Supporter with them in the room while they give evidence by TV link. This person can be a friend or relative who has nothing to do with the trial, or someone appointed by the court, for example a trained voluntary worker in the *Witness Service*. The Witness Service can provide support to a child throughout the court process, if they have been made aware of the child and their needs. This support may, for example, include a court familiarisation visit. Some courts have access to specific *Child Witness Supporters* who can assist in the preparation of children for court. In addition, there are also some areas in the UK which have access to local National Society for the Prevention of Cruelty to Children (NSPCC) child witness support services.

2. Intermediary	This is someone who acts as a channel through which children can be helped to understand questions posed to them. They also help to make children's answers understandable by the court. If an intermediary is agreed, they meet with the child before the trial and sit with them when they are giving evidence. The intermediary also advises the court how best to communicate with the individual child.
3. Therapist/Counsellor	Children may receive therapeutic counselling if parents and children choose this, prior to the trial taking place. However, the sessions should not impede the validity of a child's evidence e.g. therapy that focuses on making the child feel more confident to testify is less likely to impact on the criminal case. In some instances, the therapist cannot guarantee confidentiality to the child and may be required to inform the court about the content of the therapeutic sessions. To this end, it appears that the needs of the forensic process and pursuit of justice are prioritised above the developmental and emotional needs of children. Young people may therefore not receive therapeutic counselling, if deemed to interfere with forensic proceedings, despite the existence of need.
4. Court Witness Liaison Officer	The Liaison Officer ensures that the care of witnesses is consistent and appropriate while they are at court. This role varies between courts depending on local arrangements made with the Witness Service and Witness Care Unit. However, this role could involve the following: answering questions about court procedures and facilities, familiarisation visits to the court prior to the trial, providing a local information leaflet for those people involved in supporting child witnesses and minimising children's waiting time at court.
5. Witness Care Officer	The Witness Care Officer (in the Witness Care Unit) carries out needs assessments for witnesses. They also maintain a local contact directory of organisations that can provide support to witnesses. Additionally, Witness Care Officers liaise with the court and Witness Service.

Table 3: Summary of key agencies involved when children give evidence in UK courts and the purpose of their involvement, as indicated by Ministry of Justice (2011a).

In summary, legislation indicates the presumption that children under the age of 16 years are able to give evidence in court – an assertion not afforded to children until relatively recently. As all

children are regarded as 'vulnerable witnesses' under the YJCEA (1999), they are entitled to 'Special Measures', including the use of screens to shield children from the defendant and the use of video recorded live links so that children are not required to testify in the courtroom. However, as discussed, children do not always receive these Special Measures, despite their entitlement to them, due to a variety of failings. Improvement is needed regarding the effective implementation of Special Measures, particularly as the intended purpose of these measures is to reduce feelings of stress associated with giving evidence (Home Office, 1998). Furthermore, despite pre-trial preparation provided for children and their families, research suggests that this is insufficient to alleviate children's anxieties.

4. Research Question 2: What are the key psychological processes involved when children give evidence in court?

4.1. Developmental Framework

To address this research question, I have chosen to explore the literature through the lens afforded by a developmental framework. This inadvertently challenges the dominant discourses in child witness literature, namely the competency of children to give testimony and accuracy, credibility and quality of their evidence.

The predominant literature on the psychological processes involved when children give evidence in court falls into four main categories: cognition, language, memory and social and emotional processes, which will now be critically discussed in turn, utilising theoretical and empirical literature. Although memory is a key component of cognition, the vast nature of the literature specifically pertaining to memory warranted a distinct section for this area.

4.2. Cognitive Development

When a child gives testimony in court, a number of cognitive processes are required: for example, questions involving hypothetical and deductive reasoning, temporality, inference making and taking another's perspective (Saywitz, 2002). Whilst in the field of educational psychology the need for developmentally appropriate questioning, differentiation and 'scaffolding' (Wood et al., 1976) seems clear, the literature on this in terms of children giving evidence in court is limited. However, what does present frequently in the literature is children's conceptual understanding of truth and lies and how this impacts on truth-telling.

Literature suggests that children are capable of lying from an early age (3 years) and at around the same age they learn that this is morally unacceptable (Bala et al., 2010). Research demonstrates that children's ability to answer questions about abstract concepts such as 'truth' or 'lies' (e.g. word definitions and identification of lies) does not indicate whether a child will actually lie (Bala et al., 2010; Talwar et al., 2002). 'Temptation Resistance Experiments' - children are told not to peek at a desirable toy and are asked whether they did or not afterwards - are commonly used to investigate children's truth-telling behaviour. However, a limitation of this approach is its transferability and relevance to forensic contexts (Klemfuss & Ceci, 2012) and therefore its limited ecological and/or predictive validity. Moreover, there are no real consequences of lying in a clinical context, whereas there undoubtedly are in a courtroom. There is also perhaps weaker motivation to lie in clinical compared to forensic contexts.

Motivations for lying are well-documented in literature, and include protecting oneself from harm/ avoiding negative consequences e.g. punishment, personal gain/ rewards (material, financial or social), impression management, protecting self-esteem, regulating relationship

dynamics, protecting a loved one and when asked to do so by someone else (Vrij, 2002; Talwar & Crossman, 2012). Furthermore, Wagland & Bussey (2005) argue that children are particularly motivated to be honest when there are no punitive outcomes for truth-telling.

Literature suggests that promising to tell the truth, rather than simply discussing the morality of truth and lies, significantly increases the likelihood of honesty (Bala et al., 2010; Evans & Lee, 2010). Nevertheless, literature also demonstrates adults' difficulties in detecting children's lies (Stromwall et al., 2007), particularly as children's ability to lie effectively improves with age (Vrij, 2002). Furthermore, the British legal system prevents the use of statement reliability analysis within the adversarial system, which places increased pressure on adults' abilities to detect children's dishonesty.

As previously stated, it is surprising that most literature about children's cognitive processes in court focuses on the area of truth-telling. Of particular relevance to EPs, are children with Special Educational Needs and/or Disabilities (SEND), with whom EPs have long played a significant role, particularly regarding statutory obligations detailed in the 1996 Education Act, retained in the SEND Code of Practice (DfE & DoH, 2014). Surprisingly, child witnesses with SEND comprise an under-represented area in the literature and perhaps one which requires further research. Indeed, research shows that although children with SEND are seen as credible witnesses when victims of sexual abuse (Bottoms et al., 2003), they are rated as less credible than age-matched, typically developing children (Henry et al., 2011) more generally. This is despite no significant difference between children with SEND and typically developing children in terms of performance on cross-examination (Bettenay et al., 2014).

4.3. Language Development

It is through language that a child's testimony is given in court and it is therefore vital to understand children's language development. Literature suggests that 'communicative competence', as it is known, is a key consideration of any child testifying in court. Firstly, this entails children's level of receptive language, i.e. children's ability to understand the meaning of adults' language. Literature indicates numerous ways in which children have difficulties understanding adults in court, such as the use of common legal terms (Saywitz, 2002). Moreover, children often find it difficult to understand linguistically complex constructions, such as double negatives and compound questions, many of which are commonplace in everyday language (Klemfuss & Ceci, 2012). Carter et al. (1996), for example, found that when children were questioned with complex, developmentally inappropriate questions rather than simple questions, their reporting of an event was significantly less accurate. Likewise, Fritzley & Lee (2003) agree that careful attention must be placed on questioning, as when children are asked yes-no questions, they are often biased to agree with the questioner and rarely ask for clarification if they miscomprehend. However, it must be noted that the wide-ranging assessment approaches used to assess children's receptive language proficiency, varying from vocabulary measurement to more holistic language assessments (Klemfuss & Ceci, 2012) makes the consistent definition of receptive language difficult to pinpoint.

Another aspect of communicative competence is children's ability to express themselves so that adults in the courtroom understand. Literature suggests that adults in court often find young witnesses' speech difficult to interpret (Sutherland et al., 1996). This is partly because young children do not always use accurate language to depict their knowledge of an event, e.g. using

'they', 'someone' or 'people' to depict a single female perpetrator, which can be misleading or ambiguous to adults (Battin et al., 2012). Furthermore, children commonly use words before fully comprehending their meaning and misunderstand seemingly simple concepts, such as 'any', 'some' and 'before' (Lamb et al., 2002). Literature also suggests that children's expressive language may affect memory performance (Klemfuss & Ceci, 2012), which is supported by the claim that a child's expressive language ability at the time of an experience predicts their later ability to recall the event and present an oral account (Fivush, 2002).

Further to recognising the development of children's receptive and expressive language, their understanding of social and pragmatic features of language and communication must also be considered. Saywitz (2002) argues that children assume everyday rules of conversation in the courtroom, e.g. adults taking responsibility for noticing and correcting miscommunications, which do not necessarily occur within this adversarial context. Moreover, children are often unaware of the purposes and expectations of their communication when testifying; for example, the type of information needed and the expectation to provide as much information as possible (Lamb et al, 2002).

4.4. Memory

Investigation of the accuracy of children's memory as a key requirement for giving accurate evidence in court is prevalent in the literature. It is widely acknowledged that children's memory is more accurate than previously thought, with children as young as pre-school age able to organise their memories of personal experiences into cohesive and accurate narrative reports (Fivush et al., 1995; Gordon et al., 2011; Baker-Ward & Ornstein, 2002; Newcombe & Rose, 2004). However, recognising the developmental strand to children's memory is important, as literature suggests

that multiple features of development impact on memory performance (Pipe et al., 2004). Baker-Ward & Ornstein (2002), for example suggest that as children's knowledge base develops over time, in addition to developmental improvements in the efficiency with which they can organise and structure this knowledge, retrieval of information becomes more accessible. Subsequently, young children require adult facilitation, including more specific questions, cues and prompts relating to an event to recall as much information as older children, due to differences in age-related ability to organise information (Fivush, 2002).

However, susceptibility to suggestion can play a significant role in the accuracy of children's recall, that is to say the account 'offered'. 'Suggestibility' refers to the extent to which the encoding, storage, retrieval and reporting of events can be biased by internal (cognitive) factors and external (social/contextual) factors (Ceci & Bruck, 1995). Literature generally agrees that older children are more resistant to suggestibility (Eisen, 2002; Saywitz, 2002; Klemfuss & Ceci, 2012). Younger children's greater susceptibility may reflect their expectation for adults' greater knowledge, they assume that interviewers already know the answers to their own questions, and their perception of the interviewer as an authority figure who will disapprove if corrected (Meyer & Jesilow, 1997; Saywitz, 2002). Furthermore, literature suggests that specific conditions increase young children's vulnerability to suggestion, e.g. repeated inaccurate suggestions by the interviewer (Ceci et al., 2002) and low self-esteem (Howie & Dowd, 1996). The manner in which children are interviewed therefore is critical, as interviewer practice can influence what a child reports (Lamb et al., 2002). There are limitations of research into suggestibility of children, however. Eisen et al.'s (2002) study, for example, involved interviewing children about an intimate physical examination which they received as part of an ongoing abuse investigation. Although this is forensically relevant, it raises the question of whether this research evidences the impact of children's age on

suggestibility or whether it is the stress of the examination that alters memory encoding and/or recall.

The message regarding the relationship between stress and memory appears inconsistent and even contradictory at times. Some literature suggests that stress does not influence children's memory (Eisen et al., 2002). However, this study is limited because of its use of heart rate and nurses' perceptions of children as distressed as the sole stress measures. Furthermore, as the authors acknowledge, participants tended to have several traumas in their lives and it was impossible to examine the effects of each of these experiences in isolation. Further methodological issues concerning the investigation of the association between memory and stress include conceptual and operational definitions of 'stress' and/or 'arousal' and the intensity of stress of an event for consideration as 'stressful' (Clifford, 2002). Measurement of stress varies in the literature, e.g. self-report questionnaires, behaviour ratings, hormonal measures and heart rate, and corroboration of claims is therefore difficult. What's more, interestingly few comparisons have been made between how children remember stressful events and more positive events (Fivush, 2002).

Although some literature suggests minimal impact of stress on memory, literature generally agrees that 'stress' is too broad a conceptualisation, and further information is needed about the stress (intensity, frequency etc.) to determine its potential impact on a child's encoding/recall of events. It is argued that moderate levels of stress can enhance memory, whilst extreme levels of stress can hinder memory (Fivush, 2002). Furthermore, a single occurrence of a stressful event versus experiencing a stressful event repeatedly (e.g. chronic abuse) has different implications for how an event is remembered. A single stressful event is richly and accurately recalled, but

repeated traumatic experiences result in more fragmented memories which are less detailed (Fivush, 2002; Price & Connolly, 2007). Therefore, the more distinct an event remains the easier recall. If events become routine, the memory representation becomes more schematic focusing on what *usually* happens, thus strengthening in memory those details that are common to many of the occurrences and losing memories of specific details particular to one occurrence of the event (Fivush, 2002; Powell & Thomson, 2002). However, Feltis et al. (2011) argue that children who experience an event multiple times are more able to produce complex and full narratives, than if they have experienced a single event.

Literature about children's memory suggests that in some circumstances children create 'false memories' of interactions (Takaoka et al, 2002; Principe et al, 2012). Takaoka et al. (2002) found that children's testimonies changed in response to interviewers' questions and responses, because although their memory was good for what was consistent with their knowledge (familiar events), children often created false memories for events that were inconsistent with their knowledge (unfamiliar events). However, despite highlighting that the interview process itself can distort an interviewee's memory, the research does not occur in a forensically relevant context. Additionally, literature suggests that the creation of false memories is more likely under certain conditions (Pezdek & Hinz, 2002).

Associated with children's creation of false memories is the notion of 'source monitoring' difficulties – the conflation of information gained from extra-event sources into their recall of an event. Both adults and children may be unaware of drawing on extra-event sources, sometimes erroneously believing that they are remembering the event itself (Lindsay, 2002).

4.5. Social and Emotional Development

The inevitability of children experiencing social and emotional psychological processes when they give testimony in court is clear, particularly as a court case is likely to be significant in children's lives over numerous months, from investigation to the final hearing (Wade, 2002). The limited research in this area is therefore surprising, particularly given the array of literature concerning other psychological processes involved when children testify, such as those discussed above.

Literature suggests that social-emotional maturity may play a role in children's presentation and functioning in court. Firstly, children may experience anxiety and stress resulting from separation from their primary carers and also from the number of unfamiliar adults in court (Saywitz, 2002). Such negative feelings are particularly perturbing as young children rarely have effective strategies for coping with these emotions (Saywitz, 2002). Although such literature can be criticised for appearing speculative and anecdotal at best, one research study identified in the literature involved interviewing children about their experiences of the court process. This research by Wade (2002) found that children associated anxiety with their lack of knowledge of the court process above any other factor, even the prospect of seeing the defendant in court. Many children found testifying a stressful and distressing experience, resulting from particular cross-examination strategies e.g. repeated questioning on individual topics and tight control of the way in which respondents could answer. This is supported by Edelstein et al. (2002) who found that short-term emotional distress, heightened anxiety and behavioural problems were associated with testifying many times, tough courtroom treatment and lack of maternal support. Anticipation of testifying in court is also associated with increased distress, helplessness and anxiety in children, and is often more stressful than the act of testifying itself (Edelstein et al., 2002). However, this type of

literature which particularly focuses on child sexual abuse cases raises questions, such as whether it is the court involvement per se that is negative, or whether it is the severity of the abuse or the need to talk about socially taboo and shaming experiences, that negatively impacts on the child.

As discussed, there appear to be rather negative emotions associated with children's involvement in court proceedings. Interestingly however, children can also experience positive feelings because of their court involvement e.g. enhancement of self-esteem, increased interest in the criminal justice process and pride due to surviving abusive experiences and also participation in the prosecution of their abuser (Wade, 2002). The latter point undeniably depends on the outcome of the court case. Edelstein et al. (2002) argues that case outcome is a key definer of children's emotional functioning: children whose case outcome resulted in an adjudication of guilt were rated as better adjusted socially and emotionally by clinicians compared to children whose cases resulted in not guilty verdicts. Case outcome is also suggested to be the most important determinant of children's reactions to the legal system, with children whose cases resulted in guilty verdicts rating the highest levels of satisfaction.

As well as the impact of the case outcome, literature suggests that time is a significant factor when considering the social and emotional psychological processes of children who testify in court. The emotional repercussions of the trial are not resolved with the conclusion of the court case. Wade (2002) found that for three children, the trial awakened memories which otherwise had begun to preoccupy them less, and that two children who feared reprisals, were assaulted in the community by associates of the defendant. Edelstein et al. (2002) argues that the negative effects of court attendance may persist over long periods of time or may not emerge for several years.

In summary, there are numerous social and emotional psychological processes which exist when a child testifies in court, as well as afterwards. This is not congruent with the confusion regarding the implementation of pre-trial therapy for children. That is to say, the therapy's availability and accessibility being subject to consideration of whether the intervention will taint the child's evidence and/or destroy the case (Esam, 2002), rather than on the emotional needs of the child. Further literature is required in the area of children's emotional wellbeing during forensic processes, particularly high quality research which seeks the views of children who experience the court process first hand. Research also needs to focus on particular areas of social and emotional development from childhood to adolescence, involving emotions such as embarrassment (particularly in sexual abuse cases, Saywitz, 2002), guilt and self-consciousness, which literature alludes to, without a reliable or solid evidence-base. Implications are discussed in the following section for educational professionals and schools who work with children who may be experiencing the court process.

5. Implications

5.1. Implications for EPs, Parents, Schools and Educational Professionals

Whilst there can be positive outcomes for a child engaging in the court process, such as feelings of pride (Wade, 2002), the findings of this literature review indicate that professionals need to be vigilant and sensitive to the negative impact testifying in court can have for a young person. This is particularly important as throughout a child's experience of the legal process, primacy is afforded to safeguarding the integrity of the forensic process first and foremost, rather than the impact of the forensic process on the child. From my synthesis of literature, I have devised the following framework presented in Tables 4, 5 and 6 which highlights practical implications which I deem

important for consideration *before*, *during* and *after* a child gives evidence in court, in order to support children who are in this situation, based on the review's findings. This framework is designed to be multi-purpose: it is not solely for academic purposes, but may also be developed further as a practical tool for professionals, therefore expanding the impact and utility of this critical literature review. Note that although the framework distinguishes considerations into timeframes for ease of reference, it may be appropriate to make some considerations across timeframes or even throughout (i.e. before and/or during and/or after).

Before:

Consideration	**Why is this important?**	**Implications for practice**
1. Does the child have **knowledge** about the **court process**?	Research suggests that lack of knowledge about the court process is a key determinant concerning anxiety in children who give evidence in court (Wade, 2002).	There are a number of documents which can give children and their parents information about the court process. If a child has not had access to these documents or has misunderstood the information, it may be beneficial for an adult to go through the information with them. Key documents include the following: ○ Ministry of Justice (2011a) 'Your Child is a Witness: Information and advice if you are a parent, carer, or a person accompanying a young witness to court'. ○ Ministry of Justice (2011b) 'Going to Crown Court: A booklet for children and young people who are going to be witnesses in court'. ○ Office for Criminal Justice Reform (2008) 'Going to court: A booklet for children and young people who are going to be witnesses at Crown, magistrates' or youth court'. ○ Parents Against Child Sexual Exploitation (PACE) (2014) 'Supporting Your Child In Court'
2. Does the child know their	Wade (2002) suggests that although children receive pre-	○ Educational professionals can discuss the child's expected role as a witness in court

expected role as a witness in court?	trial preparation such as court room visits, these did not alleviate fears and anxieties. Research highlights the need for children to know about their role as witnesses and expectations of their role in court.	with the child. School staff and EPs are well-placed to discuss this with children, and close liaison with judicial professionals can facilitate this.
3. Is the child receiving **pre-trial therapeutic support**?	There is the concern that if children receive therapeutic support before a trial, this could flaw their evidence in court, and a case may be destroyed as a result (Esam, 2002). Although parental choice guides this decision, there is confusion amongst parents whether they should take up therapy for their child, if it impedes the case. Furthermore, therapists are sometimes required to inform the court about therapeutic sessions and may therefore be unable to ensure confidentiality (Ministry of Justice, 2011a).	○ Pre-trial therapeutic support is something school staff and educational professionals who support children in school need to be aware of. This is particularly in the case of children missing school to receive this therapy, leaving school early to go to therapy and/or returning immediately to school from therapeutic sessions. ○ If this is the case, children may require the opportunity to debrief after therapeutic sessions before starting work in school, or the opportunity to prepare for the session in school, should they wish.
4. Does the child **feel anxious or distressed** about participating in the court process and giving evidence in court?	Research suggests that the anticipation of testifying in court is associated with increased distress, helplessness and anxiety in children, and can be more stressful than the act of testifying itself (Edelstein et al., 2002).	○ It may be beneficial to a child to have an adult who asks them how they are feeling about giving evidence in court prior to the event occurring. ○ This adult can be a key person in school, parents. EP etc.
5. Does the child have **SEND**?	If a child has SEND it is important to explore their understanding of the judicial processes, what will happen and their role. This is to prevent increased anxiety due	○ Educational professionals, including school staff and EPs are well-placed to check children's understanding, using a variety of tools and resources. Given their skill-set, educational professionals are able to adapt and differentiate available resources to

	to a lack of knowledge about processes (Wade, 2002), particularly in what might already be a novel and perhaps daunting situation for these children.	make them accessible for young people with varying needs.

Table 4: Supporting Children: Implications for Practice Before a Child or Young Person Gives Evidence in Court

Before children go to court to give evidence, there are implications for educational professionals, particularly supporting children's court preparation. As children spend considerable time in school, educational professionals are well-placed to provide support and to monitor children's well-being in anticipation for going to court.

During:

Consideration	**Why is this important?**	**Implications for Practice**
1. Is the child concerned about **ramifications/revenge** during the trial from the defendant/ defendant's family and friends?	Research suggests that on some occasions, children may fear reprisals as a result of their participation in a trial (Wade, 2002).	○ It is important for parents/carers and educational professionals to be aware of these genuine fears children may have as a result of testifying in court. ○ A familiar adult such as parents/carers or educational professionals in school could provide mentoring to a child to explore these fears further and provide reassurance and support.
2. Does the child have effective **coping strategies** for dealing with negative emotions (e.g. stress and anxiety)?	Research shows that children can experience negative emotions when participating in the judicial process, for example anxiety, stress and distress (Saywitz, 2002; Wade, 2002). However, literature also suggests that children may not have developed adequate coping strategies for dealing with possible negative emotions involved when giving evidence in court (Saywitz, 2002).	○ Educational professionals, for example EPs, are well-placed and well-suited to ensure the implementation of evidence-based programmes to promote resilience in children, adopting either whole school/whole class/ universal approaches or more targeted support for individual children. ○ Educational professionals in particular can help to compensate for lack of parental support, which Edelstein et al. (2002) argues can contribute to an

		increased negative impact of a child's involvement in the court process.
3. Are educational professionals aware of the **dates and times** of the trial?	It is important for educational professionals to be aware of the dates and times of the trial as there may be emotional implications for a child at school and also regarding attendance and punctuality.	○ Communication is needed between parents and educational professionals to ensure all relevant information is shared.

Table 5: Supporting Children: Implications for Practice During a Child or Young Person Giving Evidence in Court

Table 5 indicates that during the time when a child goes to court to give evidence, there are ways in which educational professionals can support these children. Support may include mentoring, to discuss children's thoughts and feelings, and assisting children with coping strategies and developing resilience so that they are better equipped to deal with negative emotions they may experience during the trial.

After:

Consideration	**Why is this important?**	**Implications for Practice**
1. What was the **outcome** of the trial?	Research argues that case outcome is a crucial indicator of children's emotional well-being, following their involvement in the court process (Edelstein et al., 2002) – children whose case outcome resulted in a 'guilty' verdict fare better emotionally compared to children whose cases result in not guilty verdicts.	○ Home-school partnership is essential to ensuring that educational professionals are aware of the case outcome so that they are able to provide support if needed. ○ The possibility of therapeutic intervention may be offered by trained educational professionals to a child if needed. ○ Children may benefit from the opportunity to debrief with key adults in the school context, following the outcome of the trial. ○ A crib sheet may be developed

		for EPs and/or school staff to use for debriefing sessions.
2. Is the child concerned about **repercussions/revenge** following the outcome of the trial?	See Table 5.	See Table 5.
3. Has it been **days/weeks/months/years** following a child's participation in the court process?	Research suggests that time is a key factor when considering the social and emotional well-being of children who give evidence in court. Emotional impact of the trial does not cease with the conclusion of the court case and negative effects of court attendance may persist over long periods or may not emerge for several years (Wade, 2002; Edelstein et al., 2002).	○ Educational professionals need to be aware that the impact of a court's participation in court may be long-term or may not emerge for some time. ○ Children should have a circle of support so that the child feels that they can speak to someone at any point following their giving evidence in court.
4. Is the child displaying **behavioural difficulties** in the school or home contexts?	Research suggests that children may display behavioural difficulties as a result of their involvement in the court process (Edelstein et al., 2002).	○ Educational professionals need to regard a child's behavioural difficulties in the wider context of a child giving evidence in court. Behaviour management techniques and policies may require reconsideration or amendment.

Table 6: Supporting Children: Implications for Practice after a Child or Young Person has Given Evidence in Court

Table 6 indicates key implications from the literature about how educational professionals can support children after they have testified in court. Time is a key consideration for professionals, particularly as the impact of involvement in court proceedings may be delayed and/or enduring. Furthermore, educational professionals need to recognise the importance of case outcome to how children cope emotionally and behaviourally, in order to provide effective support as necessary.

From this framework, it is evident that social, emotional and behavioural difficulties displayed by children who give evidence in court must be considered within the wider context of their involvement in the judicial process. Maintenance of open communication amongst parents, schools and professionals is imperative, so that schools are made aware of times when children may be required to give evidence in court. Moreover, without this communication, educational professionals would be unable to provide support to children if needed, and crucially, externalising behaviours may be misinterpreted and internalising behaviours may go unnoticed.

For EPs more specifically, it appears timely that the profession reconsiders its absent role in judicial processes, given the skillset of EPs. The above framework highlights that EPs are well-placed to play an active and significant role in supporting children when they are required to give evidence in court. Possible roles include training other professionals, e.g. school staff regarding the need to support children involved in forensic proceedings and how best to support them. EPs could also offer training to judicial professionals, including judges and lawyers, regarding child development and using a developmental framework by which to consider the process of children testifying in court. This is particularly as these professionals would benefit from further specialist training on the issues surrounding young witnesses (Plotnikoff & Woolfson, 2002; Esam, 2002). Given EPs' knowledge base and skill-set, they are in an optimal position to provide this.

However, given the presence of other professionals trained to work with children in court, for example intermediaries and witness supporters, further investigation is first required to ascertain the competence and confidence of EPs regarding practice in this area, possibly developing and utilising a competency framework, similar to that used to assess competences required to deliver effective cognitive behavioural therapy (IAPT, 2007). Further Continued Professional Development

may be required on the topic as an outcome of this exploration. Moreover, an investigation is necessary regarding the roles and remits of other agencies in supporting child witnesses and consideration of the potential benefits and/or risks of EPs complementing these roles by working alongside other professionals or working collaboratively with others for positive outcomes for child witnesses. For EPs within a traded model of service delivery, a reconsideration of broadening the scope for potential service users is necessary

5.2. Implications for Research

This literature review indicates key areas for further research in order to increase understanding of child witnesses and the psychological implications. Regarding cognitive development, the predominant literature concerns truth-telling. However, for EPs in particular, it would be beneficial to gain insights into how children with SEND perceive, understand and experience the child witness role. This research is needed to explore whether children with SEND require additional support and if so, what form this may take. Furthermore, research to explore the experiences of children with a range of SEND, given the heterogeneity of this group, would be advantageous to explore how children with a variety of difficulties experience the judicial system and the support they may require. Another area which is surprisingly under-researched is social and emotional psychological processes before, during and after a child testifies in court. Literature on this topic is not only scarce, but generally lacks rigour and quality, and therefore further research to explore the social and emotional experiences of child witnesses would be beneficial. Furthermore, as Clifford (2002) indicates, almost none of the research in the area of child witnesses has actually been done with child witness participants. High quality, qualitative research with child witness participants would therefore be beneficial in gaining insights into their experiences, and could

inform improved practice. However, in doing so, ethical concerns of heightening the potentially negative impact of the forensic process must certainly be considered.

EPs are particularly well-placed to contribute to and/or conduct such research as scientist-practitioners. Furthermore, psychological research has already contributed significantly to the forensic arena (Bull, 2010), for example contributing to the improved practice of interviewing and national guidelines in the form of 'Achieving Best Evidence' (Home Office, 2002 and later Ministry of Justice, 2011c). Surely psychology and psychologists can continue to make a valuable contribution in this area.

6. Conclusion

Whilst remaining mindful of the contributions of other agencies, this literature review suggests that EPs too have much to offer the forensic context, in particular being involved in supporting children before, during and after they are required to give evidence in court. Given their limited involvement or knowledge about judicial processes currently, this literature review firstly explored literature, particularly policy documents and guidance, to heighten understanding amongst educational professionals of the processes involved when children give evidence in court. The review explored how child witnesses are regarded by the law, how they give evidence, access to 'Special Measures', who is involved in this process and how child witnesses are prepared for court. I then critically evaluated the psychological processes involved when children give evidence in court, using a developmental perspective to examine the literature. I outlined the predominant themes in research and theoretical literature which were as follows: cognition, language, memory and social and emotional development. From this investigation of literature on psychological processes when a child gives evidence in court, several implications were made for EPs,

particularly regarding building on the existing literature. Methodological issues included: a failure of existing research to involve child witnesses as participants, a lack of emphasis concerning social and emotional psychological processes, lack of rigour and quality of research and minimal research concerning child witnesses with SEND. These issues prove a convincing case for future research and underline the applicability of the EP skill-set and knowledge base to this research. Having synthesised the literature, I created a framework which outlines key implications for how educational professionals can support child witnesses before, during and after giving evidence in court, given the potential negative impact involvement in judicial processes can have for children.

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PROFESSIONAL PRACTICE REPORT TWO: EXPLORING THE IMPACT OF THE PLAYWORKER ROLE AS A FORM OF COMMUNITY INVOLVEMENT IN ONE PRIMARY SCHOOL IN AN INNER-CITY CONTEXT. WHAT IS THE NATURE OF THIS COMMUNITY INVOLVEMENT AND WHAT IS THE PERCEIVED IMPACT OF THIS ROLE FROM DIFFERENT PERSPECTIVES?

Abstract

Community involvement in schools has long been considered to have a positive impact on students. However, few studies investigate the nature of different types of community involvement and its impact on the community volunteer/employee. This report outlines a qualitative case study exploring one type of community involvement - playworkers - in a primary school and the role's perceived impact from the viewpoints of playworkers and pupils. Utilising thematic analysis to analyse focus group and interview data, themes were identified relating to the research aims. The findings highlight the flexibility of this type of community involvement in the school and that community involvement is perceived to have an impact at different levels – individual factors, school factors, pupils and engagement with the community. Implications for Educational Psychology practice are discussed, with a particular focus on how Educational Psychologists work with the post-16 client group.

Introduction

As a Trainee Educational Psychologist (EP), I was particularly interested in a seemingly unique practice used to address pastoral issues in an inner-city primary school: the integration of "playworkers" from the community. This approach was interesting in marrying the school's practice and two emerging professional interests; community psychology and community involvement in schools.

The wider socio-political context of the practice of employing playworkers must be considered. The 'Big Society' initiative, formed by the present coalition government, aims to enhance civic responsibility and engagement thus empowering communities and individuals (Cameron, 2010). This fits with the notion of 'social capital': individuals in society building and maintaining social networks, which results in better functioning societies (Coleman, 1988). The role of volunteering and involvement in social action in communities is key to the 'Big Society' agenda (Cabinet Office, 2010), particularly for young people (Sloam, 2012), demonstrated by initiatives such as the National Citizen Service in which young people enrol on a six-week programme to volunteer in their communities, to develop the skills to become active citizens (DfE, 2012). The employment of young people as playworkers after an initial voluntary period thus fits with this concept as playworkers build their own social capital and build their community's capacity.

The current study explores the impact of playworkers in a primary school in an inner-city context. A critical review of existing literature will be followed by the presentation of empirical findings and a discussion of the implications for EP practice.

Literature Review

This literature review identifies areas of theory, research, policy and professional literature concerning the three foci of this research: (i) Community Psychology, (ii) Community Involvement in Schools and (iii) Playworkers. A wide range of literature was initially identified and then refined and aims to highlight the pertinent areas for the foundation of the research focus.

The search strategy involved using electronic bibliographic databases provided by the university which included ERA (Education Research Abstracts), ProQuest Social Science, ProQuest Education, BEI (British Education Index) and Psychinfo (Ovid) and EThOS, the UK e-theses service. Keyword

searches were used for the electronic databases to access journal research papers and key texts. Furthermore, government department websites were accessed to identify relevant policy documents and legislation. Research papers were critically evaluated to enhance the quality of the academic literature review and to identify gaps in research to consequently establish this study as a unique piece of empirical research.

(i) Community Psychology

Community psychology (CP) actively challenges traditional psychology for its individual focus and lack of consideration of the wider contexts of people's lives. Orford (1992) refers to this concept as 'ecological fallacy'; mistakenly attributing features of the community to those within an individual. Although discussion of all principles underpinning CP is beyond the scope of this literature review, core values of CP emerge prominently from the literature: empowerment, liberation, social justice (Orford, 2008), social support (Orford, 1992) and stewardship (Kagan et al., 2011). CP is not only oriented towards liberation from oppression, but also aims to achieve personal, interpersonal and collective well-being (Nelson & Prilleltensky, 2005).

It must be acknowledged that the very nature of CP lends itself to diverse international conceptualisations. For example CP in Australia and New Zealand often have at its core, the importance of social justice for its Indigenous peoples (Fisher et al., 2008), a different emphasis than CP in other countries. Additionally, the development of CP in South Africa is distinct as it stems from its unique history of the struggle against apartheid and socioeconomic oppression (Seedat & Lazarus, 2011).

From these central CP principles, it becomes apparent that there is alignment with the EP role. Firstly, Yoshikawa (2006) states that CP involves multiple ecological levels of analysis, including

individual, group and organisational. This is comparable with current ontological trends in Educational Psychology which emphasise the importance of considering children within a context of wider systems. For example, Bronfenbrenner's (2001) bio-ecological model dictates that there are four mutually dependent levels of analysis for an individual: the microsystem (relationships and interactions with others), mesosystem (organisational structure), exosystem (the community) and macrosystem (sociocultural context). Furthermore, Miller & Leyden (1999) propose a theoretical framework in which the individual is at the heart of numerous psychosocial systems - organisational and social forces, relationships and processes – which must be considered in needs formulation. The Interactive Factors Framework (Frederickson & Cline, 2002) also provides EPs with a framework for conceptualising children's needs from a range of perspectives (biological, behavioural, cognitive, affective and environmental).

Secondly, the notion of social justice/action is congruent with perceptions that EPs are advocates for children and young people (Lasser, 2005), giving them a voice in contexts which leave young people invisible or silent, for example regarding Person-Centred Planning, consistent with contemporary legislation, specifically the Draft Code of Practice (Children and Families Bill) (DfE, 2013a). Furthermore, Mackay (2006) argues that CP can promote emotional wellbeing through primary prevention, an approach upheld by EPs and valued by service users.

(ii) Community Involvement in Schools

Research suggests that positive community-school partnerships have implications for student well-being, school functioning and community health and development (Sanders, 2003). Epstein (1995) suggested that pupils are positioned in three "spheres of influence" – family, school and community contexts - to which their development is subject. She proposed that student

development and learning is ameliorated when the spheres of influence intentionally overlap. She later developed a framework of six types of community involvement through which schools can connect with families and communities to improve student outcomes in schools (Epstein et al., 1997):

- parenting (assisting families with parenting and providing appropriate home settings to support children)
- communicating (with families about student progress and school events)
- volunteering (involving families as volunteers to support pupils)
- learning at home (involving families with their children's learning at home)
- decision-making (including families as agents in school decision-making) and
- collaborating with the community (organising resources and services from the community to improve school interventions, family practices and pupils' development).

Four of the six types of community involvement identified by Epstein et al. (1997) encompass parents. This is consistent with most research on community involvement in schools focusing specifically on the involvement of *parents*, possibly because they are schools' most direct link to the community. Research purports that parental involvement with school is associated with positive social skills development and fewer behavioural problems (El Nokali et al., 2010) as well as higher aspirations (Hill et al., 2004). However, due to varied definitions of what constitutes parental involvement (Ferrara, 2009), including cultural differences (Lee & Bowen, 2006; LeFevre & Shaw, 2012), it is difficult to meaningfully collate research on the topic.

The majority of research into the involvement of the wider community (outside of parents/immediate family) in schools focuses on community tutors and mentors. Firstly, relating

to community *tutors*, research shows that pupils who receive tutoring from community volunteers are more likely to avoid grade retention (in the American education system) and thus make academic progress (Allen & Chavkin, 2004). However, this research can be critiqued because although the sample of students is large (n=256), beneficial for generalizability, the researchers measured the time tutors spent with their students against progress made from one year to the next. This approach neglects the tutor-student relationships formed and the impact this may have on intervention success, as well as lacking qualitative data from the students themselves about the impact of tutoring which, given the United Nations Convention on the Rights of the Child, seems careless.

A body of research also focuses on community involvement in schools in the form of *mentors*. Sheldon & Epstein's (2004) longitudinal study found that attaching chronically absent students with community mentors contributed to the reduction in student absenteeism. Research also demonstrates that community volunteers can improve student behaviour in schools (Sheldon & Epstein, 2002) and students' perceptions of school climate (Nelson et al., 2012). Furthermore, the well-known 'Big Brothers/Big Sisters' initiative in North America where community members volunteer as mentors has reported benefits for children. Herrera et al. (2011) found that school-based mentoring in the 'Big Brothers/Big Sisters' programme resulted in increased student academic performance, increased student academic self-concept and a greater number of meaningful adult relationships in children's lives, which is thought to be key in healthy child development. Chan et al. (2013) also found that mentoring was associated with positive changes in students' relationships with teachers and parents. However, research also suggests that mentoring success depends on children's pre-mentoring approach to relationships (Schwartz et al., 2011) and the quality of appropriate mentor-pupil matching (Grossman et al., 2012).

(iii) Playworkers

As playworkers are an example of community involvement in the context of the current research, it is important to explore and evaluate the literature on what playworking is, its origins and the impact of the role. "Playworkers" in this project refers to people employed to create enriched play environments for children, by providing the setting, materials and tools for children to play freely and in so doing create a trusting relationship with children (Patte and Brown, 2011). The Playwork Principles (Playwork Principles Scrutiny Group Cardiff, 2005) identify play as innate; a biological, physiological and social necessity and essential to the healthy development and well-being of children. The Principles specifically identify playworkers as advocates of play, facilitating the extension of play for young people (Playwork Principles Scrutiny Group Cardiff, 2005). In addition, the key document 'Best Play' (NPFA, CPC and PLAYLINK, 2000) which provides critical guidance on play, specifically details the playworker role, citing two primary functions of the role: play enrichment and risk management. Furthermore, the document refers to secondary roles of the playworker, arguably the most important of which is acting as significant adults (confidants for children). Additionally, playworkers in the context of this particular school tended to be young people (aged 18 – 25 years) who originate from the local community, who were initially recruited as volunteers, extending to paid employment.

The playwork movement grew rapidly in the 1960s and 1970s, with a philosophy firmly rooted in the intrinsic nature of children's play (Brown & Cheesman, 2003). Literature on playwork proposes many benefits for the role, particularly for children. Theoretical literature suggests that playwork is particularly positive for children in terms of their healthy development (Lyon, 2003) and self-esteem partly due to forming positive adult-child relationships (Brown, 2008). Hughes (2003)

posits the dangers of 'play deprivation' (lack of sensory interaction with the environment) and 'play bias' (play significantly in one area of experience), phenomena which are particularly prevalent in the modern world (Patte & Brown, 2011). Hughes (2003) argues that play deprivation and play bias can negatively impact on positive social behaviours, neurological development, identity and social reference points.

However, despite the abundance of literature on playwork theory, fundamentally based on theories of play, the *research* regarding the *impact of the playworker role* is minimal. One research study by Webb & Brown (2003) found that a playwork project positively impacted on Romanian children's play development, assessed with relation to indicators such as: flexibility, social interaction, creativity, problem solving and self-discovery as well as significantly improving the children's physical development. However, it must be noted that this was a small-scale study located in a hospital within the wider socio-political context of post revolution Romania with significant deprivation and high rates of child abandonment. Furthermore, the participants in the study represent significantly atypical development, as abandoned children who rarely went outside and displayed symptoms of neglect and malnutrition.

From this literature review, it appears that community involvement in schools can support positive outcomes for children, e.g. academic performance, academic self-concept and reduced absenteeism rates. Existing research into community involvement in schools focuses on the roles of parental involvement, mentors and tutors but other roles are not as well-researched. Furthermore, there exists a paucity of research regarding the impact of community involvement on the *young people*. Finally, there is also limited research in UK school contexts.

Research Rationale and Aims

The review of literature concerning community psychology, community involvement in schools and playworkers presents a clear rationale to explore the different ways in which community involvement occurs in UK schools, and the impact not only for schools and children within them, but also for the community workers themselves, and even the wider community.

The current research aims to specifically explore how playworking can provide an example of school-based community involvement. In doing so, this research aims to address existing gaps in research regarding the playworker role and its impact as well as the impact of community working on the community workers themselves. This research aims to describe the nature of playworker community involvement at one particular primary school in a multi-cultural and urban setting and evaluate its perceived impact. Furthermore, this research aims to explore the experiences of children who work closely with playworkers. In doing so, it was expected that this research would build on existing theory regarding community involvement in schools, using an inductive 'a posteriori' approach, and further inform practice.

In summary, the research questions are:

1) What is the nature of playworker community involvement in a primary school?

2) What are the perceptions of the impact of the playworker role from the following view-points:

    a) Playworkers?

    b) Pupils who work with playworkers?

Philosophical Approach

This research adopts a social constructionist position, a stance which is firmly rooted in anti-foundationalism (nominalism). Social constructionism directly opposes realism, which posits that there is an objective reality upon which 'knowledge' and 'truth' are based (Burr, 2003) and instead views social phenomena and their meanings as subjective social constructions. From this standpoint, social reality is not viewed as independent or external to individual consciousness, but instead a product of individual cognition (Cohen et al.,2013). Meanings are created by individuals who themselves are subject to a range of influences and experiences. As a consequence of a social constructionist position, a social constructionist epistemological approach, based in interpretivism, has been taken – assuming that the nature of knowledge is socially constructed, subjective and unique (Cohen et al., 2013). Social constructionism posits that knowledge is a social process (Burr, 2003), socially created via social interactions through the instrument of language and cannot be objectively 'discovered'. This is reflected by the methodology and methods used in this study as participants are given opportunities to construct their own meanings of the playworker role.

Methodology

The research takes on a qualitative, exploratory approach utilising a single case study design. Yin (1994) states that case study is an approach which allows the empirical investigation of phenomena within real-life contexts with the use of several sources of evidence. Furthermore, a unique characteristic of case study is *in-depth* exploration (Simons,2009; Stark & Torrance, 2005), which seemed apt for this research in order to best address research questions and achieve a comprehensive and holistic insight into the playworker role and its impact. Thomas (2011) outlines the necessity for the researcher to have both a 'subject' and 'object' in case study design.

He argues that the subject of an inquiry is an example of a particular phenomenon and the object is an analytical frame, within which the study is conducted and which the case explains and illuminates. This is supported by Wieviorka (1992) who argues that a characteristic unit (subject) is meaningless independently, but requires a means of interpreting the phenomenon or positioning it in a context. For this research, the single case (subject) is a primary school in a multi-cultural urban context, with the unit of analysis (object) being playworker community involvement in the school.

Case study design is not without criticism: it has been regarded as a 'soft option' (Robson, 2011) and conceptualised as merely an absence of other designs (Gorard, 2013). Nevertheless, Yin (2009) argues that it is not case study design that is intrinsically flawed, but the quality of earlier case studies that is culpable. For this study therefore, all efforts are made to ensure its quality and rigour.

Method

As the research aimed to collect descriptive and exploratory data, qualitative methods were deemed appropriate. The exploration of children's views in this study was particularly important given community psychology principles such as empowerment and listening to the voices of the unheard (Nelson & Prilleltensky, 2005). To this end, semi-structured interviews (to elicit playworkers' views) and a focus group (to elicit pupils' views) were carried out. As part of Stage 6 of the RaDiO model: 'Negotiating the framework for data gathering' (Timmins et al., 2003) and to meet a key stakeholder's objective – involvement of as many playworkers as possible in the research – an initial questionnaire was also incorporated into the methods. Interviews were chosen by the stakeholder in order to avoid the influence of established group dynamics.

Context

This research presents a case study in a large primary school serving a diverse inner-city community. The school is located in a densely populated area which according to self-reports in the 2011 census, 86.7% of people belonged to an ethnic group other than White British. These statistics are reflected in the demographics of the school. The school's most recent Ofsted report (2010) states that almost all pupils come from a Pakistani or Bangladeshi background and speak English as an additional language (EAL). Over a third of pupils are entitled to free school meals, which is above average and the proportion of children with special educational needs and/or disabilities (SEND) is slightly above average. The school was awarded 'good' by Ofsted in 2010.

Sampling and Participants

Twelve playworkers completed the first part of the research study (questionnaires). From those playworkers who indicated interest in a follow-up interview, five participants were selected using a random sampling technique to eliminate researcher and stakeholder biases.

Six children were selected to take part in a focus group to express their views on the playworker role. Purposive sampling was utilised to ensure that all children selected had significant interaction with the playworkers to contribute meaningfully to the study. From a list of staff-selected children, the first six children of parents who had consented were selected, seeking to reduce selection bias. All participants in the focus group were in Key Stage 2 (five children in Year 5 and one in Year 4). This follows recommendations that focus groups involving young people should not have an age range greater than two years due to developmental differences (Krueger & Casey, 2009). Three girls and three boys participated in the study.

Procedure

Table 1 outlines the three stages to data collection.

Stage of Research	Research Question (RQ)	Research Methods	Additional Details about Research Methods	Participants
1	*RQ 1* *RQ 2 a)*	**Questionnaire** of 10 questions (see Appendix 2) comprising of 3 sections (A- Playworker role, B- impact of the role on playworkers themselves and C- Impact of the role on the school and pupils)	Section A required participants to tick the box most appropriate for their role as playworker. Sections B and C consisted of statements for which the participant indicated agreement ('yes'), disagreement ('no') or uncertainty ('don't know'). Most items on this research instrument were developed deductively, as recommended by literature (Knight, 2002), and other items directly related to the study's research questions.	12 playworkers
2	*RQ 1* *RQ 2 a)*	**Semi-structured Interviews** (see Appendix 3 for interview schedule). A semi-structured format was used to permit the interviewees flexibility in their responses. The flexible nature of this type of interview also gave the researcher opportunities to respond to unexpected or interesting lines of enquiry, check understanding and/or clarify responses with participants.	Interviews were used as a follow up to questionnaires to gain in-depth insights into the perceptions of playworkers. Denscombe (1998) supports this approach, arguing that interviews complement questionnaire data and give researchers an opportunity to pursue interesting topics which have emerged from questionnaires in greater detail. Robson (2011) recommends the following sequence for interviews, which was loosely adopted in this study: introduction (to researcher, participants, research purposes), 'warm up' (simple non-threatening questions), main body of interview and then closure. Questions were open-ended and phrased to encourage the interviewee to talk about	5 playworkers

			a specific subject, but broad and open enough for participants to do this in their own way. The interview schedule indicates the pertinent questions asked, but only these as additional questions asked by the interviewer were guided by participants' responses. The interviews varied in length (from 20 minutes to 40 minutes) and all interviews were audio-recorded, with consent, and then transcribed verbatim (see Appendix 4 for one example of interview transcription). Transcripts were then analysed using thematic analysis. As recommended by literature, written field notes were taken during the interviews. This was for noting non-verbal communication which may aid interpretation of the interview talk (Densombe, 1998).	
3	*RQ 1* *RQ 2 b)*	**Focus group** – One hour in length with six participants, a desirable number as recommended by literature (Bryman, 2012; Greenbaum, 1998; Krueger & Casey 2009). Although a small number of participants may limit diversity of opinion (Krueger & Casey, 2009),when participants are knowledgeable about a topic, then smaller groups are preferred (Morgan, 1998). Having gained consent, the focus group was audio-recorded and later transcribed	Visual and graphic tools were utilised given the age of participants to maintain pupils' interest and attention, e.g. a visual salmon line on which participants placed post-its. Agree/disagree cards were given to participants, to promote interaction and discussion within the group, a vital and unique component of focus groups (Bryman, 2012). Furthermore, a visual pointer was used to overcome a limitation of focus groups, commonly depicted in literature: participants	6 children (aged 8-10 years old)

		verbatim. As with interviews, field notes were taken.	speaking simultaneously (Bryman, 2012). A focus group guide was used (Appendix 4), to loosely structure the session. The guide took a format similar to that recommended by Krueger (2007), in which an opening question was primarily asked (after a preparation and welcome stage) to relax participants and get them accustomed to talking to each other. Secondly, two open-ended introductory questions were asked for focusing participants onto the topic of playworkers. 7 key questions were then asked, a number recommended when participants are children (Krueger & Casey, 2009). A final debriefing concluded the focus group.	

Table 1: Data Collection Procedures

Ethics

Professional practice ethical guidelines were stringently followed, namely the British Psychological Society (BPS) (2009), Division of Educational and Child Psychology (DECP) (2002), Health & Care Professions Council (HCPC) (2012) and British Educational Research Association (BERA) (2011), in addition to relevant literature.

Firstly, a key ethical principle recognised by both professional and other relevant literature (Eikelboom et al., 2012) is *respect*. Research participants were briefed on the study's purposes and ethical considerations in relation to participants' right to withdraw, confidentiality, data protection and how the data will be used (see Appendix 1 for consent forms). Parents and pupils gave consent for pupils' participation (after briefing about the research and given the opportunity to ask questions). This is in concordance with Isaksen & Roper (2010) who argue that to interview children less than 16 years, consent must be given by legal guardians, but also by children themselves. Furthermore, BERA (2011) proposes that under Article 12 of the United Nations Convention on the Rights of the Child, children who are capable of forming their own views should be permitted to voice opinions on matters that affect them and children should be facilitated to give fully informed consent. All research data (i.e. questionnaires and interview and focus group transcripts) were stored anonymously and securely.

A second ethical principle recognised by literature is that of *beneficence*, that is to say, ensuring the maximisation of research benefits and minimisation of harm, both physically and emotionally. This research held interviews at preferred times for playworkers to minimise inconvenience, stress and anxiety. Furthermore, the focus group was held in a familiar environment for the pupils, using child-friendly resources (Lewis & Porter, 2007) and providing food and drinks (Krueger & Casey,

2009). Hugman et al. (2012) argue that the ethical principle of maximising benefits should ensure meaningful benefits not only for researchers, but also for participants. To this end, a formal summary report was written for the school, with recommendations, theoretical bases and areas of good practice which was made available for participants, staff, pupils and parents.

Data Analysis

As Table 1demonstrates, several data collection methods were utilised to address the research questions. Thematic Analysis (Braun & Clarke, 2006) was selected for data analysis regarding data from interviews and the focus group. Other data analysis methods were considered, such as discourse analysis, which emphasises the functional and constructive aspects of discourse. As discursive psychology highlights the performative qualities of discourse, the researcher goes beyond the content of what participants say to exploring the action orientation of what is said (Willig, 2003). This may have added an interesting dimension to the research but was impractical due to time constraints and the small-scale nature of the research. Moreover, this was not the focus of the research questions.

Braun & Clarke's 2006 six-stage thematic analysis method was adopted for this study (Appendix 6), which explores themes and patterns across a whole data set. An inductive approach was utilised to identify themes i.e. themes were data-driven. This was beneficial given the paucity of pre-existing literature specifically relating to this study. However, as Braun & Clarke (2006) note, the codes are not created in a vacuum, separate to the epistemological stance of the researcher. Themes were identified at a semantic level (Boyatzis, 1998) and thus themes were based on what participants said, not on interpretations of underlying assumptions. As recommended by Ryan & Bernard (2003), prevalence – within a data source or between data sources- was a key indicator

when searching for themes. However, this was not as significant a criterion as relevance to the research questions. In order to increase inter-rater reliability of the findings and control for researcher bias, codes and themes were verified by research colleagues and in supervision.

The results are reported in terms of the main themes identified, using verbatim quotations to enrich and illustrate findings.

Research Question 1: '**What is the nature of playworker community involvement in one primary school?**'

Four main themes were identified: Lunchtime Support, Learning Support, "Helping hands" and Pastoral Support which are visually represented in a thematic map (Appendix 7).

Lunchtime Support

Almost all participants interviewed (4 out of 5) cited supporting children at lunchtime as a key aspect to the playworker role. Examples given by participants include supervision at lunchtime, providing activities for children, allowing children to use equipment and supervising children who have been given roles of responsibility. This is supported by 83% of playworker participants indicating on the questionnaire that supervision at lunchtimes was their primary role.

Learning Support

Interviewees also referred to learning support as a key aspect of their role, with 4 out of 5 interviewees reporting this. Participants cited examples such as running groups for children with SEND and providing in-class support. In-class support was detailed as helping children with EAL to develop foundational English language skills.

Helping hands

In addition to the core aspects of the role, interviewees also mentioned several supplementary roles outside of their contracted role. One interviewee said:

"… we're like an extra hand to the school. We're that team where if you need a job doing people will come to us. Staff and teachers think we are… capable and that's why they ask playworkers to do jobs. We're there to help." (J4[1])

Examples provided include football coaching, working in the nursery, going on trips, after-school clubs, supervising gates in the morning and taking children to the local grammar school.

Pastoral Support

Interviewees (4 out of 5 participants) suggested that playworkers are involved in pastoral support as part of their role. Two subordinate themes were identified: pastoral support for (i) children and (ii) parents. Both playworker interviewees and pupils in the focus group provided examples for how playworkers provide pastoral support for children e.g. mentoring during conflict resolution, helping new arrivals, helping children when they are hurt and seeking to include isolated children in activities. One pupil said "… what I like about them is that they help people. Like um if someone they got hurt they would take 'em first aid and help like put an ice pack and give 'em wipes" (5). Another pupil said: "If someone's new and they didn't know their way around one of the playworkers will show them where they go" (6).

Playworkers also reported pastoral support for parents, giving examples such as discussing and explaining matters with parents with EAL in their home languages. F2 stated:

[1] Please note that a letter followed by a number (e.g. 'J4') indicates a playworker participant. A single number (e.g. '5') denotes a pupil participant in the focus group.

"Parents can come up to playworkers and ask questions. Sometimes it's hard for them to go to Reception and ask questions if they don't understand something… playworkers can explain. We can also look at paperwork and explain to them, especially if parents are illiterate. If they don't speak English, playworkers can speak Punjabi, Bengali, Urdu – gives them peace of mind. They don't want to be embarrassed by admitting to others that they haven't understood what's been said."

Research Question 2: '**What are the perceptions of the impact of the playworker role from the following view-points: a) playworkers? and b) pupils who work with playworkers?**'

Four main themes were again identified as: Individual Factors, School Factors, Pupils and Engagement with Community which are visually represented in a thematic map (Appendix 8). Due to the abundance of data for this research question, tables have been used to report the data.

Individual Factors

Every interviewee referred to the fact that the playworker role had had an impact on themselves as individuals, supported by 100% of playworkers who indicated this on the questionnaire. Four subordinate themes were identified in relation to individual factors: Self Development, Self Awareness, Professional Development and Community Awareness.

Subordinate Themes	What participants reported	Relevant Quotations
1. Self Development	• Change of ambition to working with children • Not going down the 'wrong road' themselves • Thinking about consequences of their actions to not jeopardise their jobs • Creation of closer relationships with children in their families (brothers,	"… It's made me think about what I say before I say it… like people have seen it in me. Like the change since I've started working here… like I weren't rude but like I'm calmer now than before… I've always been good with kids but like this has made me even better… I would happily work

	nieces and nephews) • Positive change in themselves	with kids all my life now from working here" (L1)
2. Self Awareness	• More conscious about how they act around children • Reflected on their own past schooling experiences • Lifestyle change	
3. Professional Development	• Improvement to skills working with children • Greater understanding of school systems and processes • Communication skills • Good for potential employers – looks good on CV • Greater understanding about children • Professionalism	
4. Community Awareness	• Powerlessness to change the wider community • Playworkers can make minute difference to community as a team but not as individuals	"Woodbridge[2] will always be Woodbridge… it's a bad area… will always be that it's never guna change." (L1)

Table 2: Research Question 2 Theme 1 – Individual Factors

School Factors

Playworker interviewees conveyed that the playworker role had a significant impact on the school. Three subordinate themes were identified: Additional/different Skillset and Perspective, Impact to School Staff and School Functioning.

Subordinate Themes	What participants reported	Relevant Quotations
1. Additional/different skillset and perspective than other school staff	• Children regard playworkers as friends and role models. This results in closer playworker-pupil relationships. • Playworkers approach behaviour management differently to other staff e.g. by not catastrophizing smaller	"Because we are from this area… we are able to *relate* to the children a lot better than someone else who was maybe brought up outside this area… If a child just celebrated Eid… a teacher might ask them how was your Eid they'd say yeah it was good. If *we* asked them how was your Eid they'd

[2] 'Woodbridge' is a pseudonym used to maintain anonymity of the local community.

	incidents and instead taking the child aside and talking to them. • As playworkers, they are in a position to see behaviours that teachers do not	be like we did this we did that… We know … the traditions and the ceremonies… so they tell us more and we form stronger relationships… simply put – we know what they're talking about and we can relate." (J4)
2. Impact to School Staff	• Playworker role provides respite to teaching staff • Staff highly value the Playworkers	"… It gives the teachers a bit of a breather in many ways because the teachers can handle just the teaching side of it" (S5)
3. School Functioning	• Helps school to run more smoothly	"If we weren't here I think there'd just be pandemonium here… just chaos… cus' a lot of the things we do… it's just little things but it's the little things that keeps everything in motion keeps everything well-oiled and the wheels run smoother." (F2)

Table 3: Research Question 2 Theme 2 – School Factors

Pupils

Both playworker interviewees and children in the focus group mentioned that the playworker role impacted on students. For this theme three subordinate themes were identified: Interpersonal Skills, School Experience and Impact of Playworkers as Role Models.

Subordinate Themes	**What participants reported**	**Relevant Quotations**
1. Interpersonal Skills	• Improvement to children's communication skills due to mentoring aspect of playworker role. • Increased openness • Increased confidence	"Sometimes you get the quiet kids who aren't taking part in activities… and you get those children involved and the next time you see them they wanna talk to you they wanna take part again so it builds confidence for the children." (S5)
2. School experience	• Pupils in focus group reported that playworkers provide pupils with responsibility opportunities through various roles which playworkers supervise (Peer Mentors and Sports Leaders)	"Since the playworkers have come here they made the school more fun with activities and all that stuff" (6) "They don't let people be lonely. They let people enjoy themselves at lunchtime and sometimes breaktime."

	• Pupils in focus group frequently expressed that they experienced greater school enjoyment because of playworkers	(2) "They help people … they make everything more fun they um they try to teach us new skills new um games new activities and all that" (1)
3. Impact of playworkers as role models on students in school	• Leading children down the 'right path' for the future away from criminal activity.	

Table 4: Research Question 2 Theme 3 – Pupils

Engagement with Community

Both pupils and playworkers identified that playworkers played a role in school-community relations.

Subordinate Themes	**What participants reported**	**Relevant Quotations**
N/A	• Pupils and playworkers stated that parents knew about the playworker role and valued them. • Playworkers expressed that the role provides job opportunities for young people in the community • Playworker role increases opportunities for parents to be involved in school life • Playworkers stated that they provide reassurance to parents as they can discuss concerns and/or explain matters in parents' mother tongues and playworkers are therefore a more accessible means of contact to the school for parents.	

Table 5: Research Question 2 Theme 4 –Engagement with Community

Discussion

A number of key findings emerged from the current study which adds to the existing research in this area. One central research finding is the unique and fluid nature of the type of community involvement in this study, for example in supporting parents and familiarity with the community. Another key finding of the study is that the impact of the playworker role occurred at a number of levels: the personal impact on the playworkers themselves, the impact on the school, including

staff members and the school's overall functioning, impact on the pupils and the impact on engagement with the community. These findings will be further discussed in this section, making reference to appropriate literature where relevant. Implications for Educational Psychology practice will then be considered.

The Nature of Playworker Community Involvement

Concerning the first research question exploring the nature of playworker community involvement in one primary school, an important aspect of the playworker role was learning support for pupils. Playworkers detailed that this was through in-class support, particularly assisting new arrivals with the foundations of English. Additionally, participants spoke about a playworker-led small group for pupils with SEND. This aspect of community involvement in schools is familiar in the literature, for example Allen & Chavkin (2004) who evaluated school-based tutoring with community volunteers to promote student academic achievement. However, this aspect of the playworker role has been criticised in the literature (Webster et al., 2010) which questions the expertise of non-teaching staff in the role of supporting children with SEND.

Participants also spoke at length about a key dimension of the playworker role i.e. lunchtime support. This involves setting up activities for children to engage with and supervising play. This is not particularly highlighted in literature as a form of community involvement in schools. However, playworker literature supports this finding to a degree, as Webb & Brown (2003) found that the playworker role positively impacted on children's play development.

Participants frequently mentioned that they were 'helping hands' to the school, offering their support to staff whenever required. Playworkers emphasised the flexibility of their role, in having core aspects e.g. supervision at lunchtime, but also doing numerous other roles not specifically

detailed in their job contracts. This also meant that the playworker role varied from person to person. This flexibility in community involvement is not reflected in the literature possibly due to its uniqueness specific to this setting.

An important aspect of playworker community involvement in this primary school is the pastoral support playworkers offered to both pupils and parents. Findings demonstrate that playworkers mentor students particularly as a method for conflict resolution and debriefing after behavioural incidents. This is consistent with literature in which the nature of community involvement in schools is often pastoral (Herrera et al., 2011; Chan et al.,2013). Participants also alluded to the pastoral support given to parents through discussion of parental concerns in their home languages. This provides reassurance for parents and removes feelings of humiliation associated with admitting that they have not understood something. This is an interesting aspect of community involvement which is not reflected in the existing community-school partnership literature. This may be due to the literature's skew towards exploring community involvement in communities without high proportions of EAL as in the current study, despite parents identifying English proficiency as a barrier to supporting their children in school (Uiocho & Daoud, 2006). This research finding is consistent with CP literature however as pastoral support provided for parents in this way gives parents social support (Orford, 1992). Furthermore, it also provides parents with equality of opportunities to be involved with their children's education, congruent with CP principles of empowerment, liberation and social justice (Orford, 2008).

From this exploration and evaluation of the nature of playworker community involvement, it is evident that this type of community involvement fits into Epstein et al.'s (1997) model of six types of community involvement, which proposes types of involvement through which schools can

connect with families and communities to improve student outcomes (previously discussed in Literature Review). Not only through elements of the framework which are more straightforward such as 'volunteering' , where playworkers fit, as community members working in schools at first on a voluntary basis, but also other aspects of the framework. Firstly, the playworker role is congruent with the 'communicating' element of this framework as the findings demonstrate that playworkers are an alternative means by which families can communicate with the school. Furthermore, the findings show that playworker community involvement fits in with the 'decision-making' aspect of the Epstein et al. model. This is because through the pastoral support they provide to parents, it can be argued that this empowerment facilitates parents being able to act as agents in decision-making in the school. Furthermore, playworkers are also involved in the 'collaborating with the community' aspect of the Epstein et al. model. In acting as 'helping hands' to the school, the playworkers are regularly involved in organising and using resources from the community, for example school trips, swimming trips and going to the local grammar school, for the benefit of the pupils.

Impact of Playworker Role

With regard to perceptions about the *impact* of the playworker role at this primary school, participants detailed impact in four ways (individual factors, school factors, pupils and engagement with community). Firstly, playworkers spoke at length about the impact of the role on themselves, citing development of professional skills e.g. enhancing their knowledge of child development. This was valuable to participants in shaping their future career prospects and skillset. This finding uniquely contributes to the existing literature because as mentioned previously, there is a scarcity of research exploring the impact of community involvement on

community employees. This is particularly in light of the 'Emerging Adulthood' theory developed by Arnett (2000) which, although is culturally relative (Arnett, 2003), suggests that 18-25 years is a critical period in human development, e.g. regarding identity formation.

Additionally, playworkers spoke about their perceived powerlessness to change the wider community through their involvement in the school. This contradicts current literature on the socio-political context, namely the 'Big Society' agenda which aims to empower communities through social action. Participants were clear that despite involvement in the school and therefore in the community, they felt they could not make a real difference to their 'bad' area.

Participants spoke at length about how playworker community involvement in the school has impacted on the school, e.g. by alleviating staff from additional stressors. Participants said frequently that staff members valued the playworker role and that playworkers contributed to the school's overall successful functioning. From participants' statements, it was also clear that the community playworkers brought a different perspective and skillset than other school staff. Pupils regard the playworkers as friends and role models, which result in closer relationships. This is consistent with Parra et al.'s (2002) research which proposed the importance of close bonds between community mentors and youth mentees. Furthermore, Langhout et al. (2004) found that specific relationship styles were associated with more positive outcomes.

Unsurprisingly, participants – playworkers and pupils- spoke frequently about the impact of playworker community involvement on the children in the school. This is congruent with literature on community involvement in schools which focuses predominantly on outcomes in terms of students. Playworkers spoke of pupils' increased openness, confidence and communication skills resulting from the playworker role. However, pupils in the focus group emphasised that

playworkers had made school more enjoyable. This is consistent with findings that school-community partnerships enhance children's school experience. Nelson et al. (2012) found that children's engagement with school and perceptions of school climate and conditions significantly increased as a result of community involvement in schools. Playworkers also spoke about acting as positive role models for pupils, deterring them from negative lifestyle choices. Bandura's (1997) social learning theory supports this finding, as it proposes that we imitate best from those we see as most similar to ourselves. As pupils at this primary school may regard the playworkers as like themselves from cultural, ethnic, linguistic and religious perspectives, this theory holds.

Lastly, participants mentioned that the playworker role has impacted on school-community relations, e.g. providing job opportunities for young people in the community and enhancing parents' capacity to be involved in school life by being alternative points of contact for families. This is supported by Epstein et al.'s (1997) six types of community involvement which are argued to provide benefits for all involved in the school-community partnership.

Implications for EP practice

From the research findings discussed, there are clear implications for EP professional practice. Firstly, given the findings addressing the first research aim, exploring the nature of playworker community involvement in one primary school, there may be a role for EPs. As findings showed that playworkers support pupils with SEND in both in-class and small group settings, EPs are positioned to provide training for these community workers regarding topics such as differentiation, child development and how children learn, given their established skill-set of training school staff. This is particularly significant as literature objects to non-teaching staff supporting children with SEND as teachers have more expertise and qualifications and should

therefore be solely responsible for teaching these children (Webster et al., 2010). Although training community volunteers/employees could be a role for EPs to improve knowledge, confidence and skills (Balshaw, 2010), training is not the only solution and may be over-simplistic (Giangreco, 2010).

The results of the study regarding the research's second aim, gaining an in-depth understanding of the views of playworkers and pupils about the impact of playworker community involvement, again indicate implications for EPs. One salient finding is that playworkers perceive a positive impact at an individual level, citing self-development as a pertinent aspect of this. At this point, it is important to note that a majority of playworkers in the school are under 25, which might prove significant given the likelihood that EPs will expand their remit by working with young people up to the age of 25 due to recent legislation (DfE, 2013b) and current professional thinking about future directions of the profession (Norwich, 2005; Mackay & Hellier, 2009). Literature suggests that EPs will have a statutory duty to support young people with SEND up to the age of 25 into further education and/or training (DfE, 2013a). This is especially in light of findings showing significantly higher proportions of young people with statements of SEN in Year 11 and young people with disabilities were not in education, employment or training at 18 years, compared with a much lower percentage of same-age peers (DfE, 2010). Although this study did not aim to identify playworkers' learning needs, this may need to be considered by EPs and would be a useful avenue for further exploration.

This study suggests that EPs should work with the post-16 client group not only in educational and vocational training settings but also in work contexts, as findings demonstrate that these are also forms of training and development for young people. Moreover, Ofsted (2011) suggest that it is

not simply about supporting young people into education, employment or training at the age of 18, but also about knowing the destination and outcomes of young people after they leave post-16 provision, in order to continually support young people until 25. Additionally, The Wall Report (1956), although an historic document, is an important one for conceptualising the EP role in relation to post-16 young people. Of particular note, Wall (1956) details the importance of i) support and/or guidance from the EP and ii) joint working between the EP and other professionals during key transition points, particularly from education to working life and from school to university which may be particularly challenging times for young people. Although involvement in the workplace is uncomfortable for some EPs who emphasise the educational aspect of the 'EP' title, findings from this study pose important questions about the way EPs will be working with the post-16 client group. Does the profession regard this client group simply as an extension of the school-age client group supporting their education in educational contexts? Or alternatively, does the profession challenge itself to acknowledge the differing needs of this client group, supported by theories such as the 'Emerging Adulthood theory' (Arnett, 2000)? Furthermore, it can be argued that in considering post-16s working in school contexts simply as staff members, may cause oversight of their needs at this crucial time and the opportunity for EPs to support their development. Again, the presence of young playworkers in schools may provide an ample opportunity for EPs to reconsider the future directions of the EP role, in light of imminent legislation and its impact on EP practice.

One further implication of this study is that EPs playing a role with post-16 young people in a community context such as this, represents a movement in the direction of community psychology (Banks, 2007). This is supported by a surge in practitioners enacting change to typical modes of service delivery, by incorporating community psychology philosophy (Hammond, 2013).

Conclusion

In summary, following a comprehensive critical literature review it was evident that the research on school-based community involvement is limited in the areas of playworkers and the impact of their role. Moreover, few studies investigate the impact of the community involvement on the community workers themselves. To address these gaps in literature, the current research was a qualitative case study - to gather in depth and rich information - and explored one example of community involvement (playworkers) in a primary school and the role's perceived impact from the viewpoints of playworkers and pupils. Utilising thematic analysis to analyse focus group data from pupils and interview data from playworkers, themes were identified relating to the research aims.

In conclusion, with regard to the first research question about the nature of the playworker community involvement in the school, the current study indicates that this type of community involvement is flexible and unique, with playworkers and pupils identifying a number of different aspects integral to the playworker role. Additionally, in addressing the second research question, I also conclude that playworker community involvement is perceived to have an impact at different levels , from how the role impact on the playworker themselves, to how it impacts on the school, pupils and engagement with the wider community.

I conclude that there are strong and relevant implications for Educational Psychology practice, particularly concerning how EPs work with the post-16 client group, an age group in which most of the playworkers in the current study were positioned. Given recent legislation and literature on future directions of the EP, it could be that EPs need to reflect on how they work with the 16-25

client group, particularly in different contexts in which young people develop, including work contexts. It may be beneficial for future research to further explore the EP role in this area. .

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APPENDICES

Appendix 1- Consent Forms

1.1 Participant Informed Consent – Playworkers

Title of Project: "Exploring the impact of Playworkers at XXX School"

Researcher: My name is Gabrielle Pelter and I am a Trainee Educational Psychologist studying at the University of Birmingham and on placement working at schools in Birmingham.

Purpose of the study: To explore the impact of Playworkers, by asking the views of Playworkers and the children they work with.

Procedure for Playworkers:

- *Questionnaires* for all Playworkers. The purpose of this is to gain your views on how your role as a Playworker has impacted on you personally and also on the children in the school.

- *Interviews* for 4 randomly selected Playworkers. The questionnaire will provide an opportunity for you to indicate whether you would like to take part in a follow-up interview. The researcher may then contact you for an interview which will be conducted in person with the researcher. This will last up to an hour and may be recorded digitally. The interview will be an informal style which focuses on your views on the impact of the Playworker role.

- Participation is optional and you may choose to complete the initial questionnaire only. Choosing not to take part in either the questionnaire or the follow-up interview is completely at your discretion. You may also choose to withdraw from either the questionnaire or interview, or both, at any time.

Consent:

	I voluntarily agree to take part in this study.
	I understand that my participation in the study is voluntary and that I may withdraw from the study at any time.
	I have had the opportunity to ask questions about the study and have received satisfactory answers to any questions I have asked.
	I understand that only the researcher will have access to the personal data provided, that data will be stored securely and used only for research purposes. Any contributions used from the interviews will remain anonymous.
	I agree to an audio recording to be taken of the interview and give my permission for the tape to be used for transcription, analysis and as part of the researcher's studies at the University of Birmingham.

The data obtained through the questionnaires and interviews will be analysed and fed back to XXX School, which you can obtain if desired, in March 2014.

Name of participant (print): _____

Signature: _____ Date: _____

- Original to researcher
- Copy to research participant

Researcher: Gabrielle Pelter (Trainee Educational Psychologist)
Contact details: [redacted], [redacted]

Researcher's Supervisor: XXX (Educational Psychologist)
Contact details: email: XXX tel: XXX

1.2 Participant Informed Consent - Parents

Title of Project: Exploring the impact of Playworkers (Green Ps) at XXX School

Dear Parent,

My name is Gabrielle Pelter and I am a Trainee Educational Psychologist studying at the University of Birmingham and on placement working at schools in Birmingham. I am carrying out a piece of research at XXX School which aims to explore what Playworkers do to help children in school.

You have been contacted because your son/daughter has worked with a Playworker at school and I am interested in talking to them about the impact this has had on children at school. A focus group will hopefully take place with other children in a supportive and child-friendly environment at the school. The focus group will involve 1 adult (myself) leading and supervising conversation and possibly another adult who will be recording the conversation and/or transcribing what is said.

Information gained as part of the focus group will remain confidential. The data obtained from the focus group will be analysed and key information from the study will be fed back to XXX School. Any children's contributions used will remain anonymous. If you wish to obtain further information on the results of the study, a copy will be left with the school by March 2014.

If you are willing for your child to participate in this research study by being involved in the focus group, please tick the box below and sign and date where indicated.

	I consent to my child's participation in this research study

Name of child (print): _____

Name of parent (print): _____

Parent signature: _____ Date: _____

If you would like to ask further questions about the study, please feel free to contact me either by email or telephone [redacted], [redacted]). If you would like, you could also contact my supervisor, XXX (Educational Psychologist) either by email or telephone (XXX). Your child will also be asked if they want to take part in the focus group. Please see attached sheet.

Many thanks for taking the time to read this information sheet. I would be extremely grateful for your help with this research.

- Original to researcher
- Copy for research participant

1.3 Participant Informed Consent – Children



Hello, my name is Gabby and I would like to talk to you about when you have worked with the Green Ps.

The conversation will be with a group of about 6 children, so you won't be on your own and it will last for up to an hour. Hopefully you can say how you feel and express your views, and all the information will be kept confidential, which means your names will not be used. The conversation may be recorded to make sure I get all of your useful views!

Just to let you know, you are free to leave the conversation whenever you like, if you feel uncomfortable. Just let me know! If you have any questions to ask, feel free to ask me just before the group conversation.

If you are happy to take part in the group conversation, please tick the boxes below and sign where it says so.

	I am happy to take part in the group conversation.
	I understand that I can leave the conversation if I do not feel comfortable.
	I understand that my name will not be used.

Name of child (CAPITAL LETTERS): _____

Signature of child: _____

Date: _____

Many thanks for helping with this!!!

Appendix 2 – Questionnaire

Questionnaire

Initials of Participant: _____

Background:

I am a post-graduate student and Trainee Educational Psychologist at the University of Birmingham. As part of my studies, I am conducting a research study looking at perceptions of the impact of the role of Playworkers. The purpose of this questionnaire is to gain your views about the impact of your role as Playworker, both on yourself and on the school as a whole.

Although you have already completed a consent form to take part in this study, your views on your role as a Playworker would be greatly appreciated. Please note all responses will remain confidential for the purpose of this study.

Section A: This section will look at YOUR ROLE as a Playworker.

The questions below require you to tick the option that best applies to you.

1) Sex : Male ☐ Female ☐

2) Age group: 19- 25 ☐ 26 – 34 ☐ 34- 49 ☐ 50-64 ☐ 65+ ☐

3) What is your *primary* role as a Playworker? (Please tick **one**)

Supervising play at playtimes ☐ Supervising children on trips ☐

Running breakfast club ☐

In class support, supporting children with Special Educational Needs (SEN) ☐

Organising sporting activities ☐ Mentoring students ☐

Supporting children who have newly arrived to the school ☐

Other ☐ Please specify: _____

4) What is your *secondary* role as a Playworker? (Please tick **one**)

Supervising play at playtimes ☐ Supervising children on trips ☐

Running breakfast club ☐

In class support, supporting children with Special Educational Needs (SEN) ☐

Organising sporting activities ☐ Mentoring students ☐

Supporting children who have newly arrived to the school ☐

Other ☐ Please specify: _____

5) How long have you been employed as a Playworker at [redacted] School?

Less than 3 months ☐ 3 – 6 months ☐

6 – 9 months ☐ 9-12 months ☐ Over 1 year ☐

6) How did you hear about the role of Playworker?

Through word of mouth (friend, family etc.) ☐

Advertisement ☐ Other ☐ Please specify: _____

7) Why did you want to work as a Playworker at [redacted]? (Tick all that apply)

Enjoyment of working with children ☐ Career progression ☐

Local Employment ☐ Change of career ☐

Other ☐ Please specify: _____

8) What was your previous occupation prior to being employed as a Playworker?

Student (university/college/school) ☐ Unemployed ☐ Retail ☐

Working in a school ☐ Other ☐ Please specify: _____

Section B: This section will look at how you think being a Playworker has impacted on YOU AS AN INDIVIDUAL.

9) The following is a set of statements about your opinions of the effect being a Playworker has had on you. For each statement, please tick whether you agree ('Yes'), disagree ('No') or 'Don't Know'.

	Yes	No	Don't know
I feel the role of Playworker has impacted on me as an individual			
I feel the role of Playworker has impacted on me in a positive way			
My self-esteem/confidence has been impacted by the role of Playworker			
The role of Playworker has impacted on my professional skills			
I feel the role of Playworker has impacted on my professional knowledge			
In this role my career ambitions have changed			
In this role my employment prospects have changed.			
I feel the role of Playworker has had an impact on my social skills			

★ Section C: This section will look at your views on how your role as Playworker has impacted on the SCHOOL AND CHILDREN IN THE SCHOOL.

10) The following is a set of statements about your opinions of the effect being a Playworker has had on the school. As in Question 9, for each statement please indicate whether you agree ('Yes'), disagree ('No') or 'Don't know'.

	Yes	No	Don't know
The role of Playworker has had an impact on the school			
I feel the role of Playworker has had a negative impact on the school			
I feel the role of Playworker has impacted on the children in the school			
The role of Playworker has impacted on the staff in the school			
I feel the role of Playworker has impacted on pupil behaviour			
I feel the role of Playworker has impacted on student attendance			
I feel the role has impacted on students' school experience			
I feel the role of Playworker has had an impact on student academic achievement			
The role of Playworker has impacted students' attitudes			
The role of Playworkers has had an impact on student engagement with school			

Would you be willing to participate in a follow- up interview to talk further about your experiences of being a Playworker and the impact you feel this has had? If yes, please tick the box below.

	I would be willing to participate in a follow-up interview.

Thank you for supporting this research ☺

Appendix 3- Interview Guide

Interview Guide (My script)

Prior to interview:

- What the research is about and purpose. Say again who I am and interest in this area, part of studies at University of Birmingham etc.
- CONSENT FORM
- Reminder that they have consented to it being recorded for use of analysis for the purposes of the research. Nothing to worry about though.
- Emphasis on CONFIDENTIALITY – it will never be said "You said this…" Everything you say will remain confidential.
- Respondent is perfectly free to interrupt, ask clarification etc.
- Is that ok? Do you have any questions?

Open questions to begin with – "warm up" (Robson, 2011) – easy, non-threatening questions to settle down both of you.

1. What did you do before being a Playworker?
2. Is this type of role similar to other jobs you have had in the past?
3. Could you tell me a little bit about your role as a Playworker?
4. (What do you think about the idea of having Playworkers in a Primary school?)

Follow up questions from questionnaire:

Impact on individual

1. You indicated on the questionnaire that you feel the role of Playworker has impacted on you as an individual/ your life? Could you say a bit more about that?

(Is there anything else you can think of that you would like to add?)

Impact on School and Children

1. You indicated on the questionnaire that you feel the role of Playworker has had an impact on the school? Could you say a bit more about that? In what ways do you think the Playworker role has had an impact on the school?

Impact on Community

1. Do you think the Playworker role has impacted on the wider community, including parents?
2. Could you tell me a little bit more about this?
3. Has your role as Playworker changed how you feel/your sense of belonging in the community?
4. Have your awareness of community issues/initiatives/events/activities changed?

Summary of answers related to questionnaire:

We've spoken about various ways in which you feel the Playworker role has impacted on you e.g. individual.. you mentioned that.. (summarise here!).. are there any other things/ways in which you feel that the Playworker role has had an impact that you would like to mention?

"I would now like to move on topic to talk about your training/induction.."

Training/Induction: (to meet request of stakeholder)

1. Could you tell me about the training/induction you received before starting the role of Playworker?
2. What do most of the Playworkers think about the training you received? Is this what you think too?
3. Are you happy with the training you received at the beginning of this role? Could you tell me a little more about this?
4. Do you think there are any ways the training/induction could be changed?

Debriefing:

- Thank you for your time and contributions to this research
- Any questions?
- If this session has raised any concerns about your own or others' psychological well-being, please feel free to let me know.
- Remind interview of the contact details on their sheet if they think of anything following interview that they want to add/remove.
- Remind participants that they are able to access the report that I do at school in March 2014 if they wish

Appendix 4- Interview Transcription (Participant L1)

Interview 1 - Participant 'L1' – 3rd December 2013

Context: Private Room in pastoral building of school. During lunchtime.

Demographic information: Male, 18 years old, Afro-Caribbean, Playworker for less than 8 months.

Interviewer: What did you do before being a Playworker?

L1: Um College. I was studying electrical installation.

Interviewer: okay. And then you went straight onto this job?

L1: ye when this opportunity came up I thought I'd just take it. Might as well innit.

Interviewer: how did the opportunity come up?

L1: I done football cuz I play football innit. I done this interview thing with someone like yourself studying something and she was asking me what I do in my spare time and that and I said nothing just football and looking for a job. She asked me what I was interested in. she says she know someone who runs a pastoral team and if I would be interested and that and she put my name forward to K. K phoned me and had my interview and that and then I've been volunteering since

Interviewer: Okay. So you are a volunteer now?

L1: Yeah but I'm basically like I've got the job now but I just haven't signed the contract yet but have got the job ye.

Interviewer: Okay. So is this type of role similar to ones you had in the past? Or not really?

L1: This is my first job.

Interviewer: Okay

(*Both laugh)*

Interviewer: So could you tell me a little bit more about your role as Playworker at the moment?

L1: Mainly like the Playworker role is like to um supervision at lunchtime [3]mainly that's the main thing but ye um like our role as well is to like be a role model to the kids and like set an example for them.

[3] Research Question (RQ) 1 Code 1 – Supervision at lunchtime

Interviewer: Could you tell me a little bit more about that? So what do you mean by be a role model to them?

L1: Because it's not just in school like the kids see us out-of-school and that and like they they like try to be like us. [4]If we're doing something wrong they'll do it do you know I mean because kids always seem to see what follow what their older role models do and that. Like one of the kids came up I can't remember who it was to one of the other Playworkers and said "When I leave school I wanna be pastoral like you I wanna be pastoral like you." So like I think we have like a big impact on them. So like it's not just playtime supervision with actually gotta like set an example for them as well.[5]

Interviewer: Okay and you mean inside school and outside school?

L1: Yeah inside school and outside school

Interviewer: Do you see the children outside of school?

L1: I don't so much because I don't live round here anymore. I live in [redacted] now but if I still lived round here then I would like all of the others still live round here and they see them everywhere wherever they go the kids know the number plates of their cars they get caught anywhere they are.

Interviewer: Is that what the Playworker say? That they see the children around a lot?

L1: A lot

Interviewer: And you mean that you have to sort of show good behaviour?

(L1 nods)

Interviewer: Okay so on the questionnaire you sort of ticked or indicated that you feel the role of Playworker has impacted on you as an individual like on your life. Could you say a bit more about that about how you think the role has impacted on you?

L1: Like it's made me like think about what I'm going to say before I say it [6]a bit more and that. Just how I act gener…gener..

Interviewer: generally?

(*L1 laughs)*

L1: Yeah that word.

[4] RQ2 – Code 48 - Playworkers live in local area and children see them regularly
[5] RQ2 – Code 20 - Children look up to Playworkers
[6] RQ2 – Code 4- Think about consequences of actions – don't want to jeopardise job

Interviewer: So what you mean could you tell me a bit more about what you mean when you say you think a bit more about what you say and what you do

L1: Because like I dunno like it's hard to explain like people have seen it in me. Like the change since I've started working here

Interviewer: Oh right

L1: Like I was more I weren't rude but like I'm calmer now than before I come here[7] and I duno I've always been good with kids anyway but like this has made me even better [8]with them the experience and that man. I would happily work with kids all my life now from working here cuz like these kids have just shown me like the path to go down[9].

Interviewer: Okay so do you think that this role has sort of changed your future ambitions?

L1: Yeah cuz like like I wanted to do electrics got my level 2 in that and I can go back to college to do my level 3 and that but now I'm doing this I'd rather go back to college and do childcare or something[10]

Interviewer: Okay so do you think it has changed what you want to do in future?

L1: Yeah and I got my football coaching badges as well I can coach kids with it I do coach kids anyway with it [11]but like I mean at professional coaching level at clubs and that so so working here has changed what I wanna do

Interviewer: In the future? Yeah. Excellent. Do you think that it's impacted you in any other way? Because you said that other people have noticed a sort of change in you as well? Do you think it's impacted you in any other ways?

L1: Yeah but it's like hard to explain.

Interviewer: I know what you mean.

L1: Like if you knew me before you'd see

Interviewer: What were you like before then?

L1: I don't know like... It's just… hard to explain. Like. I'm still the same but like I didn't really care as much. Like when I'm out now I think about like certain things like doing it before I do it that before I would just do it now I like think I can't do that because like if I get in trouble that could impact the school [12]and get back to school and things like that

[7] RQ2 - Code 1 - Positive change in individual
[8] RQ2- Code 2 - Improvement to skills working with children
[9] RQ2 – Code 2 – Improvement to skills working with children
[10] RQ2 – Code 3 - Change of ambition to work with children
[11] RQ1 – Code 2 – football coaching
[12] RQ2 – Code 4 - Think about consequences of actions – don't want jeopardise job

Interviewer: So what do you mean by that? So if you did something wrong…?

L1: Yeah I could get in trouble with the police or something and then I'm done here.[13]

(*Interruption*)

L1: Yeah like cuz up until like basically still now I've never been arrested or nothing or in trouble with the police or anything otherwise I wouldn't be working here obviously like CRB but um if I was to get in trouble with the police now this jobs gone straight away

Interviewer: And you don't and you don't really want that?

L1: Yeah. Like before I wouldn't care. Like that before if I get locked I get locked but now I care about things like that I think about things before I do them don't do anything stupid.[14]

Interviewer: You know how you said as well that about how people have noticed the change … who exactly?

L1: Everyone - friends and family and that. People don't see me anymore cuz I haven't got time for ya. Like if I'm not here I am either playing football or babysitting or just in my house doing nothing like I don't go out no more.

Interviewer: Who are you babysitting?

L1: My nephews or nieces

Interviewer: You said that you like working with children anyway…

L1: Yeah cuz like I got my little brothers my little sisters got my nephews my nieces so I'm always surrounded by kids man. Think I've got one of my nephews today actually.

Interviewer: Is there anything else you can think of that you'd like to add about how the Playworker role has impacted on you as an individual?

L1: On my professional side as well like when I was going to school I didn't see what goes on behind the scenes. I used to bully teachers when I was in school like teachers *hated* me but I know what how it is for them now what they have to go through and what they have to do so now I kind of regret everything back then. Sometimes like teachers rah deserved it man but like I see what happens now[15] that if I could go back I wouldn't have done it.[16]

Interviewer: So now you think you've got a better understanding of how it works in schools?

[13] RQ2 – Code 4 - Think about consequences of actions – don't want jeopardise job
[14] RQ2 – Code 4 - Think about consequences of actions – don't want jeopardise job
[15] RQ2 – Code 5 - Greater understanding of school systems and processes
[16] RQ2 – Code 6 - Reflection on past schooling experiences

L1: Yeah yeah in the door now in the school and behind it I see what goes on….

Interviewer: Okay. So is there anything else you can think of for how it's impacted on you as an individual?

L1: Not anything that I could like explain to you do you know what I mean

Interviewer: Yeah it's difficult to explain isn't it… Um so you indicated on the questionnaire that you think the role of the Playworker impacts on the school. Do you think you could you say a bit more about how you think it's impacted on the school?

L1: My first interview they said um that the main reason pastoral role was brought in was to deal with behaviour but K said that she couldn't see any badly behaved children but as a Playworker we can see what the teachers don't see[17] cuz we're Playworkers we get on with the kids more like there are certain things the teacher would say yellow card red card red card but cuz we're Playworkers we understand that it's only a *minor* thing it doesn't need to be punished like that it just needs "don't do that" stuff like that [18]so obviously cuz the kids have A LOT of respect for us like when the dinner ladies are telling them off like they'll fully shout back at them and not acknowledge them but with us they wouldn't try it with us they have MAD respect for us and like if the child is misbehaving in class instead of first thing's first phoning parents they'll call us the Pastoral cuz like the kids have respect for us[19] so I think having one to one relationships with certain children like the more misbehaving ones helps them not so brings the behaviour down so like the children like hard to explain again but like yeah like we have a big impact on em so it is impacts the school behaviour wise how they act around the school how they're guna act in lessons even when we're not in on school how they react how they go on is us. We've had a mad say on how they do things.

Interviewer: So you said about how the impact on behaviour the role of the Playworker impacting behaviour. Could you tell me a bit more about that then? Like what was it what sort of behaviour?

L1: I don't know how it was before but like we. It's minor things. minor things like saying a swear during football but that's natural and if that was a teacher out there you're in trouble straightaway. With us it's like "remember you're in school you can't do that" and it won't happen again maybe maybe it might happen again like a week later but that day it's sorted the rest of the week it's sorted it's not gunna happen again for the week. It's like… More conversations and that.[20]

Interviewer: So do you think it's because then you take a different approach…

[17] RQ2 – Code 8 - Playworkers see what teachers do not
[18] RQ2 – Code 9 - Playworkers deal with behaviour problems differently to other staff
[19] RQ2 – Code 46 - Children have a lot of respect for Playworkers – more than for some staff
[20] RQ2 – Code 9 - Playworkers deal with behaviour problems differently to other staff

L1: Yeah they respond like when I was in school we didn't have that when I was at school it was just you done this phone your parents or you done this detention. Soon as a teacher gave me a detention I was thinking how you getting me into that room to do a detention I'm going home. But like Pastoral we not gunna say red card unless its major and it has to be red card but we ain't gunna say you're in trouble re re re we're just guna take to one side and talk [21]and if we see you do it again then obviously your gunna have to be in trouble and that but we have one-to-one and that mostly sorts it.

Interviewer: And you also said as well that sometimes if something happens before they call the child's parents for misbehaving they'll call you guys first? Could you tell me a little bit more about that. How do you think staff members feel about the Playworker role?

L1: Yeah I think staff in the school really value us like cuz not a lot of schools have a pastoral team like you see this this wasn't here like this[22]

Interviewer: This whole building?

L1: This part of it here it's specifically built for us because the school actually really need us and they rely on us[23]

Interviewer: So the fact that they built an extra part of the building shows it? Okay

L1: Yeah X said that they were just cramped in one little room before

Interviewer: Yeah it's lovely

L1: The school must like have a lot of respect for us and the teachers are always cracking jokes with us calling us teachers bring in food and that for us like if there have been like little like a lot of teachers here go on maternity leave here so if they're having like little parties and that they make sure that there's food for US even if they don't tell us to come celebrate with them they always make sure there's food left for us

Interviewer: So do you feel like you're really part of the-

L1: Staff. It's not just a pastoral we feel part of the whole school staff

Interviewer: So you get good response from the other staff members?

L1: Yeah

Interviewer: So is that just from the teachers by lunchtime supervisors and everyone?

L1: The lunchtime supervisors are part of our team they are part of pastoral

[21] RQ2 – Code 9 - Playworkers deal with behaviour problems differently to other staff
[22] RQ2- Code 18 - Staff members value the role
[23] RQ2- Code 18 - Staff members value the role

Interviewer: Oh okay

L1: So like we don't like before talk was only a few we like talk to like now We had a teacher training day innit we spoke about how there's no communication and things like that and since then we've all been speaking we speak to all the supervisors

Interviewer: Okay. Is there anything else you want to say about how the role of Playworker has sort of impacted on the school or children in the school. Because we've talked about the school as a whole haven't we but do you think there's anything more about how the role impacts on the children. Is there anything else you can think of?

L1: Not really. Um.

Interviewer: Like if you think of some of the children that you've worked with-

L1: Like I think we give the kids a lot of confidence[24] as well the one I'm talking about in year four I can't remember his name you know

Interviewer: That's okay you don't want to say anyway for the recording so that's good

L1: Yeah him he like at the start when I first started working with him. Normally kids really want to talk to me or nothing anyway normally kids want to say nothing to me next to like T or something and they be like oh "what's his name sir what's his name" things like that. Why don't you ask me I'm standing right here. Yeah and like he was the first one to like gel onto me like he always comes up to me and that and I try to take care of him in football tournaments cuz he's in year four but it's a year six year five and six tournament I'm making sure he's coming like he's in the team cuz he's a good footballer.[25] I always try to take care of him he's got an older brother as well so I try to take care of him the brother too but um like we give them a lot of confidence [26]like we give them more freedom to speak to us like certain ways they speak to us they couldn't speak to the teacher they'd think probably that we were being disrespectful but um like with us they can be more open with us so I think that like in life that will make them more open to talking to people be more socialised and that[27]

Interviewer: Okay so the idea of talking to new people or is it the idea of talking to new adults do you think?

L1: New adults anything yeah

Interviewer: Excellent. Okay do you think that the Playworker role has impacted on the wider sort of community. What I mean by that is that I know you say you live in [redacted]

[24] RQ2 – Code 10 - Increase in children's confidence
[25] RQ2 – Code 19 - Closer relationships with children
[26] RQ2 – Code 10 - Increase in children's confidence
[27] RQ2 – Code 11 - Increased openness - children

now but because most of the Playworkers come from this community do you think the role of the Playworker has had an impact on the wider community including parents as well.

L1: Yeah cuz it's opened up a lot of jobs for um obviously young people and that[28]. I'm only 18 and I'm working in a school its mad like all my family's like you're working in school (laughs) and then obviously all these lot like they got some of them got degrees and that and can't get a job in what they've got a degree in so they come here and they've got a foot in the door for teaching trying to go back to uni and do teaching because they've got their foot in the door here. And with parents and that all the parents know the pastoral team and soon as they see the green hoodies and that they say y'alright and talk to us and stuff and like I think they like the fact that we are around their kids I think they like the pastoral the parents do because the parents demand a lot yeah. So I think the pastoral is something that they really agree on and that[29]

Interviewer: What do you mean the parents demand a lot?

L1: I don't know just that from the school in general. Like when I was in school like the packed lunch and that would be in a box at the front of the classroom your lunchbox and we take it down to the hall before lunch but at this school they've demanded that all the lunchboxes go in fridges so the school has had to buy fridges to put the lunchboxes in before they go out. They demand a lot like.

Interviewer: So do you think the parents are quite involved in the school here?

L1: Yeah they have a say. And um like the pastoral we like like I don't know it's hard to- it's hard to explain like the parents the community they know what goes on here they know that the pastoral team is here the Playworkers they know about us like they always… they like us. I think they like us more than the teachers. Yeah because like most parents like to argue with teachers no one tries to argue with us[30]

Interviewer: Do you have a lot of interaction with parents?

L1: I don't so much yet but obviously I've only been here since September but them all the rest of them do. Yeah so.

Interviewer: So you think that the parents and the community think good things about the Playworkers? Okay has your role as Playworker changed how you feel about the wider community or has it like has it changed the way you feel or belong in this community or anything like that?

L1: Can you expand on that please?

[28] RQ2 – Code 17 - Provides job opportunities for young people
[29] RQ2 – Code 16 - Parents know about the Playworker role and like them
[30] RQ2 – Code 16 - Parents know about the Playworker role and like them

Interviewer: Of course. So I know that for most of the Playworkers I know for you it's a bit different come from this community don't they and I just wondered whether well well maybe not about you then but whether you thought for the other Playworkers whether it's changed how they feel in the community

L1: Not sure

Interviewer: That's fine. That's ok. And you think your awareness of community issues like has your knowledge about the community changed as a result of working as a Playworker.

L1: Not really cuz to me Woodbridge [pseudonym used]'s Woodbridge innit.

Interviewer: Is this somewhere you've always known?

L1: I've always known Woodbridge as Woodbridge innit.

Interviewer: Did you grow up here?

L1: I grew up in XXX

Interviewer: Okay so right next door?

L1: Right next door. Woodbridge's Woodbridge.

Interviewer: So for you it hasn't really changed anything because you are from the community and you know

L1: Yeah I know Woodbridge as Woodbridge. This school ain't gunna change how Woodbridge is. Woodbridge will always be Woodbridge.[31]

Interviewer: So what do you mean by that then?

L1: Woodbridge innit. (Pause) I dunno it's just Woodbridge like Woodbridge is just the area like like it's not a BAD area but it's a bad area will always be that it's never gunna change. It's not gunna change the school ain't gunna change it. Nothing's gunna change. It will always be ..it will always…all the criminals.. I tell a lie actually I reckon we could stop that as well like if we are setting a good example to the kids like that will stop them from getting in bad company.[32] That's how I feel anyway. I feel cuz I've got my younger brothers that live with me and like I don't want them to grow up how I've seen my older cousins and all of that grow up and that like how I reckon if I didn't get into this that's how I would've probably went the road I would have probably gone down .[33]I don't want my brothers to go down that road. So like what we're doing here I definitely think that we could like stray away from that definitely cuz if they don't have role models what are they gunna look up to - the man they see on the corner big cars chains big watches and they think I want that too

[31] RQ2 – Code 15 - Powerlessness to change the wider community
[32] RQ2 – Code 12 - Leading children down the 'right path' for the future
[33] RQ2 – Code 14 - Playworkers themselves not going down the 'wrong road'

so they're gunna do the same foolishness they're doing we show them you don't need to do that to get money. Look at us you could be pastoral member you could do whatever you want you can achieve wherever you want if you put your head to it. That's what I'm always telling my younger brother. Yo cuz like that until this year he was getting rubbish at school getting bad he is in year 6 now taking his SATs soon so I told him this year you have to put your head down because if you fail your SATs you'll be in low sets at school and you'll be around all the bad ones and you'll be… the same rubbish. So I said to him put you head down this year that's all I ask of you put your head down this year. And he's done it he's been really good he's moved to the top set in maths top set in English top set in everything now and they're saying the grades he is predicted are like sixes and that and he's doing really good this year cuz he's put his head down. That's it.

Interviewer: So do you think so is what you're saying is that you think the Playworkers can have an impact on sort of individual children to sort of lead them down the right path but also that means on the wider community as well?

L1: Yeah

Interviewer: And if those children you put them on the right path then that means something for the wider community maybe?

L1: Yeah cuz us lot when we were growing up… loads of man that doing all that the wronguns on the road like police want them and that for stupid things like they're like that because what did they have they have no opportunity they have no role model no nothing. Obviously they had to do what they had to do and then that's them now that's them for life it ain't gunna change but I reckon if we have more of this going on in most schools that could like have an impact on kids when they're young and they won't wanna do all that I'm saying like. Like my mum moving me from here to [redacted] was the best thing she ever done for my younger brothers cuz they ain't around man no more. My brothers used to see man I was around and yeah think re re re and look up to them and that always used to ask for them and that and now that we've moved they don't even remember them they walk past them on the road and don't even remember them. I'm happy that they walk past and not remember them because they don't need to know that kind of people so what I'm doing here like how I am around these kids is how I am around my brothers cuz I don't want them to go down the wrong road so I don't want these kids to go down the wrong road I don't want none of these I don't want to be watching TV in a few years' time and see them on the news wanted for murder or some foolishness or they've been murdered themselves. I ain't gunna show them nothing wrong.

Interviewer: Do you think from what you're saying as well it seems to me that you think it's important in this type of community

L1: Definitely. Definitely. Definitely. Where my primary school is X it's on X Road come down that road there's XXX you go down that way there is XXX you go down that way

there is XXX. It's in the middle of everything. Everyone's from XXX XXX and XXX or XXX all from different areas and like we're seeing man from our areas talking about postcode this Post code that and we're young and we ain't got no pastoral like us so we're talking about gang things we don't know really what is but we're young and we're just seeing man and adapting to it and thinking yeah cuz we're young and we got no one else to show us different but if here bare man was talking about gang stuff we are like yo none of that.

(Interruption)

Interviewer: Do you remember what you were saying?

L1: Kind of. Talking about gang things and that

Interviewer: Yeah and I think you were talking about when you were younger that's all you'd hear and you'd be talking about it that you wouldn't really understand what it even meant.

L1: Yeah yeah. Like here you'd say to the kids that's not the polite thing to do. We didn't have that we had dinner supervisors like Dinnerladies and that what could they really say to us nothing. We laugh at them.

Interviewer: Why would you laugh at them?

L1: Just would like we'd say what do you know you don't know nothing you ain't there. That's how even if I was a kid here like a dinner lady was saying no no no gang stuff I'd be thinking yo what do you know you haven't seen it.

Interviewer: That's interesting. Could you tell me a bit more about that? So you'd say to them you haven't seen it…What do you mean by that…

L1: They haven't seen what we've seen like us as Playworkers. Cuz like most of us are male so we've seen what goes on out there we see most things that go on. So like for a dinner lady to tell one of them "oh don't talk about that re re re" it's like what have you seen you don't know nothing. You're just hearing what you hear on the news. Like my cousin died got stabbed. On the news they were like talking about how it was over some gang foolishness. No it wasn't like that's what they say it was over gang but it wasn't. Police News don't know nothing they just portray it as that. My cousin was stabbed over a bitter rivalry. Man hated him because just cuz they hated him just someone hated him. Enough to kill him. So when I was at school if a teacher... Even teachers they can't say nothing either they don't know. Yo you don't live round here you live in [redacted] or one of them areas so just shut up. That's why I think us coming in we can actually tell them yo don't go down that road because we've actually seen it we know what goes on. We're still around it. We might not be in it doing what they're doing but we're around it.[3435]

[34]RQ2 – Code 12 - Leading children down the 'right path' for the future

Interviewer: And you've grown up in

L1: And we've grown up in it

Interviewer: So when you said that some of the teachers they live in XXX or wherever so do you think that that is a big part of what the Playworkers bring then. Could you say a bit more about that then.

L1: Yeah definitely cuz we're around here we see everything what goes on we know what the truth is not the news and like if a teacher was to say oh re tear tear that's not good because I seen it on the news they said this this this. But wait was you there do you know what went on? Do you know who done it? So you can't like really say nothing just be quiet but we can say ah I know who done that so I know that's not where you want to be cuz like the Playworkers yeah we definitely definitely um have a mad impact on these kids mad cuz we know what's going on we can actually tell them like we can actually tell them it's not right don't do don't listen to the news don't go down that road it's not no gang thing it's personal business it's like and yeah that's it.

Interviewer: You also said how most of the Playworkers are male and most of the dinner supervisors are female. Do you think that makes a difference? Could you say a bit more about that?

L1: Yeah most of them are foreign as well. And we're younger as well.

Interviewer: Yeah

L1: Like when the kids are out and around their area if they are seeing man they are seeing man like us like we probably know all of them so if we're saying to them oh don't hang around people like that they will probably listen to us [36]cuz they know we know them so if we're saying no it's not a good person to be with and that they'll like listen because we know that they're not good person because we KNOW them. Do you know what I mean? Cuz like from my experience in school like I wouldn't listen to a dinner supervisor so I know they ain't gunna listen to a dinner supervisor but I know that when I was growing up and that my older cousins would say don't get involved in certain things and I would listen to them older brothers and that I would listen to them but I wouldn't listen to a dinner supervisor so if they're looking up to us like older brothers they must listen to us innit[37]. If I had this in school like I'm not saying I got myself in some dumb stuff I've never been arrested and friends haven't stuff that there is certain stuff I've been involved in and I wouldn't have done it if I had this in school[38]

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[35] RQ2 – Code 13 - Playworkers see what goes on in the community – from there
[36] RQ2 – Code 21 - Children listen to Playworkers because Playworkers know the community
[37] RQ2 – Code 20 - Children look up to Playworkers
[38] RQ2 – Code 6 - Reflection on past schooling experiences

Interviewer: Okay. That's really interesting. Okay just to summarise we've spoken a bit about the way you feel the Playworker role has impacted on you as a person like you think it may have given you good career prospects and you think it's sort of changed what you want to do in the future and you've also said that people have noticed a change in you as well even though you found it difficult to see exactly in what way you say you've noticed a change and other people have too. And you also said about how you think it's impacted on the school and also the children so they are not led down the wrong path and they can use you as role models. So ye now I'd to move on topic if that's alright with you. Unless you have anything else to say? If you do think of anything else you want to add in, just feel free to add it in whenever ok. But just now I'd like to move on to the topic of training and induction if that's ok with you? Could you just tell me a bit about the training and induction – because I know you've just come as well so this is probably good to ask you – about the training and induction you received before starting the role as Playworker. So what sort of training have you had before starting the role as Playworker?

L1: I came in the week before they broke up before the six weeks holidays.

Interviewer: Oh ok just before summer?

L1: Yeah and then they said there's um no point in me starting yet they said to come in on 1st September for a training day but K got the days mixed up and I was supposed to come in on the 2nd and so I missed the first training day so I didn't really get the training I was supposed to get innit. The only thing I really done is um safeguarding and um they like taught me the behaviour ladder like the yellow card red card system.

Interviewer: Oh ok so like the school's behaviour policy?

L1: Yeah that's all I really done cuz I missed out on the first day of training.

Interviewer: What was on the first day of training? The bit you missed out on?

L1: Safeguarding and the um health and safety all of that I missed everything cuz all that was done on the first day. The second day was really like it was refreshing memories for everyone else and I wasn't there so it weren't really refreshing my memory cuz it was all new to me.

Interviewer: Yeah.

L1: But like I didn't really get much training but I've been I've always been cuz at the start my CRB didn't come through straight away so I was assigned to someone like every day I was with someone and I was learning how things go and that and so I basically taught myself through just being stuck to someone. I learnt a lot off XXX and XXX.

Interviewer: So when you say you were stuck to someone does that mean that you were sort of shadowing them?

L1: Yeah

Interviewer: So you were sort of going around the playground with them and seeing how they –

L1: Yeah we'd running games club and stuff with them not just standing there getting involved

Interviewer: Yeah getting involved. Did you learn quite a lot from that?

L1: Yeah

Interviewer: Ok yeah. What do most of the Playworkers think about the training that you had? So would you just have had those two days?

L1: Yeah I would've just had those two days but them two days would have been beneficial cuz the first day would've taught me everything and the second day would've just been catch up refresher and that.

Interviewer: So what do you think most people thought about those two days then?

L1: Not sure didn't really talk about it.

Interviewer: Okay that's absolutely fine. Um and are you happy with the training you got?

L1: Yeah and I think as well I got me shadowing someone is more beneficial than just sitting there and just listening because I'm a practical learner and I'd rather be doing it than listening or writing so like shadowing XXX and XXX…

Interviewer: Do you think it would help if you did that more? How many days were you shadowing?

L1: It took ages for my CRB to come through so I was like shadowing for like months but I think yeah like the second week of October is when my CRB came through.

Interviewer: Oh ok so from the beginning of September to the second week of October?

L1: Yeah so I was doing it for a good six weeks and then um after that I've just been doing my own thing

Interviewer: Yeah when your CRB came through?

L1: Yeah when that came through they put me in the nursery straight away[39].

Interviewer: Do you like being in the nursery?

L1: Um… the kids don't listen.

[39] RQ1 – Code 4 - Working in the nursery

Interviewer: Yeah they're a bit too young then aren't they for that

L1: Yeah.

Interviewer: Do you think that there are any ways then that the training or induction could be changed?

L1: Um nah I liked shadowing. I liked it. It was right for me.

Interviewer: Ok you had a good experience of it? Ok I think that's it then. Thank you so much for your time and for your contributions and are there any questions that you've got? OR anything that you think you might want to add?

L1: No I think that's all

Interviewer: No? Ok well I'll just-

Appendix 5- Focus Group Guide

Stage 1: Preparations and welcome *(5-10 minutes)*

1. Offer biscuits/fruit and a drink and thank everyone for coming
2. Make name cards (sticky labels) for their name and class/year
3. Check that they all work/interact in some ways with Playworkers.
4. Go through informed consent. Say that their parents have already consented but I think it's a good idea to ask you guys as well. Participants to sign the sheet if they agree to take part.
5. Introduce myself (Trainee EP at the University of Birmingham – do they know what university is etc..) and purpose (doing a research project on Playworkers and how they work at your school, as part of my university work).
6. Explain about audio recording and switch on ☺
7. Explain about focus groups – today we will be having a group discussion/conversation. But to do this we will need some **ground rules**! Focus group dynamics/ground rules (interactive – prompt if necessary).
   - Confidentiality and respect
   - Free-flowing discussion (good to bounce ideas off each other rather than looking to me for Q&A) – agree/disagree cards, but one at a time (audio-recorder!) – I will have pointer. Explain how this works – they put up hand when they want to and I point to them and then they speak.
   - I'll chip in and steer the discussion where necessary
   - Don't have to contribute, but the more you do, the more useful this will be. And there's not many people here so no need to worry.
   - Try to be honest and give your opinions. (honesty the best policy! Reminder that no-one will say it is them!)
8. Is there anything I've missed? Any questions?

Stage 2 – Focus Group *(50 minutes)*

1. Opening question (5 minutes)

Firstly, could you please go round and say your <u>name</u>, <u>year group/class</u> and <u>what your favourite tv programme/music band is and why</u> (warm up – emphasis on getting children to talk to each other and not just me.)

2. Key questions (40 minutes)

1. What do the Playworkers do? (INTRO question!)
2. How do you personally interact with any of the Playworkers? (Can you give me an example of when you worked with a Playworker?) (INTRO question!)
3. What do you think of/feel about the Playworkers?
4. What do you like most about the Playworkers?
5. What do you like least about the Playworkers?
6. Do you think the Playworkers have made a difference to XXX School? (Probes – 'could you tell me more' etc)
7. (What do you think the school would be like without the Playworkers?)
8. On a scale of 1-10 (with 1 being not at all and 10 being lots and lots) how much do you think the Playworkers have made a difference to XXX School?

(Post-its on big scale in the middle and then probes – "You've put a 5, could you tell me a bit more about that?")

9. On a scale of 1-10 (with 1 being not at all and 10 being lots and lots) how much do you think the Playworkers have made a difference to yourselves/pupils in the school?

(Post-its on big scale in the middle and then probes)

10. What do you think parents think about Playworkers?
11. What do you think teachers think about Playwokrers?

3. Summary question (5 minutes)

Moderator gives a 2-3 minute summary of what has been said. Do you think that's about right with what's been said today? Is there anything you'd like to add/change?

Useful Generic Probes

Clarifying	**More information**
What do you mean by that? Can you explain what you mean by …? I'm not sure I understand ….	· Tell me more about that. · What else would you say about that? · Can you elaborate/expand on that? · What does everyone else think? · Can anyone add to that?

Stage 3 – Debriefing *(5 minutes)*

- Thank participants for their time and contributions.
- Any questions? (Offer to stay for a while to answer any individual Qs)· Seeking advice – if this session has raised any concerns about your own or others' psychological well-being, please feel free to let me know.
- Remind participants of the contact details on their sheet (I am the main contact) if they think of anything following the session. They can tell their teacher/one of Playworkers who will tell Miss XXX and then me.

Appendix 6- Braun & Clarke (2006) Six-Stage Thematic Analysis

Following the data collection stage, Braun and Clarke's (2006) six stage thematic analysis process was conducted. An outline of the phases and their application in the current study are provided below.

Phase	**Description of the process**
1. Familiarising yourself with the data	All focus groups were transcribed. They were read and re-read and initial notes were noted.
2. Generating initial codes	Interesting features of the data were coded systematically across the focus groups. Data were collected that were relevant to each code.
3. Searching for themes	Codes were collated into potential themes, and all data were gathered relevant to these themes.
4. Reviewing themes	A thematic map was generated to check that the themes could be supported and the data set as a whole.
5. Defining and naming themes	Clear definitions and names for each theme were generated
6. Producing the report	Compelling extract examples were selected and links made explicit between how the analysis links with the study's research questions and literature

Phase 2: Generating Initial Codes

Please note that a letter followed by a number (e.g. 'J4') indicates a Playworker participant. A single number (e.g. '5') denotes a pupil participant in the focus group.

Research Question 1: What is the nature of Playworker community involvement in one primary school? (Interviews and Focus group)

1. Supervision at lunchtime (L1) (F2) (J4)	2. Football coaching (L1) (S5)	3. Play with children (3)	4. Working in the nursery (L1)	5. Providing activities for children to engage in at lunchtime (F2)

				(J4) (S5) (3) (1) (2) (6)
6. Friendly face (F2) (5)	7. In-class support (F2) (B3) (J4) (S5)	8. Supervise gates in the mornings – safety (F2) (B3)	9. Involved in themed weeks/plays (F2)	10. Reassuring parents (F2) (B3)
11. Running groups for children with SEN (F2) (J4)	12. Conflict resolution (F2) (B3) (6) (5) (1)	13. Can explain matters to parents with EAL in home language (F2)	14. Trips (B3) (J4) (S5)	15. Swimming runs (B3)
16. Attendance (B3)	17. After school clubs (J4) (S5)	18. Help new arrivals to school (6) (J4) (1)	19. Help children when they hurt themselves (2) (5)	20. Taking children who are performing well in Science & Maths to local grammar school (S5)
21. Supervise 'Sports Leaders' (S5) (5) (3) (1)	22. Teaching new sports (1)	23. Let children use equipment (4)	24. Including children who are lonely/excluded (3) (2)	25. Funny (5) (3) (4)

Research Question 2: What is the impact of the Playworker role, from different viewpoints (Playworkers and pupils)?

1. Positive change in individual e.g. temperament – 'calmer' (L1)	2. Improvement to skills working with children (L1) (F2 – the way you talk, patience) (B3)	3. Change of ambition to work with children (L1)	4. Think about consequences of actions – don't want to jeopardise job (L1 – e.g. trouble with police) (F2 – e.g. response to children)	5. Greater understanding of school systems and processes (L1) (F2) (B3)
6. Reflection on past schooling experiences (L1)	7. Studying alongside role (F2) (J4)	8. Playworkers see what teachers do not (L1)	9. Playworkers deal with behaviour problems differently to other staff (L1) (F2)	10. Increase in children's confidence (L1) (S5)
11. Increased openness - children (L1) (B3) (J4) (S5)	12. Leading children down the 'right path' for the future –	13. Playworkers see what goes on in the community –	14. Playworkers themselves not going down the 'wrong road'	15. Powerlessness to change the wider community (L1) (J4)

	not crime/gangs (L1)	from there (L1) (J4)	(L1)	
16. Parents know about the Playworker role and like them (L1) (4) (5) (6)	17. Provides job opportunities for young people (L1)	18. Staff members value the role (L1) (J4) (S5)	19. Closer relationships with children (L1) (B3) (J4)	20. Children look up to Playworkers (L1) (S5)
21. Children listen to Playworkers because Playworkers know the community (L1) (J4)	22. Children are more responsive to Playworkers – friends/ role models (F2) (B3) (S5)	23. Unwind from hustle and bustle of daily life – get to act like big kid (F2)	24. Lifestyle change (F2)	25. Communication skills (F2) (B3) (J4)
26. Respite for teachers (F2) (B3) (J4)	27. Enjoyment of school (F2) (S5) (2) (S5) (1) (3) (5) (6)	28. Helps school to run more smoothly (F2) (J4)	29. Children's communication because of mentoring (F2)	30. Looks good to potential employers on CV (F2)
31. Peace of mind for parents with EAL – can have matters explained to them/ raise concerns to Playworkers in home language (F2) (J4)	32. Children on best behaviour because know parents (B3)	33. Learning from role has helped in fatherhood (B3)	34. Children may not get as close to you if you know their parents (B3)	35. Greater understanding about children (B3) (J4)
36. Professionalism (B3) (J4)	37. Useful to help set up activities with nephews and nieces – greater bond (F2)	38. Reassuring parents (F2) (B3)	39. More conscious about how they act around children (J4)	40. More active with younger brother (J4)
41. Playworkers relate to children -they are from community (S5) & ethnicity/cultural traditions (J4)	42. Playworkers can make minute difference to community as a team, but not individuals (J4)	43. Changed perspective of how they perceive children's behaviour (J4)	44. Increasing opportunities for parents to be involved in school/their children (S5)	45. Gives children opportunity to experience grammar/secondary school – helps shape what they want for secondary school (S5)
46. Children have a lot of respect for Playworkers –	47. Children don't regard them as teachers but friends (F2)	48. Playworkers live in local area and children see them regularly	49. Responsibility opportunities for children -	

more than for some staff (L1)		(L1) (S5) (B3)	Sports Leaders/ Peer Mentors (2) (3) (1) (4)	

Phase 3 of thematic analysis - Searching for themes

Research Question 1 - What is the nature of Playworker community involvement in one primary school?

Potential Theme A – Lunchtime Support

1. Supervision at Lunchtime
3. Play with Children
5. Providing activities for children to engage at lunchtime
21. Supervise 'Sports Leaders'
22. Teaching New Sports
23. Let Children use equipment

Potential Theme B – Learning Support

7. In class support
11. Running groups for children with SEN

Potential Theme C – "All Hands on Deck/ Helping Hands"

2. Football Coaching
5. Nursery
8. Supervise gates in the morning – safety
9. Involved in themed weeks/plays
14. Trips
15. Swimming runs
16. Attendance
17. After school clubs
20. Taking children who are performing well in Science and Maths to local grammar school.

Potential Theme D – Pastoral Support

Subordinate Theme 1: Children

6. Friendly Face
12. Conflict Resolution
18. Help new arrivals to the school
19. Help children when they hurt themselves.

24. Including children who are lonely/excluded
Subordinate Theme 2: Parents

6. Friendly Face
10. Reassuring Parents
13. Can explain matters to parents with EAL in their home language

Research Question 2 - What is the impact of the Playworker role, from different viewpoints (Playworkers and pupils)?

Potential Theme A – Individual Factors

Subordinate Theme 1: Self Development

1. Positive change in individual e.g. temperament – 'calmer'
3. Change of ambition to work with children
4. Think about consequences of actions – don't want jeopardise job
7. Studying alongside role
14. Playworkers themselves not going down the 'wrong road'
33. Learning from role has helped in fatherhood
37. Useful to help set up activities with nephews and nieces – greater bond
40. More active with younger brother
43. Changed perspective of how they perceive children's behaviour

Subordinate Theme 2: Self Awareness

6. Reflection on past schooling experiences
24. Lifestyle change
39. More conscious about how they act around children

Subordinate Theme 3: Professional Development

2. Improvement to skills working with children
5. Greater understanding of school systems and processes
25. Communication skills
30. Looks good to potential employers on CV
35. Greater understanding about children
36. Professionalism
Subordinate Theme 4: Opportunity

23. Unwind from hustle and bustle of daily life – get to act like big kid
Subordinate Theme 5: Community Awareness

15. Powerlessness to change the wider community
42. Playworkers can make minute difference to community as a team, but not individuals

Potential Theme B – School Factors

Subordinate Theme 1: Additional/different skillset/perspective

8. Playworkers see what teachers do not
9. Playworkers deal with behaviour problems differently to other staff
13. Playworkers see what goes on in the community – from there
19. Closer relationships with children
21. Children listen to Playworkers because Playworkers know the community
22. Children are more responsive to Playworkers – friends/ role models
25. Funny
32. Children on best behaviour because know parents
41. Playworkers relate to children -they are from community & ethnicity/cultural traditions
46. Children have a lot of respect for Playworkers – more than for some staff
47. Children don't regard them as teachers but friends
48. Playworkers live in local area and children see them regularly

Subordinate Theme 2: Impact to School Staff

18. Staff members value the role
26. Respite for teachers

Subordinate Theme 3: School Functioning/ Operational Impact

28. Helps school to run more smoothly

Potential Theme C – Children

Subordinate Theme 1: Interpersonal Skills

10. Increase in children's confidence
11. Increased openness – children
29. Children's communication because of mentoring

Subordinate Theme 2: School Experience

27. Enjoyment of school
45. Gives children opportunity to experience grammar/secondary school – helps shape what they want for secondary school
49. Responsibility opportunities for children - Sports Leaders/ Peer Mentors

Subordinate Theme 3: Impact of Playworkers as Role Models

12. Leading children down the ‘right path’ for the future – not crime/gangs
20. Children look up to Playworkers

Subordinate Theme 4: Playworkers as Community Representatives

34. Children may not get as close to you if you know their parents

Potential Theme D – Engagement with Community

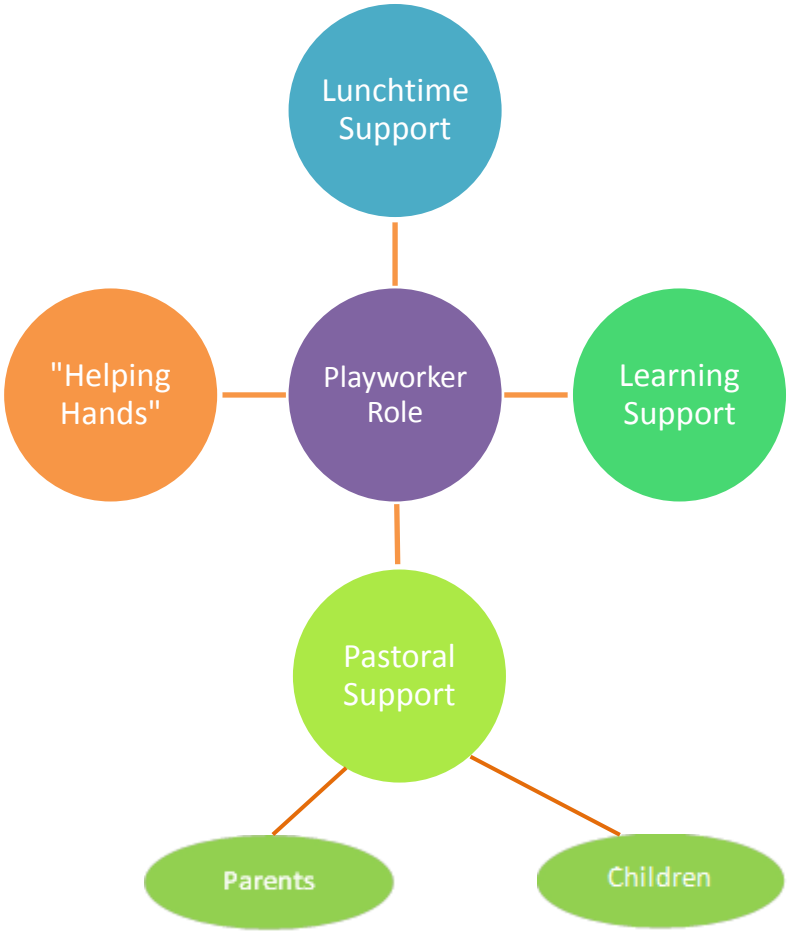
16. Parents know about the Playworker role and like them
17. Provides job opportunities for young people
31. Peace of mind for parents with EAL – can have matters explained to them/ raise concerns to Playworkers in home language
38. Reassuring parents
44. Increasing opportunities for parents to be involved in school/their children

Phase 4 of Thematic Analysis - Reviewing themes

Themes were reviewed at this stage and the researcher re-read the data to identify that the themes could be supported by the data. Resulting from this process, two subordinate themes were removed in relation to Research Question 2, namely ‘Playworkers as Community Representatives’ and ‘Opportunity’ as these were deemed to have insufficient supporting evidence to reflect the data set as a whole.

Thematic maps are presented in Appendix 7.

Appendix 7- Thematic Map – Research Question 1



Appendix 8: Thematic Map – Research Question 2



PROFESSIONAL PRACTICE REPORT THREE: A CASE STUDY EXPLORING THE CHILD'S VOICE IN A SOLUTION-FOCUSED BRIEF THERAPY INTERVENTION AND THE CHALLENGES INHERENT IN KEEPING THE CHILD THE PRIMARY CLIENT IN A TRADED CONTEXT

Abstract

This case study explores the use of a Solution-Focused Brief Therapy (SFBT) intervention to support an adolescent girl experiencing difficulties with peer interactions and behaviour in school. A review of the literature presents the key components and principles underpinning the SFBT approach, evidence for its effectiveness with children and young people (CYP) and the role of the 'involuntary client' in therapy. A multi-faceted assessment process took place involving the student, school staff and a parent through which qualitative information was gathered via consultation and use of Beck Youth Inventories (Beck et al., 2005). The student's own assessment of her needs was prioritised over other stakeholders' evaluations. The outcomes of the SFBT intervention are considered in terms of facilitating change for the young person. This case study primarily contributes to existing literature which advocates the utility and efficacy of SFBT with CYP to address externalising behaviours. Importantly however, the case study also brings to the fore important issues regarding the EP role in therapeutic work and with the commissioning of therapeutic work in a traded model of EP service delivery. Moreover, the need to prioritise the voice of the child (an involuntary client) in EP therapeutic work is discussed.

1.0. Overview

This paper presents a case study which explores a SFBT intervention used with a young person, referred to the Educational Psychology Service (EPS) in relation to difficulties with her behaviour in school, particularly concerning her peer interactions. I approach this paper from the perspective of *agency* and exploring its role in therapeutic intervention. The paper will firstly review relevant literature, followed by an outline of

the therapeutic intervention and its outcomes. The discussion focuses on reflections, primarily concerning implications for EP practice.

2.0. Literature review

Theoretical and research literature was identified and critically evaluated with regard to three areas relevant to this therapeutic case study: (i) SFBT (ii) the evidence-base for SFBT and (iii) child voice in therapeutic work.

2.1. Search strategy

Electronic bibliographic databases were utilised which included ProQuest Social Science, PsycInfo and EThOS, the UK e-theses service. Combinations of the following search terms were used iteratively to identify relevant theoretical and research journal articles: “solution focused brief therapy” OR “solution focussed brief therapy”, child* and “child voice”.

2.2. SFBT - Key principles

SFBT originated from clinical practice, research and theoretical development by De Shazer, Berg and colleagues. SFBT comes from a social constructionist paradigm (Pellegrini, 2009) which assumes the centrality of language in the construction and perception of problems. O’Connell (2003, p. 5) frames language as an “instrument of change”, in which therapists shape verbal interactions that influence how clients perceive their situations. The post-structuralist stance assumed by the SFBT approach highlights that ‘truths’ about individuals cannot be discovered objectively, but are socially constructed within interactions in the context of a specific time, place and culture (O’Connell, 2003).

The SFBT therapeutic approach utilises a competency-based model and focuses on a client's strengths (DfE, 2011). SFBT seeks to focus on how clients have previously encountered success, rather than emphasising their previous failings. An aim of the therapist is to encourage the client to increase the frequency of these 'exception' or useful behaviours, which are assumed already to exist (George et al., 1999). One key tenet of the SFBT approach is therefore its focus on development of solutions rather than the 'problem'. George et al. (1999) assert the importance of 'problem-free and solution talk' to enable clients to believe that it is possible to make changes in their lives.

Furthermore, SFBT presents a different view of the traditional roles of client and therapist, in which the therapist is the holder of knowledge, skills or tools which assists the client in solving problems and to make changes. Conversely, in SFBT sessions, the client is regarded as the expert in relation to their own life. Rather than telling the client how to change, the therapist's role is to help the client to make the changes identified by clients themselves (client-centred), to work toward their desired future, by identifying the client's solution thoughts and behaviours (George et al., 1999). O'Connell (2003) posits that the role of the therapist is as a 'helper' rather than expert.

The process of SFBT is intended to be brief in nature and the aim is to impose minimal intervention into clients' lives (O'Connell, 2003). A typical SFBT session takes the format depicted in Table 1, as outlined by O'Connell (2003), although these steps and methods can be used flexibly at a pace suited to the client.

Table 1: Typical structure of a SFBT session (adapted from O'Connell, 2003, p.6-9)

Features of typical SFBT session	**Description**
Problem-free talk	The therapist engages the client in conversation unrelated to the 'problem' or situation which is the focus of the session.
Pre-session change	The therapist listens for evidence of what the client is already doing (behaviour/attitude/emotion) which is helpful and/or stops the situation from becoming worse. The therapist provides early positive feedback to the client. Acknowledgement of pre-session change emphasises that the client (not the therapist) is the agent

	for change.
Goal setting	The client is asked about their preferred outcomes, for example asking their 'best hopes' for the sessions and how they will know when things are getting better for them. The language used by the therapist reiterates to clients that they have choices and are able to change their future.
Exception seeking	The therapist uses their skills to identify times when the problem is not evident or is being managed better in the client's account of 'the problem'. SFBT assumes that there are always exceptions.
Competence-seeking	Therapists encourage clients to recognise their own resources and strengths, which may often be overlooked by others and even clients themselves, resulting in a loss of confidence. The therapist always attempts to feed back what the client is already doing 'right'. The use of 'how' questions (rather than 'why') such as 'how did you manage to do that?' encourage clients to think about their constructive actions.
The Miracle Question	Therapists invite clients to use their imaginative skills to describe in detail what their lives will be like without the 'problem'. This helps clients to explore realistic goals for themselves. The therapist helps the development of answers to the miracle question by active listening, prompting, empathising and further detailed questioning. The miracle question bypasses problem talk and enables the client to explore the kind of life they wish to lead.
Scaling	Scaling, which can be used at any time during sessions, often supplements the miracle question. A scale of 0 to 10 is often used, with 0 representing the worst the problem has ever been and 10 representing 'no problem'. Scaling facilitates the setting of small, identifiable targets, evaluates progress and establishes priorities for action. Scaling questions can also be used for evaluating client motivation and confidence.
Between-session work	At the end of the session, constructive feedback is given to the client by the therapist. This feedback consists of summarising the positive aspects of how the client has participated in the session, including what the client is already doing that is helpful. In addition, the therapist makes suggestions which can help the client focus on what they want to change, before the next session.

2.2.1. SFBT - Theoretical and research base

SFBT is used widely in a variety of different contexts, such as social work and schools and takes a number of different forms including work with individuals and groups (DfE, 2011). However, despite its wide usage,

investigating the theoretical and research bases for the effectiveness of SFBT presents challenges. Woods et al. (DfE, 2011) identify eight tensions apparent when evaluating the effectiveness of SFBT, including: variation in SFBT practitioner competence; variability in modality of SFBT delivery and number of sessions; the components used in sessions which claim to be SFBT; and the fact that sometimes SFBT is used in conjunction with other interventions and it is thus difficult to ascertain SFBT's role in change. Furthermore, Woods et al. (DfE, 2011) highlight the inconsistencies in quality of studies, for example regarding the use of 'appropriate' outcome measures, fidelity monitoring, inclusion of a control group and clearly defined participant sampling. Methodological limitations, gaps in the evidence base and inconsistent effect sizes have led some to doubt the effectiveness of SFBT in certain contexts/areas of practice (Corcoran & Pillai, 2009). However, other authors caution that the requirement for 'evidence-based practice' can be problematic. Hammersley (2004) for example argues that the quest for evidence-based practice in education research can be detrimental as some research designs - namely randomised control trials - are prioritised over more qualitative studies. Furthermore, data from research are prioritised over information gathered from other sources (Hammersley, 2004). More recently, the term 'evidence-validated practice' has emerged as the preferred term, which recognises the need for both efficacy and effectiveness research as well as recognising the value of service user voice and direct experience. Tew and colleagues fervently advocate for the validity of experiential (subjective) knowledge from the perspectives of service users regarding mental health service evaluation (Tew et al., 2006) and informing practice in this area (Tew et al., 2011). Tew et al. (2006) assert that this 'raw experience' does not in itself equate to useful knowledge, but is subject to interpretation and representation. Depending on the researchers' fidelity to the lived experiences of service users, rigour of the research can then be evaluated (Tew et al., 2004; Tew et al., 2006).

2.2.2. SFBT intervention with CYPs

The evidence base regarding the effectiveness of SFBT with CYPs (and families) is relatively small and Woods et al. (DfE, 2011) identify only 38 studies in the pool of 'best evidence'. However, the authors' methodological decisions in identifying what constitutes quality evidence for the impact of SFBT, is significant and is represented in Table 2 below.

Table 2: Criteria used by Woods et al. (DfE, 2011, p. 28) to assess the quality of evidence for evaluating the impact of SFBT with children and families

Type of study	**Criteria on which the quality of a study was judged**
Qualitative	1 point was awarded to qualitative studies for the presence of each of the following criteria: •Appropriateness of the research design •Clear sampling rationale •Well implemented data collection execution •Analysis close to the data •Emergent theory related to the problem •Evidence of explicit reflexivity •Comprehensiveness of documentation •Negative case analysis •Clarity and coherence of the reporting •Evidence of researcher-participant negotiation •Transferable conclusions •Evidence of attention to ethical issues.
Quantitative	1 point was awarded to quantitative studies for the presence of each of the following criteria: •Use of a randomised group design •Focus on a specific, well-defined disorder or problem •Comparison with treatment-as-usual, placebo, or less preferably, standard control •Use of manuals and procedures for monitoring and fidelity checks •Sample large enough to detect effect •Use of outcome measure(s) that have demonstrable reliability and validity (2 point weighting given for more than one measure used).

Table 2, which demonstrates the criteria employed by Woods et al. (DfE, 2011) to assess the impact of SFBT, is limited in terms of its definition of what constitutes 'good' evidence. Despite including qualitative

studies in the systematic review, there is minimal suggestion that the experiential knowledge of service-users (which is valid in terms of evaluating therapeutic approaches, Tew et al., 2006) is truly valued in the authors' criteria for 'best evidence'.

Research suggests that SFBT can yield positive outcomes for CYP (Boyle, 2007), on its own or when used to complement another intervention (Grandison, 2007). Table 3 presents a summary of the value and effectiveness of SFBT with CYP, as indicated by the literature.

Table 3: The value and effectiveness of SFBT with CYP, as indicated by literature

Value of SFBT	**Supporting evidence**
1. SFBT can form an effective response to **externalising behaviours**, for example aggressive and non-co-operative behaviours.	○ Cepukiene and Pakrosnis (2011) utilised SFBT with adolescents in foster care in Lithuania. A maximum of 5 SFBT sessions were delivered and evaluation was carried out at 6 weeks. Evaluation (by means of a standardised interview) indicates that 31% of the intervention group experienced significant behaviour change and 29% experienced changes in somatic and cognitive difficulties. ○ Newsome (2005) investigated the impact of SFBT with secondary school students. Findings suggest that following 5-8 SFBT group sessions, there was an improvement in students' social skills, classroom behaviour and homework completion.

Value of SFBT	Supporting evidence
2. SFBT can be an effective intervention to help with **truancy and non-attendance behaviours** with regard to school	○ Findings from Franklin et al. (2008) indicate that SFBT can effectively support CYP who display behaviours associated with non-attendance and disaffection, such as inattention and difficulties completing tasks. Findings indicate a significant improvement to these types of externalising non-attendance related behaviours for students, following SFBT. ○ Enea and Dafinoiu (2009) utilised a SFBT/motivational interviewing group intervention with adolescents aged 16-17 years. The findings of this research indicate that there was a 61% reduction in truancy for the intervention group.
3. Evidence suggests that SFBT is not only effective in addressing externalising behaviours, but also **internalising behaviours** such as **anxiety, depressive symptoms, low self-esteem and low perceived self-efficacy**	○ Green et al. (2007) used SFBT in life coaching for secondary school students. Students had 10 individual coaching sessions over 28 weeks. Findings suggest that SFBT had a positive impact on hope, resilience and depression, but not on stress or anxiety. ○ Kvarme et al. (2010) investigated the impact of SFBT on self-efficacy in socially withdrawn school children. The findings suggest that the SFBT group intervention had a positive impact for students leading to an increase in their self-efficacy. ○ Springer et al. (2000) found a positive impact of a SFBT group approach for Hispanic children with parents in prison. 5 pupils were offered 6 group sessions using SFBT. An increase in self-esteem was found for the experimental (intervention) group.
4. There is some tentative evidence for the effectiveness of SFBT in **reducing the recurrence of abuse directed toward CYP**.	○ Antle et al. (2009) indicate that a SFBT approach to casework can positively impact on the prevention of recurrence of child maltreatment.
5. Some evidence suggests the effectiveness of SFBT in improving the **listening comprehension** and **reading fluency** of CYP.	○ Research by Daki and Savage (2010) indicates the potential for SFBT to positively address CYP's academic difficulties. The randomised control trial study evaluated the effectiveness of the SFBT approach to

Value of SFBT	Supporting evidence
	address academic, motivational and emotional needs of 14 children with reading difficulties. The authors indicate that SFBT was an effective intervention for this sample as the intervention group experienced significantly more improvements (significantly larger effect size on 26 out of 38 measures), than the control group, who received academic support only (10 out of 38 measures only).

2.3. Child voice in therapy

Literature suggests that in therapeutic intervention, clients are often willing and ready to participate and engage in therapy, as might be expected in cases where clients have sought help from services of their own volition (Carpetto, 2008). However, literature also indicates the presence of 'involuntary clients' in therapeutic intervention, including CYP, who are referred by school staff or parents (Franklin et al., 2008). Ratner (2003) indicates that although the CYP are given the choice whether or not to attend SFBT sessions, they are aware that to decline to engage would work against them and could be interpreted as obstinacy or defiance. Literature indicates that there can be difficulties if therapy is then perceived or experienced as an 'imposition', which may lead to reluctance to talk on the part of CYP (Ratner, 2003). Moreover, CYP may initially present as uninterested or resentful in response to being sent for therapy by unsatisfied adults (Ratner, 2003), although this is not necessarily indicative of resistance to change (Carpetto, 2008).

Ratner (2003) indicates that from a therapist's point of view, the school is also the client, as well as the CYP, as the referrer, and thus their opinions, for example about progress made, are very important. This poses questions about the role of the CYP voice in therapy, and in their position as 'involuntary clients'.

From this literature review, it appears that SFBT approaches can have a positive impact for CYP, for example in relation to externalising behaviours such as aggression and behaviours associated with disaffection and non-attendance, in addition to addressing internalising behaviours, such as low self-

esteem and low self-efficacy. However, it must be noted that there are some challenges concerning what constitutes (good) evidence regarding the evaluation of SFBT approaches to intervention. Existing literature highlights the challenges inherent in CYP's engagement in therapy in schools, which often position CYP as 'involuntary clients'. This foundational literature sets the context for the case study which will be presented in the following sections, of a CYP who engaged in SFBT sessions in response to concerns regarding externalising behaviours in school.

2.4. Educational Psychologists and therapeutic work

EPs are legitimately placed to deliver therapeutic work to CYP in line with the CAMHS tiered, comprehensive service model to address CYP's mental health needs (Farrell et al., 2006). Required competencies for professional (doctoral) accreditation indicate that EPs are competent to deliver such therapeutic work (BPS, 2014). Moreover, research literature indicates that EPs play an important role in delivering therapy with CYP in schools (Greig, 2007; O'Dowd and Ryan, 2007; Atkinson et al., 2013) in line with MacKay's (2005, p. 15) assertion of EPs as 'generic child psychologists'. MacKay (2007, p. 16) describes EPs as a 'key therapeutic resource for young people' because not only are they embedded in educational systems but are also highly trained and highly accessible when compared to other child psychologists employed in the public services. However, although Atkinson et al. (2013) acknowledge that EPs are well-placed to deliver therapeutic intervention, they indicate the additional necessity of mechanisms in the EPS context to support the delivery of therapeutic intervention, including service capacity, effective supervision, service leadership committed and oriented toward therapeutic provision at a service development level and opportunities to develop practice and skills through effective CPD.

3.0. Case introduction

3.1. Introduction to Jessie-Mae[40]

Jessie-Mae is a 14 year old girl in Year 9 at a single-sex school. She lives with her mother and reported that she sees her father regularly. Jessie-Mae described her family as harmonious, despite her parents being separated and described her relationship with her mother as akin to a best friend relationship. Jessie-Mae also reported a good relationship with her grandparents, who live nearby.

In the home context, Jessie-Mae stated that she enjoys using social media and going out, for example for meals with her mother and to theme parks. At school, Jessie-Mae stated that she has strengths in English, Drama, Geography and Dance, although she finds Maths difficult. Jessie-Mae also stated that she finds it challenging to go on stage and perform in front of others, because she is concerned about people looking at her. Nevertheless, Jessie-Mae expressed that she was confident, which she evidenced by her ability to speak to unfamiliar people and older girls in Years 10 and 11.

3.2. Purpose of EP involvement

Jessie-Mae was referred to the EPS on this occasion by her school, in relation to reported difficulties in her social interaction, particularly with her peers, which were perceived to be disruptive to lessons and the learning of Jessie-Mae and others. From contemporaneous file notes, I understand that the school had referred Jessie-Mae for EP involvement two terms prior to my involvement, again in relation to presenting difficulties concerning her social interaction skills with peers and reported 'erratic behaviours'. The visiting EP who assessed Jessie-Mae previously indicated that Jessie-Mae had difficulties in the following areas: social interaction and social communication skills with her peers; numeracy skills; working memory and comprehension skills. Furthermore, it was recommended that Jessie-Mae should undergo additional clinical psychological assessment, in relation to her perceived 'atypical Autism Spectrum Disorder (ASD) traits'

[40] Jessie-Mae is a pseudonym used to protect the identity of the student

(DSM-IV-TR, APA, 2000).[41] For further details regarding this EP's prior assessment of Jessie-Mae's difficulties, see Appendix 1.

3.3. Educational and social-emotional history

Jessie-Mae stated that in Year 7 she attended another secondary school. However, due to her reported difficulties at the school, involving her being bullied and the teachers' lack of response, as perceived by Jessie-Mae, she experienced a managed move to the present school at the end of Year 7. This was successful and since then, she has remained at the present school. I judge that this educational history is relevant to Jessie-Mae's presenting difficulties as it is likely that prior negative educational experiences may influence her present educational experiences and her expectations and evaluations of these.

Although Jessie-Mae reported that she currently does not receive additional support in school, which she described would be her "worst nightmare", she stated that she does receive support outside of school. I understand from Jessie-Mae that she receives support from CAMHS and sees a CAMHS counsellor fortnightly in relation to 'habits' which significantly impact on her life. Jessie-Mae for example indicated that she cannot go past a lamp-post without touching it, and prays often, particularly when she has increased anxiety. Furthermore, she finds going to shops difficult because she perceives everyone to be looking at her and/or talking about her.

[41] During my intervention work with Jessie-Mae, involving conversations with Jessie-Mae and her mother on separate occasions, it was reported that the outcome of ASD assessments did not result in a diagnosis of ASD. Jessie-Mae was pleased with this result.

4.0. Methodology

4.1. Assessment

A comprehensive assessment of Jessie-Mae's strengths and difficulties was conducted prior to the therapeutic intervention, in order to collect information from multiple sources to gain an understanding of the 'client' and the context of the therapeutic work. However, some authors argue that only sufficient data should be collected in order to plan the intervention, and no more (Creed and Beck, 2012). Jessie-Mae herself was the primary source of information, due not only to the lack of information provided by the school as a result of particular circumstances[42], but also in my (professional) opinion that Jessie-Mae was the expert on her own life, a view supported by O'Connell (1998). This initial information gathering from Jessie-Mae occurred during the first session, on the first occasion I met with her, which was also important for establishing rapport with Jessie-Mae in order to develop a client-therapist relationship, which is recognised to be integral to positive intervention outcomes (Hardy et al., 2007).

After speaking to school staff at the point of initial referral, it was important to hear the voice of the 'client' in accordance with my professional values. Without focusing on specific 'problems', we conversed informally about how she felt about school, using a 'Let's Talk' approach (Burnham, 2008) and completed the BECK Youth Inventories (Beck et al., 2005) to explore Jessie-Mae's emotional and social wellbeing (scores outlined in Table 4). The BECK Youth Inventories – Second Edition (BYI-II) (Beck et al., 2005) compose different self-report questionnaires/scales, each relating to one of the domains of depression, anger, anxiety, disruptive behaviour and self-concept. The inventories are brief, each taking approximately 5-10 minutes to complete, and are intended for CYP aged 7-18 years. Each inventory consists of 20 statements where CYP describe the frequency (on a scale from 0: Never to 3: Always) for which the statement has been true for them during the past two weeks, including the day of assessment. Beck et al.

[42] At the time of Jessie-Mae's referral to the EPS, there was no acting SENCo for the school as she was absent due to long-term sick leave. The referrers (Higher Level Teaching Assistant and Teaching Assistant) were fairly unfamiliar with Jessie-Mae's presenting difficulties.

(2005) note that evidence regarding reliability and validity for all ages is exceptional, with internal consistency for example ranging from .86 to .96 for all inventories. The BYI-II was useful in revealing Jessie-Mae's thoughts and feelings about the statements in relation to the five emotional and social domains. Furthermore, she appeared to enjoy completing the inventories and sometimes supplemented the statements with additional explanatory comments relating to her responses. For example for the statement 'I swear at adults', Jessie-Mae specified that this was in the home context, directed at her mother, rather than at school. In the statement 'I hate myself', to which Jessie-Mae responded 'sometimes', she commented that this was in relation to her weight. Jessie-Mae also expressed that she sometimes worried she would 'go crazy' (with regard to her habits) and worried about her grades, which appeared important to her. Jessie-Mae commented further that she already had some strategies when she becomes angry, for example listening to music, which she noted calmed her down.

Table 4: Scores for Jessie-Mae regarding BECK Youth Inventories

Inventory	**Raw Score**	**T-score**	**Interpretative description**
BSCI-Y (Self-concept)	42	50	Average
BAI-Y (Anxiety)	11	44	Average
BDI-Y (Depression)	9	45	Average
BANI-Y (Anger)	34	70	Extremely elevated
BDBI-Y (Disruptive Behaviour)	11	56	Mildly elevated

Given that higher t-scores are indicative of higher levels of subjective distress, Table 4 suggests that based on Jessie-Mae's responses, she had 'extremely elevated' levels of anger and 'mildly elevated' levels of disruptive behavior at the time of initial assessment.

Furthermore, 'drawing the ideal self' technique (Moran, 2001) grounded in Personal Construct Psychology was also used with Jessie-Mae to explore how she perceived herself as she was now, in relation to how she would like herself to be (See Appendix 2 for summary of key points from this assessment).

Arguably, assessing Jessie-Mae's motivation and readiness for change was one of the most vital aspects of the assessment and information gathering process, and is a useful exercise for SFBT practitioners to guide the intervention (O'Connell, 2005). It is widely acknowledged that a client's motivation for change is integral to the change process in terms of positive and lasting outcomes of therapeutic intervention (Ryan et al., 2011). The issue of motivation was especially important in the case of Jessie-Mae, an 'involuntary client', who did not seek or initiate therapy herself. Moreover, Prochaska et al. (1992) posit that when considering behaviours that could potentially be changed, it is essential to acknowledge that people move between different stages of change, i.e. progress is not necessarily linear. Based on the Trans-theoretical Model (TTM) of Change (Prochaska and DiClemente, 1983; Prochaska et al., 1992), the Sheffield Motivational Interviewing card sorting assessment technique was used (McNamara, 2009) to assess Jessie-Mae's stage of change. See Appendix 3 for the 12 cards used for the card sort activity. After Jessie-Mae had sorted the cards, each statement was given a numerical value from +4 to -4 depending on the extent to which Jessie-Mae agreed with the statement. The values were then summed for each stage of change, as shown in Table 5 and Figure 1.

Table 5: Motivational Interviewing 12 card sort scores for Jessie-Mae

	Pre-contemplating	**Contemplating**	**Deciding**	**Action**	**Maintaining**	**Relapse**
	+3	+4	+4	-1	+2	+4
	0	+2	+4	-1	-1	0
Totals:	+3	+6	+8	-2	+1	+4

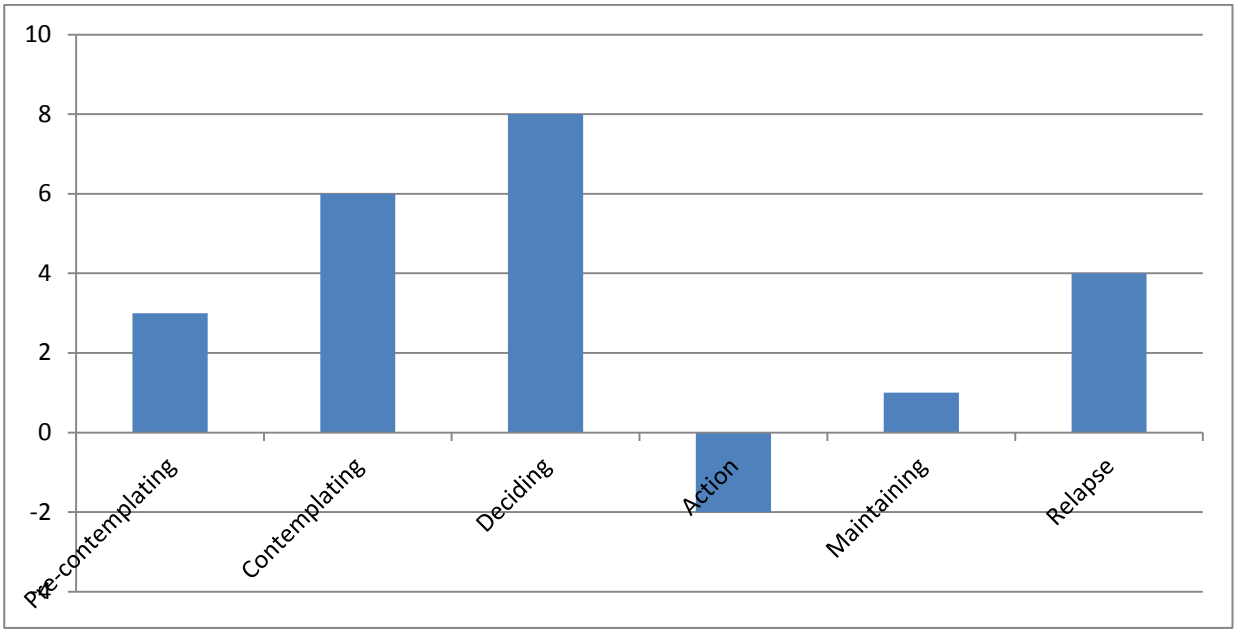


Figure 1: Graphical representation of Jessie-Mae's scores regarding her motivation for change, based on card sort activity (McNamara, 2009)

Scores from Jessie-Mae's card sort activity (see Table 5 and Figure 1) suggest that she wanted to change her behaviour, as demonstrated by the (high) positive values for Contemplating and Deciding. However, it appears that she had not yet been able to take action in an effective way. Furthermore, it seems that Jessie-Mae had already been through the Relapse stage of change, possibly suggesting that this was not Jessie-Mae's first time going through the cycle of change.

4.2. Formulation

Formulation refers to the process of collecting and collating knowledge acquired through the assessment process and drawing on psychological theory and evidence to describe the problem, and hypothesised mechanisms mediating its development and maintenance (Johnstone and Dallos, 2014). The purpose of formulation is to guide therapeutic intervention, provide an holistic understanding of the client's needs, establish criteria for intervention success, and to provide a shared understanding of the client's strengths and difficulties (BPS, 2011). However, although this is integral to some therapeutic approaches, such as Cognitive Behavioural Therapy (CBT), formulation is more problematic for therapeutic approaches based in

social constructionism, such as SFBT. In SFBT, there is no attempt to diagnose or identify a 'problem' as the focus firmly lies with solutions (de Shazer, 1988), meaning that formulation, in its traditional sense, is challenging. Some authors even question whether formulation is indeed necessary in all cases and with different therapeutic approaches (Johnstone, 2014). I therefore interpret formulation in SFBT to involve the setting of specific goals by the client (Iveson, 2002). To this end, Jessie-Mae identified as part of her 'best hopes' that she wanted to achieve the following: i) not to argue as much with her peers; and ii) to ignore others (teachers and peers) when they try to annoy her. It should be noted that although information was gathered from other sources during the assessment process, this was put aside during the intervention process, in favour of focusing on Jessie-Mae's personal goals and aims.

Although not applied in the case of Jessie-Mae, I acknowledge the presence of alternative interpretations of formulation with SFBT approaches, which collectively move away from a problem focus inherent in other forms of formulation. Dallos and Stedmon (2014) utilise formulation within a systems theory approach, which is suited to a SFBT approach established in systems thinking. Formulation from this perspective involves a co-constructional process between the therapist, supervision team and family members and is open to continual revision (Dallos and Stedmon, 2014). Alternatively, some formulation may be possible for SFBT using a strengths-based approach.

4.3. Method: SFBT

SFBT emerged as a therapeutic approach in the 1980s and was developed by de Shazer and Berg in the USA (MacDonald, 2011). As discussed previously in the Literature Review, SFBT is designed to be a brief intervention and focuses on solution-building as opposed to problem-solving (de Shazer, 1988). SFBT is based on the assumption that solution behaviours already exist and that clients already have ways of coping, which may require an increase in frequency and/or more widely generalised application.

SFBT was selected as the appropriate therapeutic approach for Jessie-Mae due to its future- and solution-oriented emphasis, which focuses on a desired future rather than past problems or present conflicts, which continually confront adolescents (Boyle, 2007). Furthermore, the exception finding aspect of SFBT was anticipated to be empowering for Jessie-Mae, as it highlights the behaviours/thoughts/beliefs already utilised by Jessie-Mae to positive effect. Furthermore, Boyle (2007) indicates the value of a solution-oriented approach, particularly with adolescents, due to their ability to contribute fully to the process, which leads to the setting of realistic and achievable goals. Jessie-Mae engaged in three sessions of SFBT, in line with SFBT's fundamental principle of 'briefness' and the therapist's duty to engage in therapy for "as few sessions as possible – and not one session longer" (George et al., 1999, p. 20), in addition to an initial assessment and rapport building session. All sessions were approximately 45 – 60 minutes in length and took place in a quiet and private room in the school setting. Table 6 outlines the key components of the sessions and is supplemented by Appendix 4 which details further information about the SFBT sessions. All sessions were carefully planned and incorporated core components of solution-focused intervention to heighten fidelity to the SFBT approach.

Table 6: Summary of key elements of SFBT sessions in Jessie-Mae's therapeutic intervention

Session	**Content**
Introductory session	○ Rapport building – 'problem-free talk' ○ Assessment including ideal self and Beck Youth Inventories
Session 1	○ Recap of previous session ○ Motivation for change card-sorting activity ○ 'Best hopes' for the intervention ○ Confidence and motivation scales
Session 2	○ Recap of previous sessions ○ Miracle question (de Shazer, 1988) – preferred future ○ Scaling questions and exception finding
Session 3	○ Problem-free talk ○ Recap of previous sessions ○ Discussion about what has been better since previous week and how she managed to achieve

	progress o What she has learned about herself o Signs that she is doing more of the helpful behaviours o Scaling questions

4.4. Evaluation measures

In order to assess Jessie-Mae's progress throughout the intervention process, I primarily used solution-focused scaling. Literature suggests that solution-focused scaling is helpful for evaluating immediate outcomes in school environments (Young and Holdorf, 2003) and also for evaluating session-by-session change, which is recognised by the Child Outcomes Research Consortium (CORC) as integral to the outcomes of therapy. Furthermore, solution-focused scaling by the client themselves not only privileges the voice of the client (child) by valuing most of all *their* perceptions of the helpfulness of the intervention (Gillapsy and Murphy, 2012) but also is a vital tool in SFBT (Iveson, 2002; O'Connell, 2003). Jessie-Mae established goals at the beginning of the therapeutic intervention to make progress in her behaviour in school, her social interaction with others, which she anticipated would enhance her enjoyment of school, and her wellbeing more generally. These goals were reviewed in every session following initial goal-setting. Box 1 outlines the key aspects of Jessie-Mae's personal goal-setting.

Box 1: Key elements of Jessie's Mae's personal goals for the therapeutic intervention and her perceived achievement of these goals

1. Being happier
2. "Not loud Jessie-Mae" in lessons
3. In lessons she would concentrate and not talk to people unless she was asked to
4. Not arguing as much with others
5. Ignoring others (peers and teachers) when "they try to annoy her" i.e. not retaliating or shouting
6. Teachers would like Jessie-Mae more because she did not shout out in lessons
7. She would not distract her friends in lessons
8. She would not be hanging around with "trouble people"

9. When she returned home after school she would say good things to her Mum, for example that she had done well in a test.
10. Her mother would be happier.

Qualitative feedback, composing of conversations with various stakeholders, such as Jessie-Mae's mother and school staff, via telephone and in person, was an important mechanism for assessing Jessie-Mae's progress during the intervention, outside of her own perception of the intervention's usefulness, and thus the effectiveness of the therapeutic intervention.

4.5. Ethical considerations

Ethical considerations adhered to during the therapeutic intervention with Jessie-Mae are detailed in Table 7 below.

Table 7: Ethical issues involved in the therapeutic intervention and measures taken to address them

Ethical issue	**Measures taken to address ethical issue**
Informed consent	In adhering to the British Psychological Society (BPS) Code of Ethics (2009), consent was gained from Jessie-Mae and Jessie-Mae's mother prior to undertaking therapeutic work.
Right to withdraw	Potential risks to Jessie-Mae, in accordance with ethical guidelines (BPS, 2009) were evaluated and Jessie-Mae was always offered the choice to participate or not before each session.
Consulting with CYP about intervention	I judged it necessary to follow professional ethical guidance which states the requirement for EPs to consult with CYP about interventions and to ensure CYP's and family's views are heard and guide the intervention process (BPS, 2009). To this end, I regularly kept Jessie-Mae updated about the planned intervention and gained her consent before each session, reiterating and checking the purposes of the therapeutic intervention and her initial personal goals. I also employed a systemic approach to the intervention process, involving Jessie-Mae's mother by regularly updating her, at her request, via telephone communication. Jessie-Mae agreed to this systemic (parental) involvement in the intervention, in line with ethical requirements for client confidentiality (BPS, 2009). Furthermore, Jessie-

	Mae was sent a letter (Appendix 5) after the culmination of SFBT sessions to summarise the intervention and progress made, which again emphasises her central role and involvement in all aspects of the therapeutic intervention. Furthermore, literature indicates the value of therapeutic letter writing for the client themselves (Oliver et al., 2007) and for teachers' perceptions of the EP role (Bozic, 2004).
Confidentiality	Prior to the therapeutic sessions taking place, I clearly explained my role and the purposes of therapeutic intervention to Jessie-Mae and all others involved (Higher Level Teaching Assistant, Teaching Assistant and mother). I also clearly explained how information could be shared (for example to school staff and parent) and gained Jessie-Mae's consent for this to take place. Jessie-Mae influenced which information would be shared and to whom, and was aware of my communications with her mother and school staff.
My own competence	I followed professional guidelines to ensure practice was within the boundaries of my own competence (Dunsmuir & Iyadurai, 2007; BPS, 2009).
Selection of and fidelity to SFBT approach	In considering ethical requirements, Jessie-Mae's own views of her difficulties guided the intervention process, as is inherent in the SFBT approach. This empowering aspect was key to the ethical considerations in selecting the SFBT approach. To ensure ethical practice and fidelity to the SFBT approach, I sought supervision regularly, as is recommended (Department of Health, 2004; Squires and Dunsmuir, 2011).

5.0. Intervention outcomes

5.1. CYP voice – Solution-focused scaling and consultation

The evaluation measures indicate that the SFBT intervention did produce change for Jessie-Mae. In the final session, she indicated that since the beginning of the therapeutic intervention she had made two steps of progress toward her goals of being 'not loud Jessie-Mae in lessons' (from a 6 to an 8 on a scale of 0 to 10) which referred to behaviours such as concentrating on her work and not talking to other students. Furthermore, during consultation with Jessie-Mae in the final session, she indicated that school had been better for her since the previous sessions because she did not speak to any of the girls who "caused her trouble", she had had no arguments with her mother and had not received any misbehaviour warnings.

Furthermore, she was given the opportunity by school staff to receive a postcard home if she did not receive any more misbehaviour warnings by the end of the term.

When asked, Jessie-Mae noted that she had managed these behavioural changes by not turning around when her peers call her ("they want me to be funny but I haven't turned around"). Jessie-Mae noted that as a result of the therapeutic intervention, she had learned the following about herself: "That I can do it, I can control myself, I can be good in lessons. I learned that I won't start on girls and I won't start back if girls start on me". Jessie-Mae also expressed that she felt that she had a "closer bond" with her mother because they did not argue as much and she perceived that she hardly had any problems at school. Jessie-Mae evidently perceived that there had been significant positive changes over the course of the SFBT sessions.

5.2. Systemic consultation

I engaged in systemic consultation with key stakeholders following the SFBT sessions, as a way to evaluate Jessie-Mae's progress, in addition to her own evaluations. During my consultation with school staff, it was evident that they had not noticed the changes made by Jessie-Mae, to the extent that Jessie-Mae had herself. Although staff commented that Jessie-Mae "still liked adult attention and attention from her peers", they found it difficult to focus on aspects of Jessie-Mae's behaviour that had changed. I therefore used consultation skills and shared information with them (with Jessie-Mae's consent) regarding the strategies she was now applying to help her with her behaviour in school. School staff were then able to recognise the changes made by Jessie-Mae during this short time. On reflection, I recognised that school staff found it difficult to notice the behaviour changes made by Jessie-Mae, perhaps influenced by reputational bias, and required support to enable this to happen. Despite my asking Jessie-Mae's key worker to 'notice' certain changes each week, which Jessie-Mae was happy for me to, these changes were not noticed by Jessie-Mae's teachers more generally.

During consultation with Jessie-Mae's mother following the intervention, she reported having noticed that Jessie-Mae's behaviour towards her had improved. At school, Jessie-Mae's mother expressed that Jessie-Mae had strategies for stopping the worsening of certain situations, for example walking away and ignoring people, and had recently managed to avoid a conflict with a peer by the use of such strategies.

6.0. Discussion and reflective commentary

6.1. Use of SFBT intervention to support a young person experiencing difficulties with social interactions and behaviour in school

The SFBT intervention with Jessie-Mae contributes to existing literature in the fields of using SFBT with CYP in school settings and also in addressing difficulties with social interactions and behaviour in school. The outcome of the therapeutic intervention was successful as demonstrated by Jessie-Mae's scaling and qualitative feedback and feedback from other invested parties. Furthermore, school staff appeared to value the SFBT approach due to its brief nature, which was inevitably more practically beneficial for busy contexts such as schools. De Shazer (1991, p. 57) argues that in SFBT "each session is viewed as potentially the last". Although this is possibly advantageous for schools who commission work from EPs, it raises ethical and practical questions regarding schools' increased likelihood to 'purchase' more short-term therapeutic interventions as a way to use the school's resources most cost-effectively in terms of EP access, which may not necessarily align with the EP's judgement based on formulation and consideration of best evidence, regarding the optimal intervention paradigm for the individual CYP.

It was interesting to note that the 'problem' was conceptualised differently by school staff and by Jessie-Mae herself. Elevating Jessie-Mae's voice and focusing on the issues she wanted to work on in a client-centred way, as is inherent to the SFBT approach, was intended to be empowering and motivating for Jessie-Mae, facilitating the change process.

As a critique of my findings from this intervention, it is to be noted that I did not formally follow up outcomes for Jessie-Mae at a later date to investigate whether progress was sustained in the longer term. Although I asked informal questions to staff, Jessie-Mae was no longer prioritised by the school during my visits, which is perhaps also indicative of her progress following the SFBT intervention.

6.2. EP practice using therapeutic intervention to support CYPs

Much can be learnt from the current exploratory case study which utilised a SFBT approach with a young person in the school setting. From the outcomes of the intervention, it would appear that SFBT is an effective way not only to contribute positively toward change behaviours, but also as a way to elevate the status of a client's voice, which is particularly significant for 'involuntary' (not self-referred) clients.

In terms of learning for EP professional practice, this case study raises several pertinent ethical questions. Firstly, in a traded context, in which the school pays for the EP-delivered therapy for a CYP, I reflected on the identity of the 'client', when working in this context. Arguably, the CYP should be the primary client as the recipient of the therapeutic intervention and the work is for the purpose of positive benefits for them. However, the fact that the school is also the client (Ratner, 2003) means that their stake in the therapeutic work is high. Therefore, it is imperative to get the appropriate balance between CYP and school in meeting the needs of the 'client'. Although the school is certainly the commissioner-purchaser, perhaps the term 'client' is inaccurate and therefore CYP should be considered the primary clients.

This case study has also raised the important issue of when a school may request therapeutic intervention for a CYP, as they think this is in the 'child's best interests'. This was the case in the present report. EPs must not be tempted to place others' interpretations and evaluations of the 'problem' above their own professional judgement, and should use their own assessment (and formulation when suitable) to consider the appropriate course of action, in line with ethical trading guidance (BPS, 2013).

In EP practice, it is important to work collaboratively with parents, as is recommended by literature, for SFBT to be effective (Davis and Osborn, 2000). Regular communication with Jessie-Mae's mother meant that I was able to update her on progress and vice versa. I was also able to provide reassurance to Jessie-Mae's mother, where I judged this necessary. Furthermore, working at different systemic levels around the CYP, is integral to a systemic approach, which is key to successful outcomes following therapeutic intervention (Grieg, 2007) and EP practice (Pellegrini, 2009).

As well as working collaboratively with Jessie-Mae's mother, I judged it imperative to work with school staff, which I argue was also integral to the success of the SFBT intervention. I spoke to Jessie-Mae's keyworker after every session, with Jessie-Mae's permission, which was a key component to change. I would, for example ask the staff member to notice small and specific (behaviour) changes and to praise Jessie-Mae for these. However, although this was successful in the case of Jessie-Mae's keyworker, it was more problematic to involve other staff members in this way, to develop the universal school-wide response which I considered necessary. Jessie-Mae herself noted the lack of recognition and/or praise given by certain staff members in response to the changes she felt she was making. This was clearly disheartening for her. Therefore, the learning here is the need for schools to recognise their own role in the intervention process and be committed in this role, for example ensuring all staff working with the pupil are aware of the intervention process, urging them to notice and verbally recognise the changes the pupil attempts to make. This larger role for school staff is likely to facilitate the change process (O'Dowd and Ryan, 2007).

7.0. Conclusions

The current case study highlights the utility and effectiveness of a SFBT intervention for facilitating change for a 14 year old girl in a school setting. The systemic approach utilised was valuable and necessary to

maximise the support for the therapeutic intervention (from school staff and parent) and to support the change behaviours of the CYP within core microsystems i.e. school and home.

This case study has also raised pertinent questions concerning the EP role in therapeutic intervention, particularly in a traded context of service delivery. Issues include the matter of the identity of the primary client, and the need to carefully negotiate role boundaries with the commissioners and purchasers of EPs' services. I conclude that SFBT is an effective therapeutic approach through which to elevate the CYP's active contribution as client.

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Appendices

Appendix 1: Further information about prior EP assessment (Jan/Feb 2014) of Jessie-Mae's strengths and difficulties

Jessie-Mae was assessed using 'Myself as a Learner Scale (MALS)' to explore her academic self-concept. Jessie-Mae's confidence levels regarding her own learning ability and learning self-efficacy were that of a 'high average' score, obtaining a score of 79 out of a maximum 100, on this occasion.

When using a Personal Construct Psychology (PCP) approach, Jessie-Mae was asked to report three comments about herself, to explore her perception of herself as seen through her view of others' perceptions of her. Jessie-Mae stated that her mother would say she was "quite smart, old-headed and is not shy and will answer back if someone has an argument with her".

Jessie-Mae completed a Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997) and reported the following:

Very true:

- I try to be nice to other people. I care about their feelings.
- I usually share with others (food, games, pens etc.).
- I get very angry and often lose my temper.
- I am helpful if someone is hurt, upset or feeling ill.
- I have one good friend or more.
- I am kind to younger children.
- Other children or young people pick on me or bully me.
- I often volunteer to help others (parents, teachers and children).
- I finish the work I'm doing. My attention is good.
- I get on better with adults than with people my own age.

A bit true:

- I worry a lot.
- I am often unhappy, depressed or tearful.
- I am nervous in new situations and I easily lose confidence.

- I am often accused of lying or cheating.
- I think before I do things.
- I usually do as I am told.
- I am restless. I cannot sit still for long.
- Other people my age generally like me.

Not true about me:

- I am easily distracted. I find it difficult to concentrate.
- I would rather be alone than with people my own age.
- I am constantly fidgeting or squirming.
- I get a lot of headaches, stomach aches or sickness.
- I have many fears. I am easily scared.
- I fight a lot. I can make other people do what I want.
- I take things that are not mine from home, school or elsewhere.

An assessment of Jessie-Mae's cognition and learning was also undertaken by the EP, using the Wechsler Individual Achievement Test (WIAT-II). At the time of this assessment, Jessie-Mae was aged 13 years and 4 months. The assessment findings are presented in the table below:

Subtest	**Percentile rank**	**Age equivalent**
Word reading	42	12 years: 4 months
Numerical operations	3	9 years: 4 months
Listening comprehension	8	8 years: 8 months

On this occasion, the EP also used the Wechsler Intelligence Scale for Children (4th Edition) (WISC-IV UK) with Jessie-Mae to assess her learning. The assessment findings are presented in the table below.

Area of cognition and learning	**Percentile rank**
Working memory	1
Processing speed	13

Appendix 2: Summary of key points from 'drawing the ideal self' (Moran, 2001) aspect of assessment

*Jessie-Mae reported the following about the kind of person she would not like to be like, her '**non-ideal self**':*

- She has "no respect" , smokes and is "nasty"
- In her schoolbag she would carry a knife, cigarettes and beer
- As a birthday present she would want lots of things, for example shoes. She wants to waste her Mum's money.
- In the home context, her Mum is not happy. Her Mum is annoyed because this girl is 'blasting music' from the radio and her friends are around, despite her Mum saying this was not allowed.
- Her biggest fear is being arrested and going to prison. This girl acts like she does not care about anything, but she does.
- This girl was "good at first", for example treating people with respect and not wasting her Mum's money. She then changed to be how she is in response to others asking her why she was always so good and asking her to join their 'gang'.
- In the future, this person would take drugs and drink beer when at parties. This would be representative of her lifestyle.

*Jessie-Mae reported the following about the kind of person she would like to be like, her '**ideal self**':*

- This person would be respectful to her Mum.
- In her schoolbag she would carry books, a pencil case and a ruler.
- As a birthday present, this person would like to have a party bus with a couple of friends.
- At home, she does her homework when her Mum tells her to and her relationship with her Mum is good.
- The biggest fear of this girl is that she will fall out with all of her friends and have no-one.
- This girl changed to be the way she is, in response to her Mum's prompting.
- In the future, this person would have a job, working in A & E and earns "good money" for this. She would also go to university, get married and have children.

Jessie-Mae stated that she was at an '8' on a scale 0 to 10 with 0 representing her non-ideal self and 10 her ideal self. Jessie-Mae perceived that she was at an 8 because she does not show respect to her Mum at all times. However, she does not smoke or take drugs or go out partying. Jessie-Mae noted that she was "very

good with money", which she contrasted to her mother's spending tendencies, from her perspective ("Mum wastes money but I don't").

Jessie-Mae stated that her Mum would say that she was a '6' on the aforementioned scale because she would suggest that Jessie-Mae argues with everyone. Jessie-Mae stated that her Head of Year would say that she was at a '5'.

Appendix 3: Cards used in card sort activity to assess Jessie-Mae's 'stage of change' (McNamara, 2009)

The letters on the cards relate to each stage of change, with two statements referring to each stage of change. The letters indicate the following: P = Pre-contemplative, C = Contemplative, D = Deciding, A = Action, M = Maintaining, R = Relapse. The numbers are simply for ease of recording.

There's nothing wrong with my behaviour – I'm OK as I am **P1**	It's the teachers – they are always getting at me **P2**
I could behave better **C1**	Sometimes I mess about and disrupt the lesson **C2**
I want to keep out of trouble **D1**	I'd like some ideas on other ways of keeping out of trouble **D2**
Some of the things I do keep me out of trouble **A1**	I know some ways to change and they are helping **A2**
When I feel like something is about to go wrong I can figure out what to do **M1**	It's hard work, but I feel like my behaviour's getting better **M2**
Things have been going well until recently **R1**	I do try to behave better but I can't keep it up **R2**

Appendix 4: Further information about the SFBT sessions with Jessie-Mae

Session	Further information and reflections about the SFBT sessions with Jessie-Mae
Introductory session	'Problem-free talk' was integral to the process of building rapport with Jessie-Mae, ahead of the commencement of the SFBT therapeutic intervention. Jessie-Mae was open with me and spoke at length about her life at school and at home. Jessie-Mae appeared to enjoy completing the BECK inventories (Beck et al., 2005) and she engaged well in drawing the ideal self activity (Moran, 2001). Both these activities were helpful for me in terms of getting to know Jessie-Mae better, in addition to becoming familiar with her strengths and difficulties as part of the wider assessment process.
Session 1	At the beginning of the session it was evident that Jessie-Mae had had a bad day and appeared agitated. Nevertheless, when given the choice to participate in the session on this occasion, Jessie-Mae chose to engage. The card-sort activity (McNamara, 2009) appeared useful in helping to re-direct her attention to a 'hands-on' activity and she visibly became calmer and less agitated during this activity. This was particularly significant given that Jessie-Mae had stated that she did not want to talk about the incident which had happened earlier on in the day. Asking Jessie-Mae about her 'best hopes' for our sessions was helpful in narrowing the focus for the sessions, by using her own personal goals to shape the sessions. The use of confidence and motivation scales was also helpful in allowing Jessie-Mae to reflect on her perceived motivation and confidence regarding capacity for behaviour change. Jessie-Mae stated that was at a '6 or 7' regarding both her perceived confidence and motivation to change.
Session 2	When exploring Jessie-Mae's preferred future by asking the miracle question, several prompt questions were required to gain a full, rich and detailed picture of Jessie-Mae's preferred future. These questions included the following: • *What will you see?* • *What will you be feeling?* • *What will [name of teacher] see?* • *What will your Mum see before you leave the house?* • *How would they [others e.g. teachers, friends] know that a miracle has happened? Will they know? Would it be obvious or not?* • *Summarising the miracle and asking "Is that right? Have I missed anything?"* Scaling questions were used to explore how far Jessie-Mae felt she had achieved the miracle. 10 represented that a miracle had happened and 0 represented the opposite of this, i.e. the worst things have been. The following questions were utilised to facilitate the scaling process and find exception thoughts/beliefs/behaviours: • *Where do you see things right now on the scale?* • *What has helped you to get to this?* • *What has stopped things from getting worse?*

	• *What is it that tells you things are at that point on the scale and not at a 0?* • *What will tell you that you've moved one point up on the scale?* • *What point will be 'good enough' for you and how will you know that you are there?* It was also important to ask Jessie-Mae about when she had experienced some aspects of the miracle previously. Jessie-Mae was able to successfully do this. At the end of the session, I made some 'noticing' suggestions (George et al., 1999), for example encouraging Jessie-Mae to notice every time she does not argue with someone, and for her to tell me about these occasions during the next session. I perceived that this would be helpful for emphasising exception behaviours and encouraging Jessie-Mae to notice these herself, in addition to staff members (for example her keyworker).
Session 3	Problem-free talk was essential in this session not only for maintaining rapport with Jessie-Mae but also for preserving a positive solution focus, rather than emphasising problems. This involved asking Jessie-Mae about the highlights of her week for example, which on reflection, started the session off in a positive manner which was helpful for the duration of the rest of the session. The scale from the previous session was used once more and questions were phrased positively to gauge progress from our previous encounter. Such questions included: • *What has been better since we last met?* • *What did you do?* • *How did you do it?* • *What did others see you doing?* • *What have you learned about yourself?* • *What would be the signs that you were doing more of the things that are good for you?*

Appendix 5: Letter sent to Jessie-Mae following the culmination of SFBT sessions

10th February, 2015

Dear Jessie-Mae,

I am writing to feed back about the work we did together last term.

When we first met I got to know you a bit better through our conversations. You seemed to have a strong bond with your Mum and your relationships with your family seemed very important to you. You also spoke a bit about how you were finding school. It was clear that you had started to think about your future, which is brilliant, and you said that you have ambitions to work in A & E.

We used a 'solution-focused' approach to think about how you would like things to be better, especially at school. This is particularly because you told me that you were regularly seeing a CAMHS worker to talk about your 'habits' and so we thought it was best to focus on helping you at school.

You said that your 'best hopes' for our sessions would be that:

- You wouldn't be arguing as much
- You would be able to ignore others (e.g. teachers and other students) when they annoyed you

We also spoke about what it would be like if a miracle happened whilst you were asleep at night. You were really good at using your imagination to think about this and spoke about how you would be happier and 'not loud Jessie-Mae in lessons'. You spoke about how you would concentrate on your work and not talk to other girls. You said that teachers would definitely notice that a miracle had happened and they would like you more. You also said that your friends would notice that a miracle had happened because you wouldn't be distracting them in lessons and you also wouldn't be hanging around 'trouble people'. You said that your Mum would also notice because when you came home from school you would be saying good things to her about the school day and she would therefore be happy too.

We drew a scale to talk about your progress and how far towards the miracle you felt you were. You started by rating yourself at a '6 or 7' out of 10. By the end of our work together, you showed excellent progress on these targets and by our last session you rated yourself at an 8 out of 10. This might not seem much at first, but it does show fantastic progress in a short amount of time.

I was particularly impressed with how you decided to make these positive changes and chose to carry them through. You were good at reflecting on what had helped you to achieve these things. You said that you managed not to turn around when other girls called you and wanted you to be funny. You also reflected that you had learned some things about yourself. You said that you learned:

- "That I can do it"
- "I can control myself"
- "I can be good in lessons"

- “I won’t start on girls and I wouldn’t start back if other girls started”

I hope that you have managed to keep trying and have continued with the positive start that you made with making changes in school. I also hope that some adults in school are impressed with the changes you’ve made. They may even have started to carefully notice when you are trying very hard, for example noticing when you are not turning around to girls and when you do not ‘start back’ when other girls might annoy you. They may even have decided to give you some praise, encouragement or rewards for when they see you doing these positive things.

If you think it is ok and would like to, please feel free to share this letter with your teachers and parents. I’m sure they would be interested to know about the sessions we had and would be impressed with the progress you have made. If you would like more help with making good choices, please remember than you can always talk to your family, adults in school, or ask to see me again.

I have really enjoyed working with you, Jessie-Mae. It has been a pleasure to see you deciding to make positive changes and also taking action to make some positive choices. I look forward to hearing how you are getting on.

Best wishes,

Gabby

Gabrielle Pelter

Trainee Educational Psychologist

Copies: *1. Jessie-Mae (student)*

2. Educational Psychology Service pupil file

PROFESSIONAL PRACTICE REPORT FOUR: EXPLORING EPS' PERCEPTIONS OF THEIR WORK DURING STATUTORY PROCESSES PRIOR TO AND FOLLOWING THE IMPLEMENTATION OF THE CHILDREN AND FAMILIES ACT (2014) USING AN ACTIVITY THEORY FRAMEWORK. WHAT IS THE PERCEIVED IMPACT OF THIS CURRENT LEGISLATIVE CHANGE ON EP ACTIVITY?

Abstract

Following significant legislative change in the form of the Children and Families Act (CFA) (2014), this study explores the perceptions of EPs in one Local Authority regarding their role in statutory processes prior to the legislation and their perceptions of their anticipated role following its implementation. Socio-cultural activity theory was utilised as an overarching conceptual and analytic framework to explore different aspects of EP activity. Thematic analysis was used to analyse data, to ascertain themes relevant to the research questions. The research findings support existing literature proposing that EP activity is considerably influenced by contextual (and in particular legislative) factors and the current CFA is no exception. Findings suggest that EPs adapt their work to fit legislative changes and participants anticipated several aspects of work would differ following the implementation of new policy, such as the use of person-centred approaches. Implications for EP practice and future research are discussed.

1. Introduction

As a Trainee Educational Psychologist (EP) at the start of my professional career, I was particularly intrigued by the present social, political and economic climate of the educational psychology profession. Following a global economic recession and a governmental change in 2010, legislative changes were inevitable. However, the implementation of the Children and Families Act (CFA) (2014) and with it the accompanying Special Educational Needs and Disability (SEND) Code of

Practice (DfE & DoH, 2014), is the legislative change that arguably impacts the most on EPs due to the large portion of their role spent supporting children with SEND. Moreover, substantial EP time involves statutory work (Farrell et al., 2006), which has undergone significant alteration resulting from this legislation.

In the context of a large Educational Psychology Service (EPS), there was a professional curiosity and interest locally concerning the impact of significant legislative changes on the service and alterations to the EP role. Additionally, EPs queried how this large organisation would handle the change. (For further details of the EPS context in which this research occurs see Appendix 1). This research therefore sought to meet this local interest in seeking to gain EPs' perspectives about the imminent legislative change. Furthermore, this research is required from a national perspective, to explore the implementation of new legislation on the work of professionals, including that of EPs. Additionally, this research builds on existing literature concerning the nature of the evolving EP role, particularly at times of change. The present time of significant legislative change appeared an opportune time to conduct this research.

2. Literature Review

Theoretical, research, policy and professional literature were identified and critically evaluated for this literature review, concerning three aspects relevant to this research, namely (i) legislative and policy context, (ii) EP activity and (iii) impact of context on EP work.

To this end, government websites were accessed to identify relevant legislation and policy documents. Additionally, the university's electronic bibliographic databases were utilised which included ProQuest Social Science and EThOS, the UK e-theses service. Keyword searches were used for the electronic databases to access journal research papers. Furthermore, well-known

historic texts particular to the EP profession were specifically consulted for all areas of the literature review, as these were not necessarily available via electronic databases. This established a contextual basis for the current research.

2.1. Legislative and policy context

Historical Legislation

The Elementary Education Acts of the late nineteenth century, including the 1870 Elementary Education Act, the 1893 Elementary Education (Blind and Deaf) Children Act, 1893 Elementary Education (Attendance) Act and 1899 Education (Defective and Epileptic Children) Act, were significant for education in the UK. These acts established universal compulsory education, meaning that schools were no longer able to refuse education to children. This therefore increased the range of individual needs to be met by the school system (Wooldridge, 1994). Furthermore, responsibility for disabled pupils was given to the local education authorities.

The 1944 Education Act was influential in further categorising and differentiating between pupils with varying needs, including terms such as 'maladjusted' and 'educational subnormality' (Leadbetter, 2002; Faupel & Hardy, 2013). The emphasis on categorisation of pupils, in addition to the introduction of special schools at the end of the nineteenth century (Dessent, 1978) led to increased segregation of pupils and the removal of children with disabilities from mainstream schooling (Faupel & Hardy, 2013).

The 1981 Education Act, and the consequent revised Education Acts (1993 Education Act and the 1994 Code of Practice and 1996 Education Act and 2001 Code of Practice), symbolised a shift in thinking from separation to integration. Following the renowned Warnock Report (1978), The

Education Act of 1981 gave responsibility to mainstream schools in meeting all pupils' needs, including those with SEND. Furthermore, categories of disability, for example 'maladjusted' were removed from the legislation. The Education Reform Act (HMSO,1988) introduced the National Curriculum and related progress assessments, in addition to outlining changes in the local management of schools and subsequently, to the delegation of control of school budgets.

The 'Every Child Matters (ECM) – Change for Children' green paper (DfES, 2004), resulting from the Laming Report (HMSO, 2003), was a significant national development regarding the roles of professionals working with children and young people (CYPs). The policy was reinforced by the 2004 Children Act, which ensured that the ECM's aims –for all children to be healthy, safe, enjoy and achieve, make a positive contribution, and achieve economic well-being - had statutory significance. Services for children were encouraged to work effectively together to achieve these outcomes.

Children and Families Act (CFA) (2014)

The recent CFA and related Code of Practice (DfE & DoH, 2014), which came into effect 1st September 2014, describes a new system for supporting CYPs with SEND , and is the most significant legislative change to education in recent years. Table 1 outlines the key points of this legislation, which is the focus of this research.

Legislative Feature	**Description**
1. The Local Offer	o Every local authority must identify education, health and social care services in their local area provided for CYPs and families who have SEND and include them in an information directory (i.e. The Local Offer). o This helps the local authority as they can use it to see where the gaps in provision are. o The local offer also includes information about services provided

	outside the local area that local people are likely to use. o CYPs and parents should be asked by the local authority what they think the local offer should include and how they think people should be able to access it. o Local schools, colleges, health services and other service providers also contribute to the local offer.
2. SEN Support	o This replaces school action/ school action plus (in schools) and early years action/early years action plus (in early years settings) in the former system. o If pupils have SEND they are able to access help called SEN support from their educational settings. o SEN support is part of a 'graduated approach'. o The four stages of SEN support are 'assess, plan, do and review'.
3. Education, Health and Care (EHC) Plan	o An EHC needs assessment and plan replaces Statements of SEN and Learning Disability Assessments (LDAs). o An EHC Plan is required when a child or young person (CYP) requires a more intensive level of specialist support that cannot be met from the resources available to educational settings to provide SEN support. o An EHC plan brings a pupil's education, health and social care needs into a single, legal document. o Parents, school staff or others (e.g. health visitor or nursery worker) can request an EHC assessment. o The local authority has up to 6 weeks to decide whether to carry out an EHC assessment. During that time they will ask parents and others e.g. school for information to assist with their decision-making. If the local authority decides not to carry out assessments they inform relevant others within six weeks of receiving a request for an assessment. o Children and parents should be fully involved in the EHC assessment process. The assessment also includes information and the views of people who work with the CYP, e.g. teachers, doctors and EPs. o It is the local authority who decides whether or not an EHC plan is necessary, following the needs assessment process. If deemed unnecessary, the local authority has 16 weeks to inform relevant people. o The local authority must work closely with the family to make sure the EHC plan takes full account of the family's views, wishes and feelings. o Once an EHC plan is written, a draft will be sent out. Parents will be given 15 days to comment on the draft. At this point parents can also request a specific educational setting. o The local authority has 20 weeks from the request for the EHC needs assessment to produce the final plan.
4. Extended age range (0 to 25 years)	o The legislation is intended to support CYPs up to the age of 25 years. o For example, a request can be made for an EHC plan up until a young

	person reaches the age of 25.
5. Personal Budgets	○ Parents can request a personal budget if their child has an EHC plan or has been assessed as needing plan. ○ Personal budgets are monetary amounts which the local authority has identified to meet some of the needs in an EHC plan. ○ A personal budget can only be used for agreed provision in the EHC plan. ○ There are four ways personal budgets can be used. These are as follows: 1. direct payments, 2. The local authority or education provider holds the money and commission the services included in the EHC plan as directed by parents ('notional arrangements'), 3. Third-party arrangements i.e. someone else is chosen to manage the money on parents' behalf, and 4. A combination of the aforementioned three ways.
6. Person-centred approach	○ Throughout the policy document is an emphasis on professionals utilising a person-centred approach (e.g. person-centred planning), involving parents and CYPs in decisions about the CYP's future. ○ Parents need to be involved early in the process of supporting their child with SEND. ○ The voice of the child is seen as necessary and should be considered at all points. ○ There is a focus, for example regarding EHC plans, on CYPs' future, 'outcomes' and 'aspirations' and this being at the heart of processes and decisions.
7. Multi-agency focus	○ There is an emphasis throughout the Code of Practice that professionals working with a child should work collaboratively, in the interests of the child. ○ Regarding EHC plans, for example, it is necessary to establish effective partnerships across education, health and social care in order to achieve joint outcomes.

Table 1: Summary of key legislative features adapted from the SEND Code of Practice (DfE & DoH, 2014), which provides statutory guidance on duties, policies and procedures relating to Part 3 of the CFA 2014.

2.2. EP Activity

The Evolution of the EP role

The EP role has its beginnings with Cyril Burt, who is recognised as the first EP in the UK, employed by London County Council in 1913. A predominant role for EPs at this time involved psychological testing, particularly psychometrics and IQ testing, which was used as part of EPs' decision-making

about children's attendance at specialist provisions (Billington, 2006). Furthermore, there was an emphasis on diagnosis and classification (Dessent, 1978).

During the 1930s and 1940s, EPs particularly worked in Child Guidance Clinics, as part of multi-agency teams consisting of psychiatrists, psychiatric social workers and EPs. EPs mainly worked with CYPs in schools and helped psychiatrists' diagnoses through the administration of psychological tests (Dessent, 1978). Thus, at this time, the EP role was somewhat limited, with EPs being perceived largely as 'testers' or 'clinical paramedical experts' who sought to problem-solve without consideration of the social context (Dessent, 1978).

The Summerfield Report (DES, 1968) contributed significantly to the development of EPs' professional practice. This report highlighted that EPs' work was varied, although psychological testing and supporting ('treating') children, for example in Child Guidance Clinics, were the predominant activities. The EP role therefore consisted of individual clinical, diagnostic and therapeutic work rather than prevention, training or research (Dessent, 1978).

The 'reconstructing movement' of the 1970s (Gillham, 1978) represents a dominant discourse concerning EPs' dissatisfaction with the nature of the role, regarding the over-use of psychometric assessments and the working context of Child Guidance Clinics. Stobie (1996) asserts the prevalence of a desire to change the direction of EP work, particularly towards community psychology and working in a systems-oriented way.

The Current EP role

The EP role in its current presentation is well-documented. The Currie Report (Scottish Executive, 2002) identifies that EPs work at different levels (individual CYP/family, the educational setting

and the local authority), and with each of these levels, EPs participate in five core activities: consultation, assessment, intervention, training and research. Furthermore, EPs can work at systemic levels to build capacity of organisations (Farrell et al., 2006) and engage in preventative work (Frederickson &Miller, 2008). EPs work in multi-agency contexts (Farrell et al., 2006) across a range of settings, e.g. educational, community and care (Fallon et al., 2010).

EPs work to support a variety of CYPs, including those with complex needs (Farrell et al., 2006), SEND (Barrett et al., 2002; Bickford-Smith et al., 2005) and CYPs who experience social, emotional and behavioural difficulties (Miller & Black, 2001). In supporting these children, EPs utilise their psychological knowledge-base as applied psychologists (BPS, 2006).

Since the introduction of the 1981 Education Act, EPs have had a statutory role in the assessment of CYPs with SEND, a duty which remains under the 2014 CFA. Literature suggests that this aspect of EP work is regarded as too time-consuming by service users and this prevents EPs from expanding the variety and remit of their work to effectively contribute to positive outcomes for children (Farrell et al., 2006). Although the Education Act (1981) was at first received cordially, it is now viewed to have been burdensome and detrimental to the EP profession (Leadbetter, 2002). This was perhaps particularly due to the imposition of statutory deadlines to which EPs must adhere and an increasing demand for EP services.

In summary, the historical and present EP role appears vast and EPs have always undertaken a wide range of activities. Fallon et al. (2010) suggest that the role's core functions have remained the same and always will.

2.3. Impact of Context on EP work

EP activity has always been influenced by its wider social, historical, economic and political context. Indeed, the very formation of the EP profession stemmed from societal changes, in the emergence of specialist educational settings, for which EPs -rather than medical professionals- were required to make decisions regarding children's educational placement (Dessent, 1978). Furthermore, Gillham (1978) identifies that EP work is influenced by the economic climate, and refers to the recession of the 1970s in which EPs' effectiveness needed to be verified as a result of economic cuts and austerity measures. This is not dissimilar to the recent 2008 recession and the requirement for governmental cuts. Historical factors, for example the perceived inadequacies of former EP practice, also influence EP activity (Gillham, 1978).

Importantly, literature suggests a strong link between EP work and political context. The aforementioned Education Acts of the late nineteenth and early twentieth centuries created a context for the EP role to exist (e.g. introducing universal education) and gave local authorities the responsibility for disabled children, which increased the need for EPs. EPs have been particularly closely aligned with policy since the 1981 Education Act, which imposed a statutory obligation for EPs in the assessment of pupils with SEND. Additionally, Lokke et al. (1997) found that EPs perceived an increase in statutory work resulting from the 1993 Education Act, demonstrating the direct impact of legislation on EP activity. Furthermore, the ECM agenda (DfES, 2004) influenced EP work, namely the focus on the five ECM outcomes and also the context in which they worked (Farrell et al., 2006). Indeed, it can be argued that all legislative change impacting education impacts on the context in which EPs work.

This literature review suggests a significant impact of policy and legislation on the development and shaping of the EP profession and the activity of EPs. Leadbetter (2002) particularly acknowledges the role of the political sphere on EPs, suggesting that the local authority context in which most EPs work has considerably stifled creative professional practice. Furthermore, Dessent (1994) comments that the purpose of the EP role is essentially to serve wider social, political and economic functions; an overarching agenda which EPs are uncomfortable acknowledging. It would thus appear that EPs are so much enmeshed in and defined by the wider context, that they are 'agents' of the system.

However, literature also indicates other significant influences on the development of EPs' professional practice, for example the impact of early psychologists such as Burt (Dessent, 1978) who had significant sway regarding EP activity, e.g. psychometric testing. Despite the validity of Burt's research regarding IQ being the subject of much controversy and criticism (Hearnshaw, 1979; Jensen, 1995), (although not conclusively discredited (Joynson, 1989)), Burt is still regarded as highly influential to EP practice (Mackintosh, 1995; MacKay, 2013). Furthermore, EPs' work is influenced by their own desire to redefine their role and professional identity (Gillham, 1978), developments within psychology itself (Desssent, 1978) and psychology's alignment with other sciences, particularly at the beginning of the twentieth century (Maliphant, 1997).

Given the importance of context on EP work, EPs need to respond flexibly to the social, economic and political circumstance in which they find themselves (Norwich, 2000; Stobie et al., 2002). Norwich (2005) argues that EPs should be innovative regarding their professional practice, whilst remaining aware of professional developments in theory, evidence and policy. EPs therefore need to be responsive to their fluctuating socio-political and professional landscape. This point is still

relevant for EPs today, as despite the ever-changing landscape, EPs remain in demand and therefore need to adapt to rapid changes (Allen & Hardy, 2013).

3. Research Rationale and Aims

The literature review demonstrates a clear rationale for research into the EP role in light of major recent legislative change. This study aims to explore EPs' views of their statutory role from two temporal perspectives, namely before the 2014 CFA legislation and after its implementation. Data were collected in July/August 2014, prior to the implementation of the CFA legislation in September 2014 (see Appendix 1 for further details about the context in which the research takes place). This research aims to build on existing literature concerning the impact of socio-political change on the EP role, as well as informing practice. Subsequently, the research questions (RQs) are as follows:

(i) What do EPs perceive to be their role in statutory processes in the present, i.e. before the CFA (2014)?

(ii) What do EPs anticipate will be their role in statutory processes in the future, i.e. following the implementation of the CFA (2014)?

4. Philosophical Approach

A social constructionist epistemological position is adopted for this research. Social constructionism posits that there is no objective truth for discovery, but rather a range of truths and realities which are actively constructed and reconstructed by everyday interactions with others (Robson, 2011) and through our engagement with the world (Crotty, 1998). Language, as a

form of social action, is key to these interactions, and it is through language that versions of reality are co-constructed (Burr, 2003).

A social constructionist stance is well-suited to the methodological selection, activity theory (AT). Firstly, Vygotsky, regarded as AT's founder (Leadbetter, 2008), is also central to many ideas in social constructionism, for example the importance of social interaction and social processes in knowledge development. Secondly, social constructionism and AT share other complementary features, such as the focus on historical and social contexts (Burr, 1995).

5. Methodology – AT

In response to the RQs, it was considered optimal to use an approach which has its foundations in understanding systems, including organisations. Leadbetter (2008) proposes that socio-cultural AT in particular, can be applied as an analytic device to facilitate making sense of systems and situations.

The development of AT is generally depicted into three stages. 'First generation' AT, a simple triangular model (Figure 1) involves subject(s), object, mediation and outcome(s) (Daniels, 2001). AT, with its foundations in Vygotskian thinking and social constructionism, asserts that learning and development does not occur within a vacuum, but within social and cultural contexts (Leadbetter, 2008). To this end, 'activity' is conceptualised as a purposive action which is always mediated (e.g. via tools or artefacts) (Daniels, 2001).

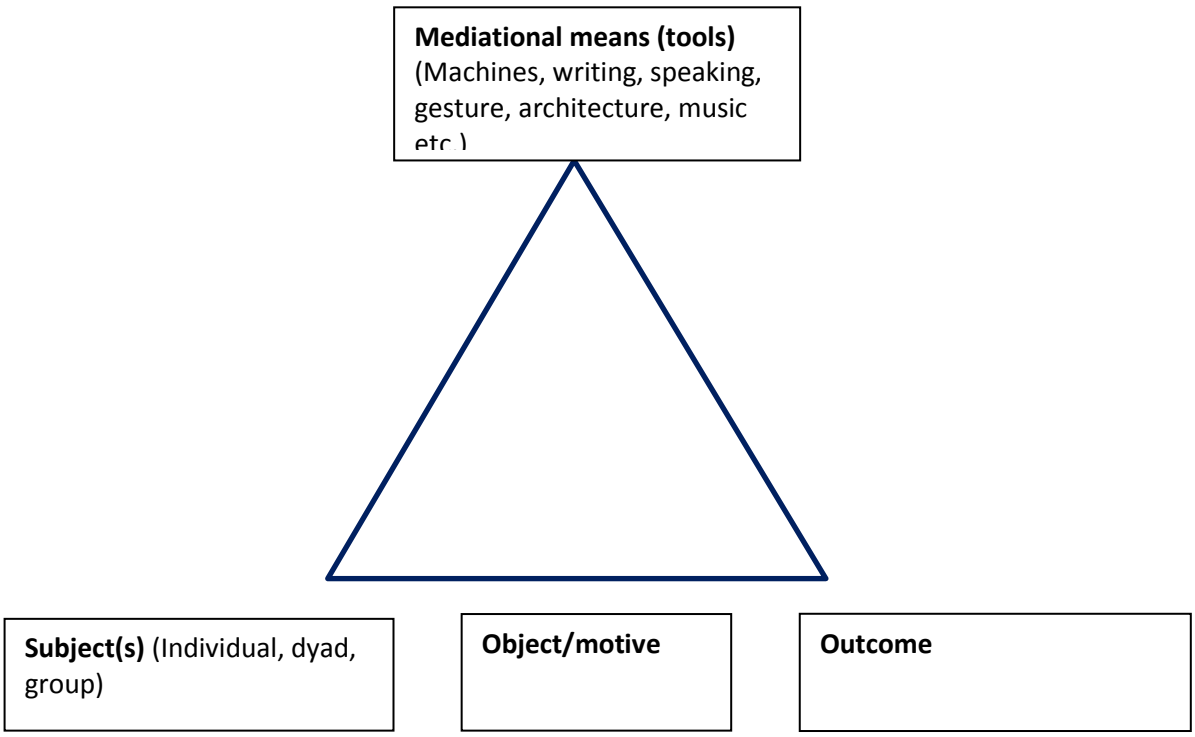


Figure 1: First generation activity theory, taken from Daniels (2001, p. 86)

However due to limitations of this model, e.g. discounting collaborative aspects of activity, Engeström (1999) expanded the model, termed 'second generation AT', shown in Figure 2. This advanced model details that the 'subject' can represent a collection of people, for example in organisations (Daniels, 2008). Furthermore, three further nodes were added: 'rules', 'community' and 'division of labour' (Engeström, 1999). Second generation AT emphasises wider historical, cultural and social contextual influences in which human activity occurs (Leadbetter et al., 2007; Leadbetter, 2008).

Although AT has been developed even further ('third generation AT') to include multiple activity systems (Engeström, 2001), second generation AT was deemed most suitable to address the current study's RQs. Furthermore, the 'historicity' element of second generation AT is well-matched to this research as the RQs consider temporality in the context of legislation change and

its impact on EPs' perceptions of their practice. AT has also been utilised by other researchers in a similar way to this study, to compare activity systems over time (Atkinson, 2006). Furthermore, AT can meaningfully contribute to enhanced EP practice (Leadbetter, 2005).

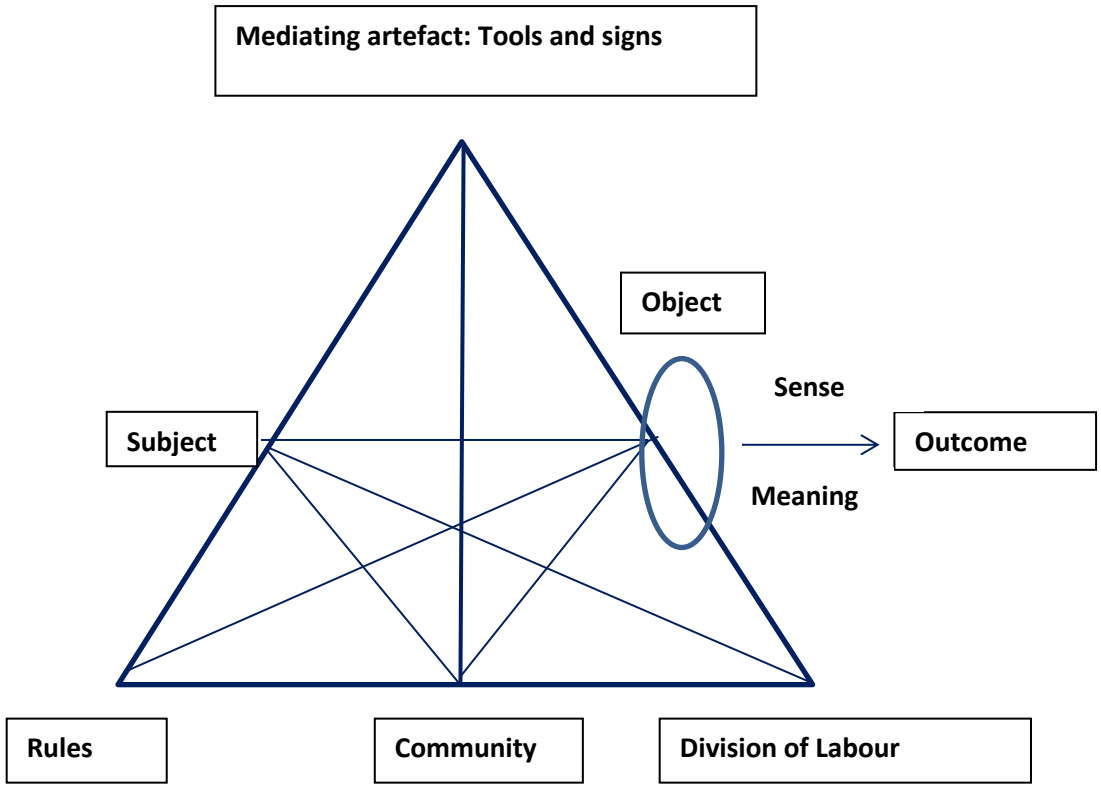


Figure 2: Engeström's second generation activity theory taken from Daniels (2001, p. 89)

6. Method

As the research aims require descriptive data, qualitative data collection methods were considered. Gathering many views was imperative in order to get an insight into the 'general feeling' in the EPS at a time of imminent change. Furthermore, Leadbetter (2008) proposes that activity systems usually involve numerous perspectives. Consequently, questionnaire-type data collection tools were chosen to gain large amounts of data in a time-efficient way (Robson, 2011) instead of interviews which are time-consuming and thus lend themselves to more in-depth data

from few participants. Furthermore, although self-administered questionnaires typically have low response rates (Robson, 2011), AT questioning schedule worksheets were favourable due to convenience for respondents (Bryman, 2012).

Sampling and Participants

22 participants (qualified EPs: n=20 and Trainee EPs: n = 2) completed anonymous AT inspired worksheets as part of this research. An 'opt in' sampling approach was used, as all EPs attending a service development day were invited to participate in the research. This approach falls under 'convenience sampling' as participants were self-selecting depending on their willingness to engage with the research, time, availability etc. Although this approach involves a random sample which is beneficial in reducing researcher bias (Bryman, 2012) this approach may involve a selection bias (Thomas, 2013) e.g. the type of EPs more willing to engage in research. It is therefore difficult to determine if the selection of EPs is representative of the EPS and national EP population, making it hard to generalise from this type of sampling (Thomas, 2013).

Procedure

Two structured self-completion questioning schedule worksheets specifically adapted to AT (Appendix 2) were given to participants. These worksheets comprised of seven questions each, which directly related to Engeström's second generation AT model, i.e. questions pertaining to 1. Subject, 2. Object, 3. Outcome, 4. Rules, 5. Community, 6. Division of Labour and 7. Tools.

Using pre-existing questions from an established framework (i.e. AT), with slight amendments relating to the focus of the research, is advantageous as the questions have already been piloted, increasing validity and reliability (Bryman, 2012). The fact that several research studies have used

AT in this way, utilising the framework to structure key questions posed to participants in data collection processes, for example Cane & Oland (2014) and Leadbetter et al. (2007), further demonstrates the value and effectiveness of using already-tested pre-existing questions from an established framework in data collection processes. Designing the worksheets in this (AT) format also ensured that they were short in length, promoting increased participation (Robson, 2011). To remove ambiguity surrounding the worksheet, AT was explained to all participants before completing the questioning schedule worksheet, particularly for colleagues unfamiliar with the framework. More specifically, in an EPS meeting, at which the majority of EPs in the service were in attendance, the research was presented to potential EP participants. In this meeting, I delivered a brief presentation to the EPs to introduce them to the research and to the AT framework. The presentation also outlined guidance for completing the AT-based worksheet, for example highlighting the AT boxes in which participants were expected to provide responses. Appendix 3 shows an element of how AT was explained to potential participants, including prompt questions to facilitate understanding. EPs were also given handouts of the AT framework with the adapted AT questions relating specifically to the research focus (Appendix 2). This was to enable EPs' understanding of AT in the context of the current research and allow them to foresee expectations for participant involvement. On this occasion, potential participants were invited to ask questions about the AT framework and the completion of the worksheet, to further extend their understanding.

7. Ethics

Ethical considerations, detailed in Table 2, were made using relevant professional guidelines, such as the British Psychological Society (BPS) Code of Ethics and Conduct (2009) and Code of Human Research Ethics (BPS, 2010) in addition to relevant literature.

Ethical Principle	Considerations made
1. **Respect** is a key ethical principle identified in the literature (Eikelboom et al., 2012).	○ Participants were informed about the study's aims, their right to withdraw and their guarantee of anonymity (ensured as participants were not required to provide any identifying information). ○ Given the non-sensitive and anonymous nature of the data collected, consent was presumed by the act of participation (BPS, 2010).
2. Maximisation of benefit and minimisation of harm (**beneficence**) is another ethical principle predominant in literature.	○ To reduce the likelihood of potential harm, participants were given the AT worksheets and asked to complete and return them within a given timeframe, so that participants could complete the worksheet at a suitable time for them and therefore not feel pressured. ○ Maximising benefits should ensure meaningful benefits for participants, not only researchers (Hugman et al., 2012) and thus, the research findings were shared with the EPS's EHC Plan development group to contribute towards improved practice within the organisation.

Table 2: Ethical Considerations made for this study

8. Results

8.1. Data Analysis

Thematic analysis, as interpreted by Braun & Clarke (2006), was chosen to analyse the AT worksheet data to explore themes across the data. Braun & Clarke's six-stage thematic analysis

was selected due to its systematic procedure; a necessity for qualitative data (Krueger, 1998). Typological analysis was appropriate to organise the data as this research explicitly adopts the organising framework of AT throughout, a framework with distinct categories (Cohen et al., 2007; Given, 2008). To this end, the second generation AT categories were used to code the data.

The data were analysed according to each RQ in turn, with the systematic analysis of data relating to each AT category. In doing this, the analysis can be termed a *deductive* process due to the use of pre-existing AT categories in which data were coded and themed. Thus, the analytic process for this piece of research has clearly been guided by theory. Furthermore, it is inevitable that my initial reading for the literature review has somewhat guided the lens through which I interpreted the data presented, and thus again theory has influenced data analysis and interpretation. However, despite the deductive orientation of the analysis, I was also open-minded to the emergence of unexpected insights, particularly given that the focus of the research was a relatively new topic, i.e. the impact of new legislation on EP statutory activity.

Using Braun & Clarke's procedure, themes were defined at a semantic level (Boyatzis, 1998): themes were based on what participants said, rather than on interpretations of underlying assumptions. As literature recommends, prevalence – within or between data sources- was crucial when searching for themes (Ryan & Bernard, 2003) in addition to relevance to the RQs. To increase inter-rater reliability of the findings and control for researcher bias, codes and themes were verified by an EPS colleague and in supervision. Several meetings were initially held with one EPS colleague which involved the joint examination of primary data in order to identify and discuss codes and then themes. Subsequently, meetings with my university supervisor (who is not an

employee at the EPS) were then used to further verify these codes and themes, in order to reduce the likelihood of researcher bias.

Results are reported in terms of themes relating to specific nodes from the AT framework. Three nodes have been prioritised for discussion, namely '**outcome**', '**rules**' and '**tools**', due to their relevance in addressing the RQs and relevance to implications for EP practice. 'Outcome' in AT refers to what is hoped to be achieved by the activity whilst 'rules' represents the perceived supports and constraints which impact on participants' work (Leadbetter, 2008). The 'tools' node refers to the mediation that occurs between the subject and the object, which results in the outcome. Tools may be concrete, such as resources, or abstract, for example language and processes (Leadbetter, 2008). Research findings are presented in tables for clarity and are detailed in their entirety in Appendix 4.

8.2. Research Findings

RQ1: 'What do EPs perceive to be their role in statutory processes in the present, i.e. before the CFA (2014)?'

AT Node	Theme	Participants' Responses
Outcome	1. Psychological advice	Participants referred to Statements of SEN, providing advice for the Local Authority and providing a unique psychological perspective of children's needs. Participants particularly reported that psychological advice was an outcome with reference to providing suitable educational provision for CYPs.
	2. Intervention	Participants referred to the EP role in meeting children's needs and supporting children in school through target setting and recommending appropriate strategies.
	3. Supporting parental choice	Participants stated that their role in the statutory process was to build positive

		professional relationships with families and help parents to 'feel involved' in the process.
	4. Positive outcomes for CYPs	Participants suggested that positive outcomes for CYPs were significant to the EP role in the statutory process, namely helping CYPs to 'overcome barriers to learning', helping them to be 'successful' and 'reach their potential'
	5. Understanding of CYPs' needs	Participants referred to the identification of students' difficulties and formulating 'profiles' of CYPs' needs.
Rules	1. Quality of information	Examples include EP familiarity with and prior knowledge of the pupil, quality of information from the school and having minimal data about a pupil e.g. because they are newly arrived to the country or it is an unexpected parental request. Moreover, interestingly participants regularly linked the quality of information that EPs receive about a CYP to the impact of trading and whether schools bought into the EPS or not. More specifically, if a school does not buy into the EPS, it is unlikely that the EP would be familiar with the CYP.
	2. Time	The vast majority of participants referred to *time*, including workload, in relation to what constrains their work in the statutory process.
	3. Repertoire of the EP	Participants referred to EPs' psychological knowledge, professional experience, expertise, confidence, training, professional interests, their professional EP 'toolkit' and collaboration with other EPs.
	4. Co-operation/collaboration	Participants mentioned co-operation in terms of a pupil's family, personnel within the educational institution, parental engagement, pressure from other services and other services, such as social care, not sharing relevant information. Furthermore, participants revealed the importance of a SENCo who was both supportive and organised with relation to EP activity in the statutory process.
	5. Accessibility	Participants indicated accessibility in terms of accessing the family of the pupil, the educational setting and other agencies involved with the pupil. They also indicated that

		difficulties sometimes arise with access to the pupil themselves, for example when there are barriers to communication with the pupil or poor school attendance.
	6. School ethos/approach to SEND	Participants identified this as either facilitating or hindering their activity regarding the statutory process. Participants stated that assumptions held by the school and their understanding of the EP role and the statutory process were particularly important.
Tools	1. Direct assessment with a CYP	Participants referred to assessments commonly found within EP practice, such as observation, questionnaires, standardised assessments, functional behavioural assessments and dynamic assessment.
	2. Indirect Assessment	Participants referred to consultation with a pupil's family and with school staff, information gathering from other agencies, reviewing interventions and support already in place, IEP target setting and following specific EPS procedures to identify the extent of a pupil's needs in relation to funding.
	3. Preference/ variability	This refers to participants' suggestion that the tools used by EPs vary dependent on several factors, such as the ontological and epistemological position of an individual EP, their professional values, individual professional judgement depending on the case, individual preference and specific knowledge and skills.

Table 3: Research findings relating to RQ1

In summary, five themes were identified as 'outcomes' regarding EPs' current role in the statutory process, prior to the implementation of the 2014 legislation. Participants proposed that psychological advice, intervention, supporting parental choice, outcomes for CYPs and understanding of CYPs' needs were all goals of their activity in statutory processes.

Findings also demonstrate that six themes were identified relating to the 'rules' node. A lack of quality of information about a CYP and time pressures were perceived to hinder EPs' activity in the statutory process. The repertoire of individual EPs, co-operation from parents and professionals, accessibility and a school's approach to SEND could either support or hinder EP activity. Three

themes were identified as 'tools', namely direct assessment of CYPs, indirect assessment and the variability of tools depending on the preference of individual EPs.

RQ2: 'What do EPs anticipate will be their role in statutory processes in the future, i.e. following the implementation of the CFA (2014)?'

AT Node	Theme	Participants' Responses
Outcome	1. Understanding the CYP	Understanding a CYP's strengths, needs and gaining a holistic view of the CYP, was an outcome hoped to be achieved. Of interest, participants also identified joined up working as an outcome, as well as continuity and consistency of services and closer links between education, health and care.
	2. Provision	Participants stated that part of their role involved understanding the best support needed for pupils and in doing so, finding suitable provision for pupils.
	3. Positive outcomes for CYPs	Participants stated that objectives should be relevant to the CYP and noted the importance of 'measurable outcomes'. Participants additionally mentioned the importance of long-term outcomes for CYPs, for example equipping CYPs with skills and knowledge to promote 'better life outcomes'. Participants also referred to the CYP's aspirations.
	4. CYP/family at the centre	Participants referred to the importance of parental choice in key decision making, engaging parents in the process, having the CYP at the centre and ensuring that all relevant people feel fully involved in the process.
Rules	1. Collaborative working	Participants detailed the complications in engaging other relevant professionals in the process, e.g. health professionals, and the logistics of assembling numerous professionals for meetings. Furthermore, participants referred to possible complications regarding role boundaries. Participants stated at times that multi-agency working was positive, although also noted that different perspectives could be both

		beneficial and a barrier. Participants also stated the importance of school staff's attitudes, responsiveness to the EP and their overall ethos concerning SEND and the statutory process.
	2. Time	Participants referred to their workload, statutory timescales and the number of meetings as factors hindering their time, following legislative change.
	3. EP knowledge and skills	Participants identified additional skills which would be required, e.g. inter-personal skills and skills in facilitation (concerning meetings). Participants also identified templates and guidance regarding the new legislation, as possible supports for their work.
	4. Prior knowledge	As before with RQ1, participants referred to the impact of minimal prior data about a pupil, and the impact of traded service delivery on this. When thinking about the implementation of future legislation, participants also identified that knowledge of the new processes, by both EPs and school staff, was important.
Tools	1. Direct assessment	Similarly to RQ1, this was identified as an important tool for EPs' use in the statutory process.
	2. Indirect assessment	As with RQ1, participants referred to consultative approaches, but in anticipating the change of legislation, participants also referred to additional meetings and liaison with other professionals.
	3. Person-centred tools	Participants referred to person-centred tools for eliciting CYPs' views, including about their goals and aspirations.

Table 4: Research findings relating to RQ2

In summary, findings demonstrate several dimensions to what EPs hoped would be achieved from their statutory role following the 2014 CFA. Participants regarded understanding the CYP, provision, positive outcomes for CYPs and having the CYP/family at the centre as goals of their statutory activity.

Regarding anticipated supports and constraints concerning the EP role in statutory assessment processes post 2014 legislation, four themes were identified. Collaborative working was identified as both a support and hindrance and insufficient time was perceived to hinder EPs' statutory work, as identified for RQ1. Similar to RQ1, participants mentioned EPs' psychological knowledge and the professional EP 'toolkit', but also suggested additional skills, such as facilitation, which EPs may require following the new legislation. Prior knowledge was also anticipated to be key to EP activity in the altered statutory process.

Three themes were identified regarding the 'tools' node about anticipated EP activity in statutory processes following the CFA. As with RQ1, both direct and indirect assessment methods were considered significant instruments of use for EPs during statutory processes. However, participants also anticipated that EPs would use person-centred tools in light of new legislation.

9. Discussion

Important findings have emerged from the present research, relating to perceptions of EPs' activity in statutory processes of SEND assessment, which will now be discussed in connection to literature where appropriate. Each RQ will be taken in turn, comparing EP activity prior to the CFA (2014) and after its implementation, with similarities, differences and points of interest noted throughout. Where similarities are identified, associated literature is not repeated to avoid duplication. 'Contradictions' are identified because in AT these are key to organisational change (Engeström & Sannino, 2011). Implications for EP practice and further research will then be deliberated.

9.1. EPs' Perceptions of their role in statutory processes prior to the CFA (2014)

Outcome

Participants identified several outcomes of their role in statutory processes before the implementation of the 2014 CFA. Participants referred to their provision of psychological advice and a unique psychological perspective for the Local Authority and EPs' involvement in the Statementing process. This is supported by the 1981 Education Act, which imposed a statutory obligation for EPs to be involved in Statementing. Furthermore, EPs provide a unique psychological perspective by applying and communicating psychological knowledge (BPS, 2006). However, although EPs recognise their distinctive psychological contribution to statutory work, school-based service-users suggest that other professionals can execute the work of EPs (Farrell et al., 2006). Participants also referred to EPs' advisory role regarding educational provisions for CYPs, which has been a key activity for EPs since the origins of the role (Dessent, 1978; Leadbetter, 2002).

Participants also regarded the EP role in statutory processes as leading to intervention for CYPs in order to meet their needs and provide support for them via target setting and recommending evidence-based strategies. Literature suggests that intervention is a defining aspect of the EP role (Fallon et al., 2010; Scottish Executive, 2002), particularly in relation to supporting CYPs with varying needs (Burton, 2004; Bozic & Morris, 2005; Farrell et al., 2006).

Regarding outcomes of the EP role in statutory processes, participants identified that supporting parental choice was important. This is not particularly highlighted in the literature as a role for EPs in statutory processes. However, it is interesting to reflect on the potential impact of the impending legislation change at the time of data collection on participants' responses. It is

possible that just the anticipation of this legislation change affected EPs' thinking and practice and this finding could be representative of the transitional work landscape.

Promoting positive outcomes for CYPs was regarded as important to the EP role in statutory processes. Interestingly, this is scarcely reflected in the literature, possibly because promoting positive outcomes for CYPs is an underlying assumption of the EP role and regarded so core to the profession to not be stated explicitly in literature intended for an EP audience. Understanding of CYPs' needs was seen as a role for EPs in statutory processes, which is consistent with literature regarding EPs' significant role in assessment, both in the past (Leadbetter, 2002; Dessent, 1978) and more recently (Scottish Executive, 2002).

Rules

Several factors were perceived to support or constrain EP activity in statutory work. A lack of quality information about a CYP was perceived to constrain the EP role in statutory processes and participants referred to the drawback of having minimal or no prior involvement with a CYP before their statutory involvement. Although EPs identified that this could be due to a parental request for statutory assessment or a CYP's recent arrival to the UK, the findings reveal the impact of traded service delivery models on the information EPs have about CYPs, prior to statutory involvement. Participants perceived it to be constraining to EPs' statutory activity if a CYP attends a school which does not buy into the EPS. Although literature indicates that trading can impact on some EP activity, for example research and evaluation (Kirven & Oland, 2013), a gap currently exists in literature concerning trading and EPs' statutory role and further research in this area may therefore be beneficial. It would be particularly useful to explore *how* having minimal information about a CYP impacts on EPs' statutory activity, and whether it means for example that EPs spend

more time gaining a holistic understanding of a CYP or whether the *quality* of their involvement is negatively impacted. If, as the current study suggests, trading impacts on EPs' statutory work, this raises the contemporary issue of 'ethical trading' and the matter of providing fair practice to all vulnerable children (DECP, 2013).

Participants also identified time as hindering the EPs' role in statutory processes and regularly referred to their extensive workload. This is congruent with literature which indicates an increased demand for EP services, a demand which is perceived to be higher than can be met by service providers (Truong & Ellam, 2014). Furthermore, literature indicates that EPs are in a constant struggle to balance their time between activities (Leadbetter, 2002), so much so that school staff report limited contact time with EPs (Farrell et al., 2006). Moreover, statutory work occupies much of EPs' time, possibly disproportionately and to the detriment of other activities, such as preventative and systems work (Farrell et al., 2006).

With regard to supports to EP activity in statutory processes, the repertoire of the individual EP was suggested. Respondents inferred that an EP's professional interests, experience, expertise, confidence, psychological knowledge and supervision contributed to supporting their work in statutory processes. Although an interesting aspect of EPs' perceptions of their role, this is not represented in the literature.

Participants detailed that the *context* of their involvement in statutory work, specifically collaboration with other invested parties, accessibility and a school's ethos could both support and constrain EP activity. Although not referring to these specific factors, literature supports the fact that it is not only the national context which influences EP activity (Leadbetter, 2002), but also local contexts and specifically school systems. In fact, Miller & Leyden (1999) conceptualise

schools as ‘psychosocial systems’, within which a number of organisational processes occur, e.g. staff culture, with which EPs must contend.

Tools

Participants perceived that EPs use direct assessment with CYPs in their statutory work, including observation and standardised assessments. Literature supports this by recognising EPs’ key role in assessment of CYPs both in the past, for example psychometric testing (Dessent, 1978) and in more recent times (Scottish Executive, 2002). Participants also perceived indirect assessment as an instrument in statutory work. Again, this is consistent with literature which suggests that EPs increasingly turn to consultative approaches as a useful, and at times preferred, method of assessment (DfEE, 2000; Leadbetter, 2006; Kennedy et al., 2009). This indicates a progression of the EP ‘toolkit’ with more tools now at EPs’ disposal, compared to the ‘tester’ and ‘treater/therapist’ EP role of yesteryear (Leadbetter, 2002).

Interestingly, participants reported that tools used by EPs in statutory work were based on individual preference. Literature supports this variability in practice for applied psychologists, who have always been subject to inconsistencies due to individual differences, dissatisfaction, fashion trends in applied psychology and the emergence of new ways of working (Sutton & McPherson, 1981).

9.2. EPs' perceptions of their anticipated role in statutory processes following the implementation of the CFA (2014)

Outcome

As with RQ1 concerning EPs' role in statutory processes prior to the CFA (2014), participants identified that several outcomes of their activity were identical following this legislation change. These outcomes were: understanding the CYP, understanding the type of provision appropriate for a CYP and positive short and long-term outcomes for the CYP. As noted in section 9.1., these themes are supported by literature.

Participants also proposed one key difference regarding perceived outcomes of their statutory work, namely having the CYP/family at the centre. This is consistent with the CFA and SEND Code of Practice (DfE & DoH, 2014) which emphasise placing the CYP/family at the heart of decision-making and promotes person-centred approaches. EHC pathfinder research found that family-centred ways of working can lead to better quality plans for CYPs (Spivack et al., 2014). Furthermore, an increase in CYP-centred approaches is likely to make a significant difference to the way EPs carry out assessments with CYPs during statutory processes, and also more generally in wider practice.

Person-centred approaches are based on Rogers' (1959) person-centred theory, which assumes the inherent tendency of human beings toward growth and development and highlights the importance of self-determination (Patterson & Joseph, 2007). This theoretical approach has direct implications for EP practice, particularly assessment with CYPs. Sanderson (2000) posits that person-centred approaches are not simply a matter of different assessment techniques, but rather a change to how CYPs with SEND are perceived, and thus how their needs are conceptualised and

understood. Person-centred planning (PCP), one example of a person-centred approach, is a family of person-centred methods which have five key principles, as suggested by Sanderson (2000). These are outlined below in Table 5.

Key Principle of Person-Centred Planning	**Description**
1. The CYP is at the centre	○ PCP demonstrates a commitment to the sharing of power, and aims to shift the locus of power and control to be with the CYP. To this end: ○ The CYP is consulted throughout the planning process ○ The CYP chooses who to involve in the process ○ The CYP chooses the setting and timing of the meetings
2. Family members and friends are partners	PCP not only seeks to share power with the CYP, but also those closest to them, namely friends and family. Friends and family are assumed to know the CYP the best and have their best interests at heart.
3. A focus on what is important to the CYP, their strengths and the supports they require	○ PCP seeks to develop a better, shared understanding of the CYP. ○ PCP seeks to assess CYPs not on their deficits i.e. what they are not able to do, but rather on what the CYP is able to do, who they are and their 'gifts' or strengths. ○ It is important to find out what is important to the CYP, from their perspective, regarding their daily life and in the future, for example exploring their 'dreams' and/or goals.
4. A focus on the CYP's life and not just services, and about what is possible, rather than simply what is available	○ By bringing to the surface what is important to the CYP and what is happening now, PCP creates an immediate urgency and commitment for change. ○ PCP describes the support needed, from the perspective of the CYP.
5. The importance of ongoing listening, learning and further action	○ PCP is not a one off isolated event. CYPs are assumed to develop over time and modify their aspirations as they gain life experience over time.

Table 5: Key Principles of Person-Centred Planning as outlined by Sanderson (2000)

The principles of PCP, as outlined in Table 5, present a different way of approaching assessment, compared to several aspects of the routine EP 'toolkit' such as consultation, standardised assessments and observation (Leadbetter, 2006; Scottish Executive, 2002).I suggest that an increased emphasis on person-centred approaches shifts the focus away from doing assessment on or to CYPs, on to doing assessment *with* or alongside the CYP and their family, as they become more involved in the assessment process. The process of needs assessment becomes more tailored to and led by what the CYP feels they need or want.

Inevitably, this approach to assessment may present challenges for EPs, for example if a CYP perceives their goals and needs differently to other key stakeholders, such as the educational setting or parents. Additionally, the requirement for increased time and resources, for example for EPs to attend several PCP review meetings (Corrigan, 2014), may involve the fundamental changing of organisational structures and processes (Van Dam et al., 2008). Furthermore, EPs must find ways to fully engage CYPs with the assessment process (Croke & Thompson, 2011). Nonetheless, CYP-centred approaches to assessment also present EPs with significant opportunities. Research suggests that person-centred approaches are particularly effective for assessment of CYPs in relation to transition (Croke & Thompson, 2011; Hagner et al., 2012; Kaehne & Beyer, 2014). Furthermore, Corrigan (2014) argues that EPs are particularly well-placed to act as 'facilitators' in PCP, utilising skills in re-framing, co-construction of different perspectives and exploration of needs in a holistic way.

Although many elements of person-centred thinking are akin to EP practice, for example the use of positive psychology and strengths-based practice, assessment over time and a focus on the wider (social) environment around a CYP, the increase in CYP-centred approaches is likely to

fundamentally alter EP assessments in statutory processes. Sanderson (2000, p. 6) argues that professionals' roles change from being 'experts on the CYP' (through the use of traditional needs assessment approaches) to being 'experts in the process of problem-solving with others'. This requires EPs to fully embrace a commitment to a person-centred philosophy (Corrigan, 2014).

Rules

Participants identified several supporting and hindering factors that were the same prior to the CFA (2014) and after its implementation. Firstly, insufficient time was identified as hindering EPs' statutory work, particularly referring to EPs' substantial workload and the difficulties in balancing statutory work with other EP activities (see associated literature in section 9.1). Participants also suggested that EP knowledge and skills support their statutory work both before and after legislative change, but additionally noted that interpersonal skills, facilitation skills in meetings and templates and guidance would all support their work following the new legislation. These directly relate to the CFA (2014) and SEND Code of Practice (DfE & DoH, 2014).

As with RQ1, participants identified multi-agency working as both a support and constraint. When referring to post legislative change however, EPs referred specifically to difficulties in engaging other agencies, for example health professionals, in the statutory assessment of CYPs, potential role boundary confusion and the difficulties in gathering professionals together for meetings, problems which are supported by Spivack et al. (2014). These directly relate to possible obstacles resulting from the CFA (2014) which emphasise the need for inter-agency collaboration in the interests of CYPs.

As prior to the new legislation, EP activity regarding statutory processes was perceived to be influenced by EPs' prior knowledge of a CYP, which is particularly affected by traded models of

service delivery. In relation to the CFA (2014) there is a clear 'contradiction' between not knowing the CYP due to a school not buying into the EPS and this new legislation, which has at its heart the need to incorporate the family and CYP's views and have them at the centre throughout the statutory process.

Tools

In keeping with EPs' perceptions of tools which they use for statutory activity, direct and indirect assessments were again identified as key instruments. This is strongly supported by literature, as detailed in Section 9.1. However, it is interesting that in addition to 'traditional' instruments in the EP 'toolkit', participants also perceived that person-centred tools would be utilised in EP statutory work following the implementation of the CFA (2014). This directly relates to this legislation which recommends person-centred practice in achieving positive outcomes for children with SEND.

9.3. Implications for EP professional practice and research

The research findings indicate clear implications for both EP practice and research. Firstly, EPs valued collaboration with other EPs as building experience, confidence and psychological knowledge, were regarded as supporting their activity in statutory processes. It is therefore recommended that EPs are given CPD opportunities to build their knowledge-base about the new legislation. Furthermore, as collaboration with other EP colleagues was appreciated, (peer) supervision should be employed to give EPs opportunities to discuss and reflect upon their statutory work, particularly at this time of significant change to the work landscape.

Secondly, the findings highlight the need for EPs to have further training regarding person-centred approaches, thinking and tools. Person-centred approaches were espoused to be a key tool in EPs'

statutory activity. However, as this was not regarded as central to their activity prior to the CFA (2014), it is necessary to gauge EPs' current confidence and competency levels using these approaches and whether additional CPD is required.

The current research highlights a contradiction regarding EPs' perception that the quality of information about a CYP is linked to whether the CYP attends a school which buys into the EPS or not. Due to systemic issues at a local level, person-centred approaches which are the essence of new legislative change are not necessarily being adhered to. It is therefore necessary for EPs to consider how person-centred approaches, which are emphasised at a national level, can be implemented within smaller local systems.

Future research could extend the findings of the present study by exploring how the CFA has impacted on EP activity in other work contexts, such as other EPSs or alternative models of service delivery. Furthermore, future research could investigate the impact of the legislation further into its actualisation, to explore EPs' perceptions of their activity and role, and whether these perceptions have changed. Moreover, as time passes, themes are likely to emerge indicating the impact of the CFA, particularly with respect to EP activity. It could be for example, that the emphasis on outcomes in the CFA, encourages the use of more evaluative methods in EP practice, such as Targeting Monitoring and Evaluation (TME) and/or Goal Attainment Scaling (GAS), not only to evaluate EPs' own practice, but to evaluate the achievement of outcomes for CYPs. Additionally, the outcomes-focussed nature of the CFA could lead to increased multi-agency working for EPs to ensure a shared vision of outcomes for a CYP, in order to increase the likelihood of these outcomes being met. Similarly, a significant emphasis on the financial costings of EP work, too could impact EP statutory activity. Craston et al. (2014) indicate the importance of direct

comparison between the costs (both staff and delivery) of delivering the former SEN Statementing processes and delivering the new EHC planning processes. Indeed, this may inflict pressure on EPs to work in a more 'cost-effective' way, for example using briefer forms of assessments or taking alternative time-saving approaches in their practice, which may result in ethical challenges for the profession.

10. Conclusion

The current research contributes to existing literature concerning the development of the EP role, EP activity and the influence of the socio-political context on the work of EPs. The first RQ, depicting perceptions of EP activity in statutory processes prior to the CFA (2014), indicates that EPs perceived outcomes of their work as follows: psychological advice, intervention, positive outcomes for CYPs, understanding the needs of CYPs and supporting parental choice. Additionally, EPs suggested that they used both direct and indirect assessment in statutory work, although this varied among EPs. The second RQ indicates that EPs perceived their activity in statutory work to be largely similar prior to and following the CFA, with the exception of aspects such as person-centred practice, increased multi-agency working and skills in facilitation. All of these perceptions directly relate to the 2014 CFA, indicating the legislative influence on EP activity.

There are clear implications for EP professional practice, particularly regarding the need to overcome barriers at local systems levels when attempting to execute national legislative objectives. EPs appear to have embraced the change in landscape and have adapted in the face of change, in accordance with literature (Norwich, 2000). However, EPs may require additional support, for example CPD concerning person-centred practice and opportunities for reflection and discussion using peer supervision with EP colleagues.

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Appendices

Appendix 1: Context in which this research takes place

The research took place in a large EPS of over 40 EPs in July 2014. The EPS carried out some piloting of the legislative changes before the implementation of the CFA on the 1st September 2014. A 'draft pathway process' was developed and piloted with some families and schools in the local authority and 'school pilots', another discrete project, involved working with families, CYPs and mainstream schools to pilot the developing pathway. For the school pilot, the EHC (single) Plan ran alongside the existing statutory assessment process at the time, i.e. the EHC Plan did not replace the Statement of SEN at this time, prior to the implementation of the CFA.

The EPS was not a designated SEND pathfinder in the government's national strategy, allocated to test the proposed reforms before the implementation of the CFA legislation. Therefore, although the EPS piloted some aspects of the new legislation and sought to learn from other areas who had been pathfinders, the EPS did not have extensive experience of the CFA legislative changes. The implementation of the CFA legislation was thus particularly significant for this EPS and EP practice within it.

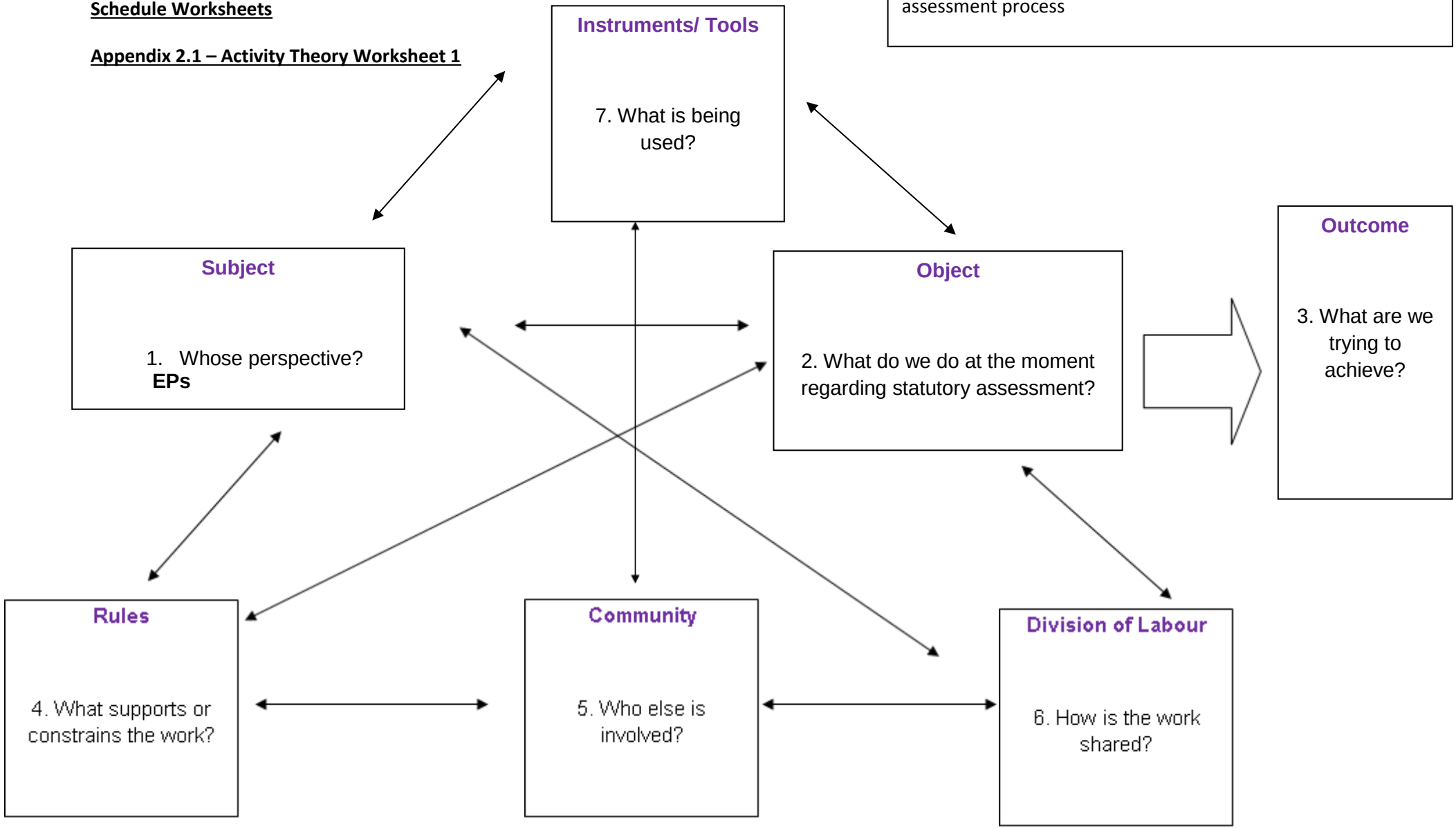
Appendix 2 – Activity Theory Questioning

Schedule Worksheets

Appendix 2.1 – Activity Theory Worksheet 1

ACTIVITY THEORY ANALYSIS OF:

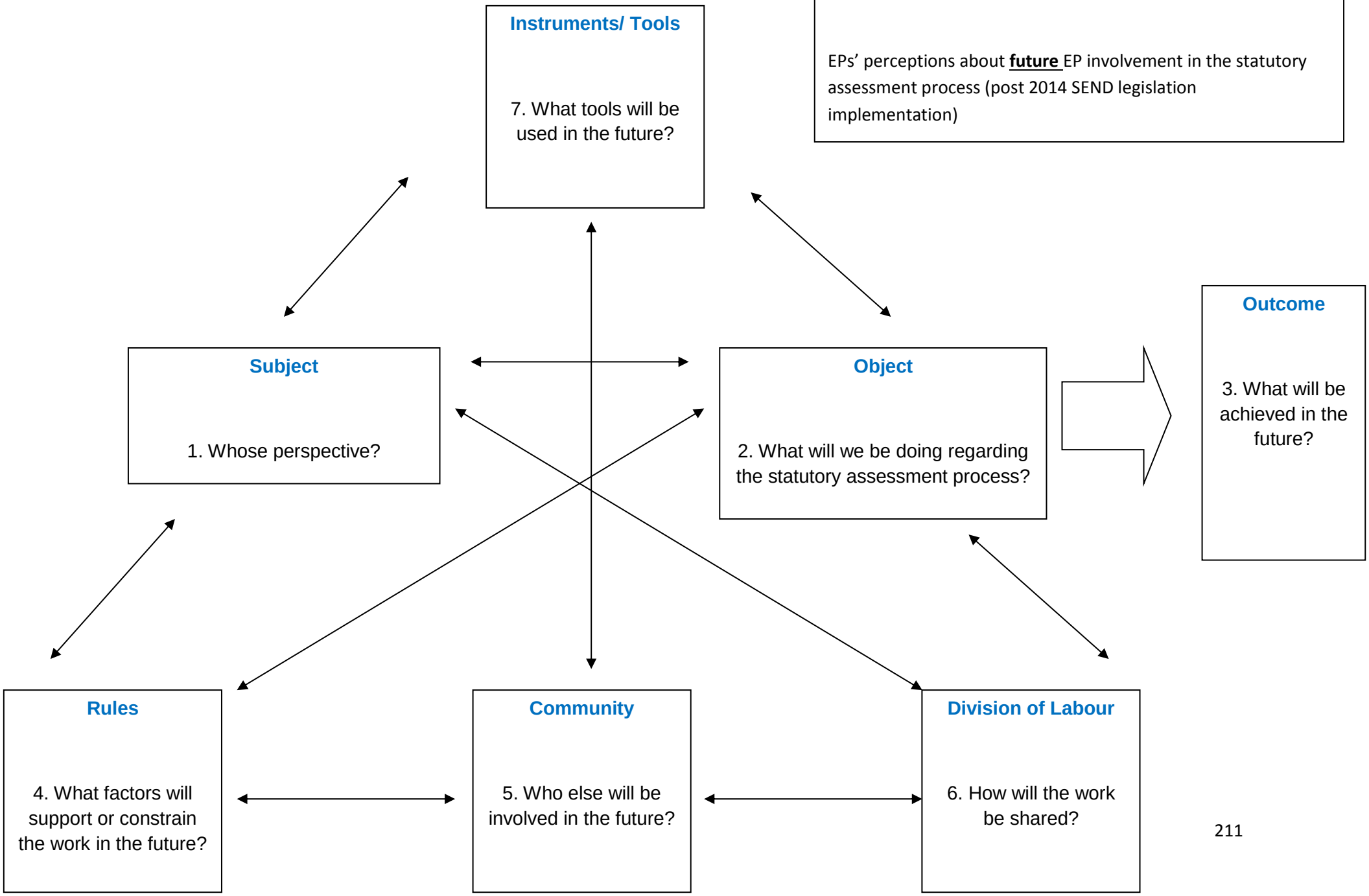
EPs' perceptions about **current** EP involvement in the statutory assessment process



Appendix 2.2 – Activity Theory Worksheet 2

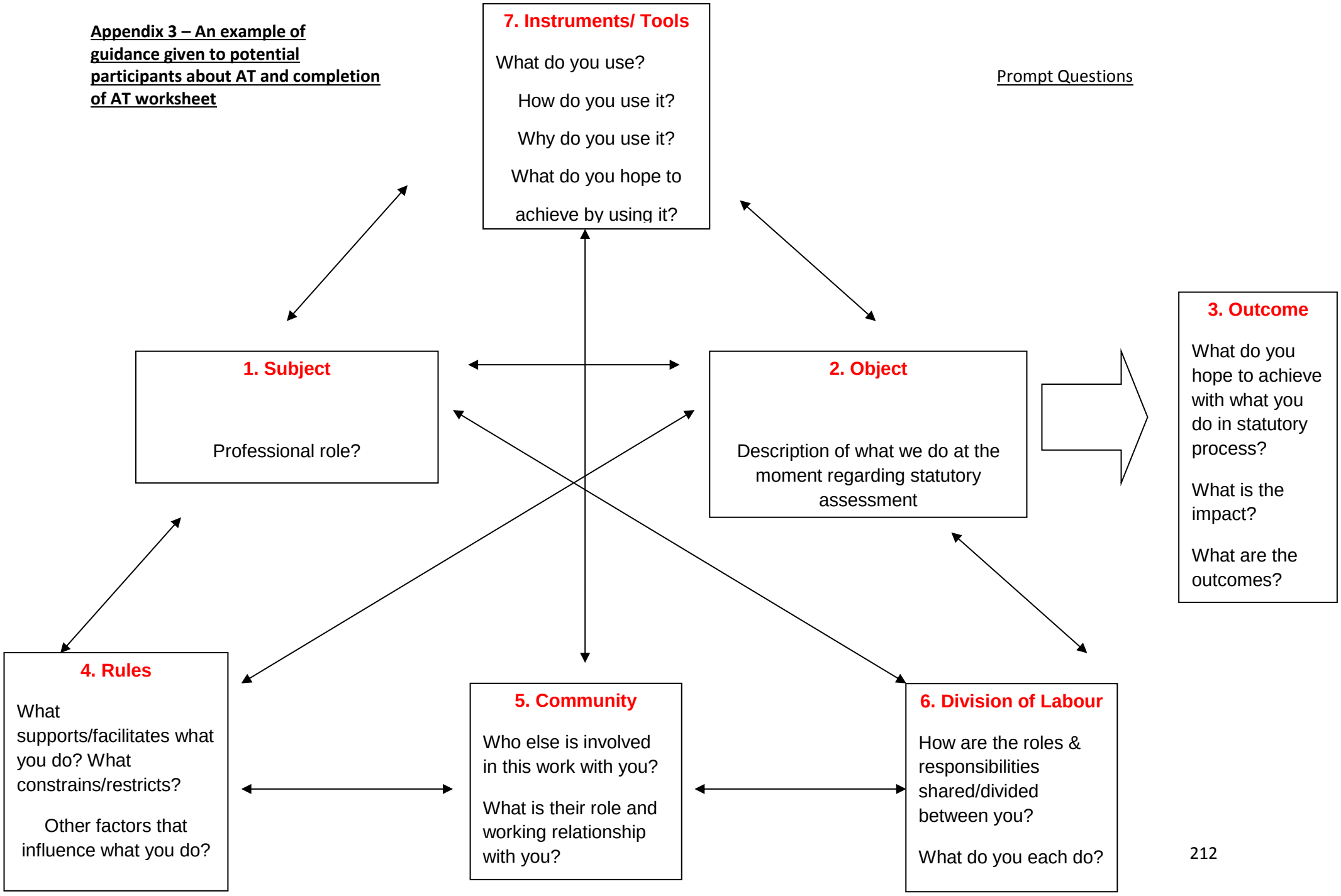
ACTIVITY THEORY ANALYSIS OF:

EPs' perceptions about **future** EP involvement in the statutory assessment process (post 2014 SEND legislation implementation)



Appendix 3 – An example of guidance given to potential participants about AT and completion of AT worksheet

Prompt Questions



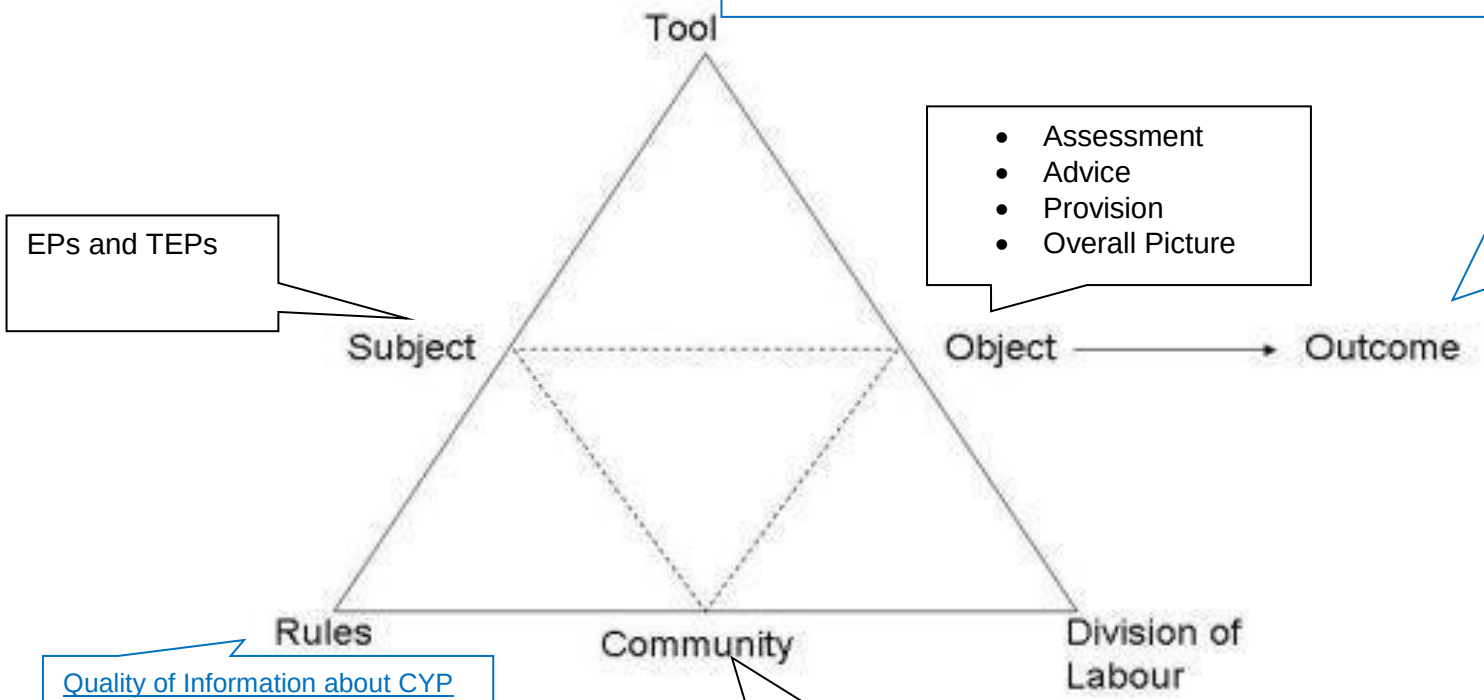
Appendix 4 – Thematic Analysis – Activity theory diagrams showing summary of research findings

Appendix 4.1 – Thematic Analysis Regarding themes in relation to RQ1: What do EPs perceive to be their role in statutory processes in the present i.e. prior to the CFA (2014)?

Direct assessment with CYPs
- Standardised assessments
- Observation

Indirect assessment
- Information gathering from other agencies
- School assessments
- Consultations (with family and setting)

Preference/Variability
- Knowledge and skills of EP e.g. from training
- Varying depending on position of EP – preferred assessments
- EP professional judgement



- Assessment
- Advice
- Provision
- Overall Picture

EPs and TEPs

Psychological Advice
- Statement of SEN
- Provision
- Triangulation of data
- Psychological perspective of CYPs' needs
- Advice for Local Authority

Intervention
- Supporting CYPs in school
- Target setting/strategies/approaches

Supporting parental choice
- Parents feeling involved in process
- Building relationships

Positive outcomes for CYPs

Understanding of CYPs' needs

Quality of Information about CYP

Time

Repertoire of EP

Co-operation/Collaboration

Accessibility

School ethos/ approach to SEND

- Social Care
- Local Authority
- School
- Family
- Health
- Early Support Services

Roles
- EP –psychological perspective
- Gathering information and collating
- Liaison with other agencies

Referrals
- Other services – referral to EPs
- Request for psychological advice via Local Authority

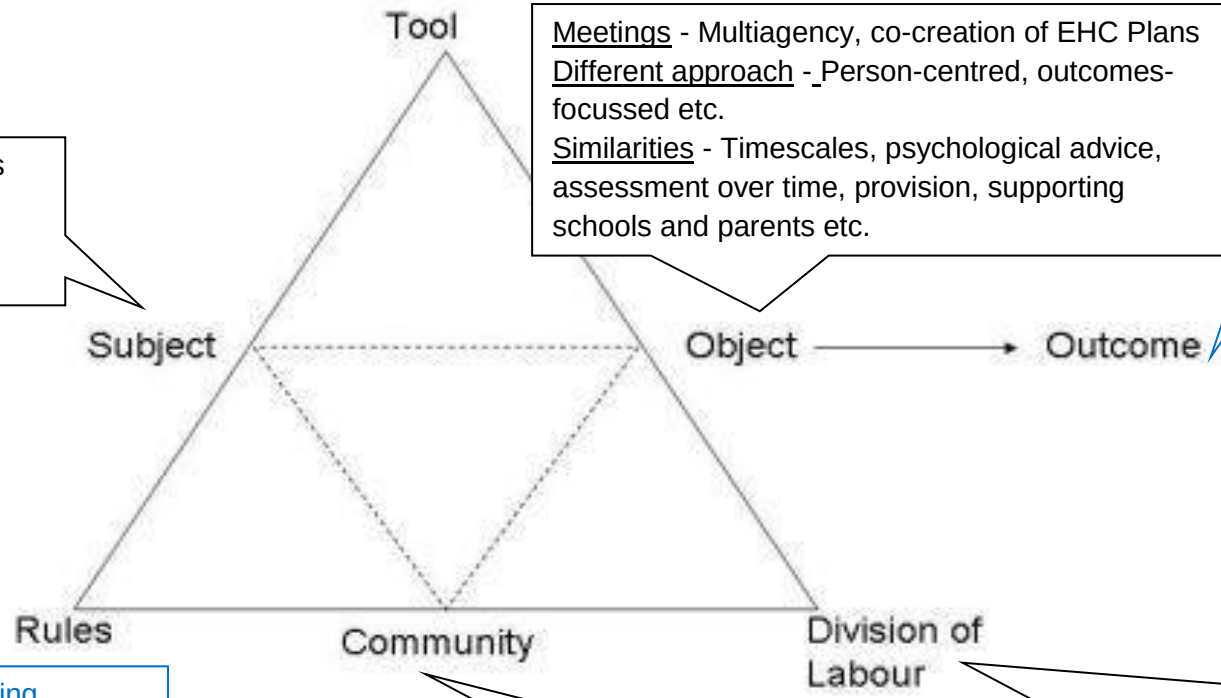
Local Authority
- Writes Statements of SEN

Appendix 4.2 – Thematic Analysis Regarding summary of themes in relation to RQ2: What do EPs anticipate will be their role in statutory processes in the future i.e. following the implementation of the CFA (2014)?

Direct assessment with CYPs
- Standardised assessments
- Dynamic assessment
- Observation
- Solution-focussed approaches.

Indirect assessment
- Reports from other professionals
- Consultations

Person-centred tools
- Eliciting CYPs' views
- Goals and aspirations



EPs and TEPs

Meetings - Multiagency, co-creation of EHC Plans
Different approach - Person-centred, outcomes-focussed etc.
Similarities - Timescales, psychological advice, assessment over time, provision, supporting schools and parents etc.

Understanding of CYPs
- Strengths and needs
- Closer link between Education, Health and Care.

Provision

Positive outcomes for CYPs
- Measurable outcomes
- Aspirations

CYP and family at the centre

EP role
- Multiagency collaboration + meetings
- Assessment over time
- Psychological advice
- Anyone can request EHC assessment – not only EP
- Keyworker?

Other roles
- School staff having ownership of the process
- Keyworker
- Equal involvement of all professionals
- Family – more involvement in process
- Local Authority – send request for psychological advice to EPs

Collaborative Working
- Role boundaries

Time
- EP time and workload
- Statutory timescales
- Meetings

Prior knowledge
- CYPs
- New processes

EP knowledge and skills

- Social Care
- Local Authority
- Educational Setting
- Family
- Health
- Early Support Services