An exploration of the effectiveness of Educational Psychology consultation in supporting the development of emotional regulation skills in young people who have been adopted: a series of single subject case studies.

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Abstract

Children who are adopted can experience significant developmental delays which are noticeable for years after their adoption. A particularly prominent area of delay is in the arena of emotional and social development, most notably emotional regulation (ER).

The central focus of this thesis asks to what extent the increasingly advocated, theoretical and practice framework of consultation can effectively support the development of those young people's emotional regulation skills following early trauma impact. The aim is not to draw general conclusions about adopted young people, but to provide a source of rich descriptions about this specific group of young people, their parents and school staffs' experiences of consultative Educational Psychology (EP) involvement and identify implications for EP practice, particularly in relation to ER change. This is following Government agendas (e.g. Every Child Matters), as well as the Educational Psychology (EP) profession itself, discourses regarding the perceived value and effectiveness of EPs, and the scope of their work.

In order to explore this issue a concurrent mixed methods, qualitative-led, multiple case study design was adopted. Four young people (aged between 10 and 14 years old) were the focus of individual single case studies.

Young people, their parents and school staff completed a number of specific questionnaires pre- and post- consultative Educational Psychology intervention (relating to executive functioning and emotional regulation), as well as weekly Likert scales in order to build a detailed picture over time. Parents and teachers were subsequently interviewed to elicit their experiences and perceptions of the overall consultation process and specific consultation meeting. Data was gathered on their reflections of whether changes had taken place, and if so, their reasoning as to what contributed to making that difference.

Findings show that the parents and teachers in these case studies value consultation and the potential it can have on making an indirect difference to the young person at the centre of the work. EP involvement delivered within a consultative framework was found to have a positive impact on the emotional regulation skill development of the young people in the study.

Factors that helped and hindered the consultation approach were identified along with outcomes that were a result of consultation meetings (e.g. attitude changes and gaining additional knowledge and understanding), undertaken within the overarching framework of consultation i.e. ongoing problem-solving in a triadic relationship between EP, consultee (school staff and parent) and the focus of change (emotional regulation skill development). Additionally specific helpful interventions were identified, such as; mentoring and supported reflective thinking. This study provides preliminary evidence for the feasibility and effectiveness of EP consultations in supporting the development of emotional regulation skills in children who have been adopted.

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List of Acronyms and Abbreviations

ADHD   Attention Deficit Hyperactivity Disorder

CAMHS   Child and Adolescent Mental Health Service

CBT   Cognitive Behavioural Therapy

DfEE   Department for Education and Employment

DfE   Department for Education

EF   Executive Functioning

EP   Educational Psychologist

EPS   Educational Psychology Service

ER   Emotional Regulation

ERQ-CA   Emotion Regulation Questionnaire for Children and Adolescents

EESC   Emotion Expression Scale for Children

HOY   Head Of Year

LA   Local Authority

SCHI   Schoolchildren's Happiness Inventory

SEAL   Social and Emotional Aspects of Learning

SEN   Special Educational Needs

SENCo   Special Educational Needs Co-ordinator

TAP   The Attachment Project panel conducted by the assessment and intervention team

YP   Young Person

Chapter One – Introduction

1.0 Overview of chapter

This chapter seeks to explain the context of the research and give an account of the nature of the study. It briefly considers research undertaken on the impact of early trauma and its links with Emotional Regulation (ER) and Executive Functioning (EF), with the aim of addressing the focus and significance of the study. The chapter also seeks to orientate the reader to the terminology used throughout the thesis and the psychological frameworks that underpin the researcher's position. More specifically this chapter provides a framework in which to elaborate on the study's aims and guiding research questions.

1.1 Study context

1.1.1 EP Profession

There are not many professions that have gone through such key alterations in their essential practices, frameworks and fundamental ideas as that of Educational Psychology. Since the origins of the profession and the contributions of Sir Cyril Burt (Stringer et al., 2013), Educational Psychologists (EPs) have actively redefined their role and working practices following dissatisfaction and discontent with traditional practice and positioning of Educational Psychology. The profession continues to see itself as being in a state of transition; discussions seeking to clarify and define the extent of the role of the EP (Boyle and Lauchlan, 2009; Evans et al., 2012; and Farrell et al., 2006), especially in light of changes to the national context and how Local Authorities (LAs) commission Educational Psychology Services (EPS).

A core issue often discussed in the debates about the profession and the role of the EP is that of the extent to which psychology is applied to practice. The recent introduction of the 3-year doctoral programme of professional training and a renewed focus on theoretical models and

practice frameworks, have been attempts to address the issue and ensure that theory permeates into practice. Researchers have been reflecting upon theoretical and practice frameworks in order to explore how psychological theories can be applied in practice in a systematic and consistent way. A framework that has been adopted by many EPSs in order to ensure theory and practice are closely entwined is that of consultation.

Many services have embraced consultation as a model of service delivery (Wagner, 2000) as a means to link theory and practice in a coherent way and move away from traditional models of working. Consultation has become even more popular following the paradigmatic shift to more systemic approaches (as opposed to individual work), as it is seen "to achieve change, not only within the consultee, but also within the system or organisation as a whole" (Larney, 2003, p.9). Consultation is viewed as an indirect model of delivering services, whereby two professionals (e.g. an EP and consultee) work together to ensure the most effective functioning of a specific individual/group in a setting (Erchul and Sheridan, 2008).

1.1.2 Governmental Reforms

The move towards the use of consultation in EP practice has been aided by the legislative and policy context. The principles, practice and positive experiences of consultation are in tune with the past Every Child Matters agenda (DfES, 2004) and its focus on multi-agency partnerships, and the recent climate of austerity and focus on value for money.

In the current landscape of recession and the general tightening of budgets, there have been considerable changes in the ways, and the level at which, LAs are funded and the control they have of public spending (DCLG, 2013). Alongside this is the revolutionary transfiguration to the education system which has seen the expansion of academies and 'free' schools and schools required to manage the alterations of funding formulas and streams (DfE, 2012b, DfE, 2012c). These combined changes have begun to affect how many LAs commission work from EPS,

prompting many services to move towards traded or semi-traded models and review the scope of the work that they offer. It is likely that these reflections on EP services, service delivery and working practices will necessitate another national review of the role of EPs. During the last 13 years there were three national reviews undertaken to explore the scope, value and evolution of educational psychology (DfEE, 2000; Farrell et al., 2006; and Scottish Executive, 2002) and given the proposed transformation to the Special Educational Needs (SEN) system it is likely that another review to clarify the role, aim and functions of EPs will be required.

Proposals to reform provision for children and young people with SEN have been documented in the 'Support and Aspiration' Green Paper (DfE, 2011) and the resultant 'Next Steps' (DfE, 2012a). Many sources have described these as the biggest reforms to SEN provision in 30 years. The potential contribution of EPs is recognised and training funding arrangements secured, but only until 2015. The reforms will result in some changes to the role and remit of EPs in the single assessment and review processes. The EP role in the single assessment process is currently being developed through pathfinder work, and will "reflect any new role for educational psychologists in changes to legislation on assessments and in the guidance in the Special Educational Needs Code of Practice" (DfE, 2012a, p.79). A key change will be the extension of the school age, and in the responsibilities of LAs to maintain Education, Health and Care plans for young people up to 25 years old, thus extending the remit of EP work beyond the current 18 years (but which, in practice, generally means under 16 years).

1.1.3 Post Adoption Support

Local Authorities have statutory responsibility for the care of families where children have been adopted (DfE, 2012d; and DfE, 2013a). For the first 3 years, the responsibility is with the placing LA, after which it transfers to the LA where they live. Throughout this time families have a right to request an assessment of need. If there are no safeguarding concerns that warrant

the involvement of a Child In Need team, the responsibility for the assessment falls to locally organised post adoption assessment and intervention services. The key aim and focus of these services is to prevent adoption breakdowns, as well as improve outcomes and lives of those families involved. Adoption breakdown can have a significantly detrimental impact as it is yet another experience of loss and abandonment for children who have already suffered these negative incidents and their effects (Munro et al., 2013).

In the researcher's LA, recent financial constraints and restructures during the last few years have led to an amalgamation of some social care team roles and reductions in certain areas of therapeutic support, particularly in relation to the post adoption support service. The post adoption support service (known as the Assessment and Intervention team) consists of a range of professionals from various disciplines: specialist social workers, family support workers, Child and Adolescent Mental Health (CAMHS) workers, psychiatrists, clinical psychologists and art/play therapists. Two EPs are also seconded to the team for a day a week in order to provide training and undertake individual casework. This area of specialist EP work is increasing and holds the fundamental aim of promoting child development through the application of psychology (MacKay and Greig, 2011).

A key area of EP work in the Assessment and Intervention team is helping families and school staff to support the development of the ER skills of adopted children, whose backgrounds generally mean they have a propensity to have an attachment system (described in Chapter 2) that is easily and readily activated. Perry et al.'s (1995) work highlights the tendency for children who have consistently had to endure overwhelming experiences to emotionally react much more quickly, often to much lower 'triggers', to experiences they see as threatening. When such children experience stressful, frightening or anxiety-provoking situations, exploration is curtailed and attachment behaviours (such as proximity seeking) increase. The exposure of

such children to maltreatment or adverse family environments is likely to have compromised their abilities to regulate – and particularly to cope with – their emotions, and increases the risk of them suffering depression and anxiety as adolescents (Schulz et al., 2005). Emotional dysregulation is also regarded as a core aspect of most forms of psychopathology (Cole and Deater-Deckard, 2009). Combined these factors highlight the need for effective interventions in this area.

1.2 Impact of Early Trauma

Of the 3,450 children placed for adoption in the UK between March 2011 and March 2012, 72% came from abusive or neglectful backgrounds, compared to 62% who were being looked after (DfE, 2013). Research (Calkins and Fox, 2002) suggests that early neglect can result in a number of negative maladaptive behaviours and outcomes for a proportion of children. There are many outcome and performance measures for children who are looked after, but less for adopted children, as once adopted it is up to the parents whether others are made aware of the young person's progress. Reviewing SEN data for the 29,020 school age children looked after in the UK year ending March 2012; 71.5% had an identified SEN, made up of 29% with a statement – 44% of which were for behaviour, emotional and social difficulties (DfE, 2013). Adoption is generally preferable to remaining in care – research shows that adopted children generally show fewer behaviour problems in childhood and adolescence than non-adopted children from broadly comparable birth circumstances (Bohman and Sigvardsson 1990; Fergusson et al., 1995; and Maughan and Pickles 1990). Achievement data for children looked after continues to be an area of concern, with only 4,850 Year 11 children sitting GCSEs out of the 5,550 eligible. Of those that sat their GCSEs only 15% got 5 GCSEs at grade A*-C, including English and Mathematics compared to the national average of 59% (DfE, 2013).

The longer term impact of trauma on many young people can be significant, Famularo et al. (1996) explored the proportion of children who met the criteria for post traumatic stress disorder following severe maltreatment. In their study, 40% met the criteria following removal from an abusive situation, with 33% still meeting the criteria 2 years later. The impact of such trauma can result in a number of mental health needs; such dissociation, disorganization, depression, aggression, and anxiety which may not present themselves until the child reaches adolescence or even adulthood (Lubit et al., 2003).

In 2003 Alan Rushton published a comprehensive scoping and scanning review of the research on the experiences and effects of adoption for children from public care. His review highlighted significant areas of need and made a number of recommendations to LAs; concluding that "adoption support services are crucial for reducing children's problems, responding to adoptive parents' stress and unmatched expectations. They, therefore, deserve to be rigorously evaluated" (Rushton, 2003, p102). One particular theme identified in the review was the need for more comprehensive information on how to support adoptive families facing the considerable challenge of parenting adopted children with severe and continuing difficulties. Beverly, McGuinness and Blanton's study (2008) detailed the continuing difficulties that are experienced by adopted children and their families. They report that the most frequent needs identified were related to communication disorders (detailed as 62% of their population), while the frequency of attention deficit hyperactivity disorder (ADHD) was also high at 42%. The incidence of other risk factors in this group highlighted, consistent with other researchers, include intrauterine alcohol exposure, caregiver issues (such as abuse/neglect) (Gunnar et al., 2002), and low birth weight that has been reported to be two times more likely to be associated with learning difficulties (Beverly et al., 2008).

There are reported higher incidences of severe and continuing difficulties for children adopted internationally, especially those who were initially raised in contexts of poorer levels of institutional care. Reports of institutionalized children have noted a general increase in difficulties in behaviour (Ames, 1997; Juffer and van IJzendoorn, 2005), cognition and academic success, and in attention and activity levels (Dalen, 2001; Glennen, 2002; Gunnar et al., 2002; Kreppner et al., 2001; McGuinness et al., 2000, Morison and Ellwood, 2000; and Roberts et al., 2005). Adopted children showing greater behavioural problems than children from intact families (Collishaw et al., 1998; and Juffer and van IJzendoorn, 2005) has been part of the prompt for a wealth of neurological studies highlighting negative consequences for young people adopted from institutional care. These studies have focused specifically on brain structures/connectivity and levels of hormones, such as cortisol (Palacios and Brodzinsky, 2010).

1.2.1 Emotional Regulation

Emotional regulation refers to a set of processes by which people regulate their emotions (and their expression), on a "continuum from conscious, effortful and controlled regulation to unconscious, effortless and automatic" (Gross and Thompson, 2009, p.8). At a simple level of regulating emotions the intention may be to dampen, intensify or simply maintain them, depending on the individual's goals. Being able to regulate one's emotions effectively is a complex task involving intrinsic and extrinsic processes designed to initiate and manage behavioural and emotional reactions to emotionally charged situations in order to meet goals and manage arousal (Thompson, 1994). The effective development of ER skills has been seen as an indicator/predictor of current/subsequent ability to adjust successfully to the norms of social behaviour (Denham, 1998; Kopp, 1982; Saarni, 1999; and Shoda et al., 1990). Gross and Thompson's (2009) 5 point process model of emotional regulation distinguishes points in the generation of emotions at which they can be regulated:

1. 'Situation selection' involves an individual taking actions that make it more (or less) likely that they will end up in a situation which can be expected to engender desirable (or undesirable) emotions. Thus situation selection requires them to be able to understand and predict their expected emotional response to situations they may meet, so that they may act to avoid such situations arising.

2. 'Situation modification' recognises that not all situations can be so selected or deselected (that is, engineered or avoided) – some have to be endured. In such situations efforts can be made to directly modify them so as to alter their emotional impact.

3. 'Attentional deployment' refers to how individuals can direct their attention within a given situation (without actually modifying it) in order to influence their emotional reaction. For example, by distracting themselves or others from aspects of that situation they might find distressing.

4. 'Cognitive change' refers to changing how subjects appraise situations they find themselves in so as to alter their emotional significance, perhaps by reappraising how they think about such situations, or by making efforts to bolster their feelings of having the capacity to manage their emotional demands.

5. 'Response modulation' – the final potential emotional regulatory process, used once emotions have been generated, refers to attempts to employ methods that could influence the physiological, experiential or behavioural responses triggered by such situations: options might include relaxation techniques or using drug therapies to assuage physiological responses or suppress expressive behaviours.

(Gross and Thompson, 2009, p.11-16)

The above model can be seen as describing an ongoing dynamic process, in which strategies can be utilised in parallel, and where subjects who use one/some successfully may also move on to deploy others. Specific ER strategies can be differentiated as antecedent-focused or response-

focused (i.e. as those employed before an emotion is fully generated, and those employed once it is being experienced (Gullone et al., 2010)). Tamir and Mauss (2011) highlight the multifaceted aspects of ER, arguing that any attempts to regulate emotions at any stage are influenced by three key factors: strategies and competencies, beliefs about controllability, and values and goals. They describe how ER strategies are influenced firstly by beliefs about the controllability of emotions; that emotional values and emotion regulatory goals impact on the content of ER; and that strategies and competencies relate to the processes undertaken in ER. A link seen with Bandura's work on self-efficacy, defined as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1995, p.2) as the level of perceived controllability will influence the sustaining and initial effort required to regulate one's self.

Dennis (2006) cites emotional self-regulation as one of the most crucial core capacities that can transform children's behaviour and emotional development in their early years. Attachment theory (discussed in Chapter Two) has been credited as one of the most influential conceptual framework for understanding ER as an infant's ability to regulate their emotions develops from their repeated interactions with their attachment figures as their fears and needs are met (Cassidy, 1994, and Shaver and Mikulincer, 2009). As their attention is increasingly directed outwards, their caregiver can help them to regulate their emotional arousal level by responding sensitively to the infant's signals (Sroufe, 1997). These interactions teach secure children to expect that their arousal levels can be contained and supported, allowing them to move from caregiver-guided self-regulation (as toddlers) to greater self-regulation during their pre-school years (Malatesta-Magai, 1991). However, insecurely attached children have "neither learned effective skills for containing their arousal or for obtaining effective assistance from others to modulate their arousal" with some also not having the expectation that others will assist in modulating their arousal levels (Egeland and Bosquet, 2002, p.104). Therefore fostered and adopted

children/young people require carers to help them emotionally regulate and their carers need to be able to recognise, understand and manage a wide range of feelings in themselves and others. Alongside this carers need to support the resolution of any loss/trauma and help the young people think and reflect on their own thoughts, feelings and behaviours (Walker, 2008).

1.2.2 Young People's Shift in Reasoning

As young people progress through childhood their capacity to regulate their emotions changes along with their understanding of ER processes and purposes (Pons et al., 2003). White (1991) describes a shift that occurs when children enter the age of reason; between 5 to 7 years old, and links this to other major changes that can be observed, such as the transition from private speech to internal speech (based on Vygotsky's work; 1987; and 1997). Language and verbal ability show strong associations with emotional understanding (Bosacki and Moore, 2004), with young people becoming more adept at emotional self-regulation as they realise that inner speech is faster and less exhausting than speaking aloud in full sentences, and also fulfils other useful purposes (Holodynski, 2004). Language is not only a communication tool, but is also a way of shaping thoughts (Boroditsky, 2011), as a young person's emotional and social development is shaped by the language they use (Pope et al., 2012). The language of 'inner speech', along with the more advanced use of symbols and of cognitive functioning, allows for greater self-reflection and the creation of "an internal level of imagination that enables children to regulate their actions in a more reflective and context-independent way" (Holodynski, 2004, p.26), reducing the reliance on pretend play to create and act out 'as-if' interactions/images (Doyle et al., 1985). Gender differences in development have also been reported, with females scoring higher than males on tests of emotional awareness, even when language and verbal ability have been controlled for (Feldman Barrett et al., 2000).

A growing body of research on ER has focused on adult or pre-school/early school years populations and has shown "a surprising lack of integration across developmental and adult literatures on emotion regulation" (Gross and Thompson, 2009, p.7). There is significant and growing national awareness of the importance of children's emotional development, demonstrated by the increased funding of school-based interventions such as the Social and Emotional Aspects of Learning programme (SEAL) and the Promoting Alternative Thinking Strategies (PATHS). These interventions are aimed at helping children to increase their emotional awareness and their use of emotional skills to increase their social functioning ability (Pope et al., 2012). With such interventions spanning the primary and secondary age groups, the need for research on adolescents is clear, although it has been "hampered by the lack of appropriate psychometric assessment instruments, particularly well-validated scales specifically designed to measure normal adolescent emotional behaviour in a self-report format" (Clarbour and Roger, 2004, p.498). Recent research by Caprara et al. (2010) using self-report questionnaires to measure the emotional and interpersonal self-efficacy of adolescents with early histories of problems in regulating emotion and behaviour showed lower self-efficacy beliefs in regulating negative emotions, resisting transgressive peer pressure and managing relations with parents effectively. They also reported higher frequencies of delinquent behaviour, indicating the ongoing and far reaching impact of (or indeed lack of) ER skills development in earlier years. Work by Holodynski (2004) exploring the shifting ER skills employed in the 6 to 8 year old age range contributed to Gullone et al.'s (2010) rationale in developing the Emotional Regulation Questionnaire for Children and Adolescents, which focused on the 9 to 15 year old age range.

This research thesis is focused on the 9 to 15 year old age group as there is a need for increased research on this age group in terms of ER development skills. The particular interventions used to support ER development for a young person include mentor support to help cognitive

reappraisal of situations and reflection on longer term goals, and also helping adults to modify situations themselves.

1.2.3 Executive Functioning

Executive Functioning (EF) is an umbrella term for cognitive processes that regulate, control and manage other more specific cognitive processes (Elliott, 2003). They are an integration of biological and behavioural processes that include emotion, attention direction, cognitive skills and targeted action (Bell and Deater-Deckard, 2007; and Thompson et al., 2008). EF is seen as involving a number of processes, which include working memory, inhibitory control, and cognitive flexibility (Miyake et al., 2000). These are related but distinct, and "together allow conscious, goal-directed thought and behaviour; that is, they allow the deliberate use of one's knowledge in the service of one's goals" (Prencipe et al., 2011, p.622). A wealth of neurological studies have explored a range of processes under the umbrella EF term, with some variety in the specific processes according to the model followed. These include Stuss and Benson's (1986) classic work on the set of related capacities for intentional problem solving, Lezak's (1995) conceptual model which proposes 4 broad domains, Miyake et al's (2000) model which proposes 3 aspects of executive functions, Miller and Cohen's (2001) integrative theory of the function of the prefrontal cortex, and Banich's (2009) integration of theories in the 'cascade of control' model. These studies are interwoven with theories/models on specific functions such as Baddeley's (1986) on working memory. A recent model by Zelazo and Cunningham (2009) makes a link between EF and ER, distinguishing between 'hot' and 'cold' aspects of EF – 'hot' being those active EF components that are motivationally and emotionally significant (e.g. impulsivity and inhibition), while 'cold' executive functions are more cognitive in nature (e.g. working memory) (Zelazo and Müller, 2002).

The noted models typically use laboratory tests to assess EF, but parent and teacher ratings of young people's EF in natural settings, such as The Behavior Rating Inventory of Executive Function (BRIEF) used in this research, have recently gained increased ecological validity (Merz and McCall, 2011). The BRIEF is based on 2 domains that do not divide so smoothly into 'hot' and 'cold' components, but incorporate 8 key EF processes, including ER functions. The 2 domains are: the Behavioural Regulation Index – covering the processes of inhibition, of shifting to cope with changes and of emotional control – and the Metacognition Index covers initiation, working memory, the planning/organising approach to tasks, organisation of materials and monitoring (including work checking habits and emotional effect on others). The list is a set of positive executive functioning skills with research showing adolescent males' EF skills (conceived as conceptual flexibility, working memory/monitoring and inhibition) are significantly correlated with various achievement scores (Latzman et al., 2010).

Research has shown that the impact of early trauma can influence EF skill development; children placed into adoption or foster care who have experienced early trauma have been seen to suffer a range of EF difficulties (Lansdown, Burnell and Allen, 2007). Early trauma effects have also been shown in neuropsychological tests at the neurological level (Beers and De Bellis, 2002); specifically impacting on the prefrontal cortex (which has one of the most protracted developmental periods) and an area that is key to EF development (Wilson et al., 2011). The impact of maltreatment on EF difficulties has been shown as being long reaching, and to extend into adulthood (Nikulina and Widom, 2013). Specific disorders (such as foetal alcohol spectrum disorder) have been shown to impact many EF components; specific studies have pointed to and tested cognitive flexibility, inhibition, verbal fluency, abstract thinking, deductive reasoning, hypothesis testing, problem solving, and concept formation (Rasmussen, 2005; Rasmussen and Bisanz, 2009). US research into internationally adopted children from Russian institutions (who had only rudimental care and lacked consistent caregivers), showed disruptions in their EF (as

measured by the BRIEF) with children adopted at an older age showing greater EF deficits than young-adopted children and those who had never been institutionalised (Merz and McCall, 2011).

1.3 Significance of the study

During the past five years there has been a growing momentum and desire to focus on the effectiveness of interventions (e.g. 'evidence-based practice', Fox, 2011) and improving life chances for all children and young people, particularly the most vulnerable (Allen, 2011; and Field, 2010). These ambitions have taken place within the context of significant educational reform and financial austerity. It is therefore timely to evaluate one of the most popular methods used by EPs, namely consultation, for working with adopted children (a vulnerable population) and explore the impact that this work has on their ER (important area of development as emotions so profoundly affect actions).

In the researcher's LA a multi-professional post adoption Assessment and Intervention team has been developed to support adoptive parents and special guardianship orders or long term foster carers. The aim of this work is to help parents recognise and meet their children's needs and ensure the stability of such placements, thus reducing the number of children re-entering the care system. This is a growth area of work for EPs, in which they can operate at three levels: (i) individual/family; (ii) school; and (iii) strategic policy and practice levels, and utilise one or more of the five core EP functions; consultation, assessment, intervention, training and research as identified by MacKay and Greig, 2011.

It is reported that roughly half of the children adopted in the UK come from care and are likely to have experienced early trauma, abuse or neglect. National figures indicate that only 2-5% of children are adopted before the age of 12 months, the age at which a number of studies have

shown adoption (as an intervention) delivers the best results, particularly in terms of greater attachment security (Midgen, 2011; Van den Dries et al., 2009; and Van Ijzendoorn and Juffer, 2007). Research demonstrates that adopted children can be subject to severe, persistent and continuing difficulties (Selwyn et al., 2006) highlighting the need of adopted children/young people to have access to effective interventions.

Developing the ability to manage one's emotions in a variety of circumstances and in a flexible and adaptable manner is considered one of the central developmental tasks of childhood (Cole et al., 1994). ER is a particular challenge for adopted children, and has wide implications for families' ability to stay together and the permanency of adopted children's placements, both in the home and at school. Therefore the identification of effective intervention approaches to support this diverse group of children would be of benefit both to those individuals and to the broader school community.

Evaluation of services, their delivery and interventions is particularly relevant to the specialist work of post adoption teams, as an exploration of parents' perception of other support services showed they felt such services had little understanding of the needs of adopted children and did not provide the multi-disciplinary assessments and interventions needed (Selwyn et al., 2006). There have been very few studies (e.g. Osborne et al., 2009; and Osborne and Alfano; 2011) that have explored the work EPs carry out in multi-disciplinary teams working with foster/adoptive families, indeed Midgen (2011, p.27) states that "almost nothing has been written by educational psychologists about the range of generic and specialist work that is taking place with this population or its impact."

1.4 The researcher – perspectives and theoretical positioning

Researchers have long discussed the importance of the role of the researcher in qualitative research and that reflecting upon the researcher's own belief and values, preconceptions, and driving curiosity is important to enhancing the credibility of findings and legitimacy of new insights and meanings (Caelli et al., 2003; Robson, 2002; and Sword, 1999). Qualitative research requires interpersonal interaction and therefore is not free from the biases, assumptions and personality of the researcher (Hutchinson 1988). It is therefore imperative that the researcher discloses how they are inherently enmeshed in the research in order to provide a transparent context within which the reader can fully comprehend the researcher's interpretation and analysis of the data. Sword (1999) argues that:

> "locating oneself in the research endeavour is essential for establishing a context within which others can appreciate the evolving search for new understanding and the creation of a final research product." (p.270)

Caelli et al. (2003) refer to this process as 'theoretical positioning of the researcher' and state that researchers need to be aware, and explicit, of their motives and presuppositions in order for 'bracketing' to take place. Bracketing refers to the process by which the researcher is aware of one's values and preconceptions, identifies areas of potential bias and puts them aside in an effort to see a situation from a new perspective (Caelli et al., 2003; Hutchinson, 1988; and Robson, 2002). Berger and Kellner (1981) argue that bracketing is essential in research as:

> "if such bracketing is not done, the scientific enterprise collapses, and what the sociologist then believes to perceive is nothing but a mirror image of his own hopes and fears, wishes, resentments or other psychic needs; what he will then not perceive is anything that can reasonably be called social reality." (p.52)

However there is some debate as to whether researchers can and should bracket their personal values and beliefs with a substantial area of literature accumulating around the notion of

reflexivity (Ahern, 1999; Crotty, 1998; Denzin and Lincoln, 2005; and Lincoln and Guba, 1985) and utilisation of the researcher's own affective and subjective experience as valuable information (Hollway and Jefferson, 2013). I anticipate attending to all available sources of information and consider the utilisation of my subjective experience as being a potential area for discovery as well as an area to be mindful of and questioned/challenged so as to not allow my experience to cloud my scientific objectivity.

With this in mind, it is worth noting that the researcher is a practising educational psychologist. I therefore hold the position of what Fox, Martin and Green (2007) define as a practitioner researcher. My current role and identity as an EP has influenced my interest in this area of study. I currently work, a day a week, as part of a multi-professional post adoption support team. The rest of my professional time is spent working in a generic EP role, operating a service delivery model of consultation.

I am interested in, and have been influenced by, emerging neurological evidence that suggests that executive functions can be changed in even those whose early environmental deprivation affected their cerebellum and aspects of cognitive development (Bauer et al., 2009). I also believe that it is possible to affect change in a young person's self-beliefs and feelings of control over their emotions in a relatively short space of time, providing they have adequate support systems (Blackwell and Dweck, 2007; and Littrel et al. 1995).

The framework (e.g. consultation) I use for working in the multi-professional post adoption support team made me curious about the impact that this had on the children/young people at the focus of my work. I was intrigued to find out whether this model of working could have an impact on the ER skill development of adopted children – an area of need often highlighted in the adopted children/young people I had worked with. In order to keep an open mind and

enhance the trustworthiness and credibility of the study I kept a research journal throughout. The journal provided me with the opportunity and means to consider personal issues in undertaking the research, outlining any assumptions, prejudices, thoughts and feelings that I had and may have indicated a lack of neutrality (Robson, 2002).

1.5 Study aims and research questions

The aim of this research study is to explore the effectiveness of EP consultative involvement for adopted young people, specifically focusing upon the area of emotional regulation skill development.

A number of research questions were derived from preliminary reading of related literature and working within the research context. Key questions posed at outset were:

1. What do parents, teachers and young person themselves recognise as the most influential aspects and outcomes of EP involvement?

2. Does EP consultative intervention represent an effective service delivery model for young people who are adopted who are experiencing difficulties with emotional regulation?

The study adopts a concurrent mixed methods, qualitative-led, multiple case study design. The choice of this method was dependent upon its capacity to answer the research questions as endorsed by Ercikan and Roth (2006).

1.6 Originality of research study

The new training route has embraced the model of the researcher-practitioner (Miller and Frederickson, 2006), promoting the engagement of EPs in ongoing research to ensure and increase the extent to which their practices are based upon scientific findings and sound evidence; linking the world of academic psychology and education (Frederickson et al., 2008; Lindsay, 1998; Norwich, 1998; and Stoker and Figg, 1998). There are a few aspects of the current research which are original in their use; firstly, although the notion of a series of single case studies is not unique, it is not often encountered and is seldom approached via a mixed methods concurrent design within professional practice. Secondly, the use of Simulation Modelling Analysis (SMA) techniques to capture and analyse data is relatively new and I believe its use alongside the Behavior Rating Inventory of Executive Function (BRIEF) to standardise and explore changes in ER is unique. Finally, the attempt to explore the effectiveness of EP consultation is something that is surprisingly under addressed in UK research literature (Larney, 2003; and Miller et al., 2008).

Chapter Two – Review of Literature

2.0 Overview of chapter

This chapter reviews a range of academic research literature pertinent to the study. The purpose of this literature review is to describe the context of the research in relation to the relevant fields of literature and to identify the novelty of the work through its contribution to this existing body of knowledge (Lemmer et al., 1999). Schreiber and Stern (2001) believe that reading and reviewing existing literature can increase one's own theoretical sensitivity.

This review begins by briefly discussing the current research on consultation before embarking upon a systematic review of the literature relating to consultation and emotional regulation. The second half of the chapter describes the theoretical and empirical research undertaken in regard to attachment, before presenting a systematic review of research relating to attachment and the work of EPs.

2.1 Consultation

According to one of the most recent reviews of EP practice (DfEE, 2000, p. 5), the main function of educational psychology services (EPS) is to "promote child development and learning through the application of psychology". In recent years it has been increasingly argued that psychology can be best applied in educational contexts via the framework of consultation, which, in this context, is viewed as an indirect model of service delivery, in which those most concerned (e.g. an EP and consultee) work together to try to ensure the most effective functioning of an individual/group in a particular setting (Erchul and Sheridan, 2008). Research evidence on consultation (Conoley and Conoley, 1992; Erchul and Martens, 2002; and Rupard, 2008) suggests that children and young people are best served by those in a position to affect the most change in their environments. So for EPs to work with adults within schools, through

consultation, not only increases the likelihood of effecting change but also offers the potential to indirectly affect more children and young people via universal practice changes. Increasing the capacity of teachers and school staff to support the learning and development of their pupils effectively is viewed as a key function of consultation (Wagner, 2008).

Consultation is used in many different professional fields and in many diverse forms, but is thought to have derived (in human services) from the work of the psychiatrist Gerald Caplan in the 1960s as a model of delivering mental health services. Caplan (1970) described his model as a way of two professionals working together as an alternative to referring a child to another professional. His model involved a situation in which the consultant worked in a coordinating fashion but had no direct involvement with the client (Conoley and Conoley, 1992). Since that time, consultation has progressed significantly, and a number of different conceptualisations have been prominent features of the work in education and business organisations, as well as related clinical and medical fields, such as counselling and social work.

There are a number of different models of consultation that are applied across the various professional fields. Bergan and Kratochwill (1990) and West and Idol (1987) identify and describe ten models, citing the key models as; mental health, behavioural and process consultation. Miller and Frederickson (2006) and Kennedy et al. (2008) argue that many of these models share common features, such as the collaborative process, the overall aim/goal to bring about change and the consultee achieving change beyond an individual client (e.g. wider application of skills/systemic change). EPs translate psychological theory into practical advice and offer/collaboratively identify strategies that adults working with young people on a day to day basis can implement (Randall, 2010).

2.1.1 Consultation in Educational Psychology practice

The move towards consultation in the UK has been evident for over a decade and is illustrative of the paradigmatic shift in EP practice (the move away from individual work to more systemic approaches) and answers Gillham's (1978) call to "reconstruct educational psychology" and extend the application of theory and psychology. In recent years, the interest in consultation has continued to gain ground, with many psychology services developing their consultation practices, and the model becoming a regular topic of discussion in EP journals.

The model of consultation used in EP practice appears to adopt aspects of various models, but draws mainly on interactionist, systemic and social constructionist psychology. Wagner (2000) and Watkins (2000) argue that a hybrid model is required, as none of the consultation models alone can be applied to the EP context, as they lack theoretical frameworks that reflect the complexity of the social systems in which EPs work. Arguably, the most influential consultation model used in UK EP practice is that developed by Patsy Wagner (1995). Adopted by many EPS it is underpinned by three theoretical frameworks; personal construct theory, symbolic interactionism and systems thinking. Wagner's (2000, p. 11) model of consultation has been described as a "voluntary, collaborative, non-supervisory approach, established to aid the functioning of a system and its inter-related systems". There are also a number of essential principles that define the model, which include; the need for it to be preventative, to be collaborative, to involve the 'person most concerned', to recognise the professional expertise of the consultee and for there to be a shared understanding of desired outcomes of the work.

Wagner (2008) describes consultation as an over-arching framework for how EPs explain their role and the values and beliefs that underlie it, but also as a structure for the supportive, collaborative conversations that EPs have with the adults they work with. This slight difference in the conceptualisation of consultation as a theoretical framework and a specific activity has

contributed to the lack of empirical research. Research on the effectiveness of consultation has also been difficult to conduct because consultation is an attempt to benefit a third person (e.g. child/young person) through change in the practice of a second party (e.g. teacher/member of school staff/parent), and it can often not be determined whether any changes that happen are as a direct result of the EPs efforts (Erchul and Martens, 2002). Larney (2003, p.17) argues that not only is empirical evidence lacking, studies that have been undertaken have been conceptually and methodologically flawed; "research studies have not been sufficiently rigorous and broadly focused to allow definitive conclusions to be drawn about the effectiveness of consultation".

2.1.2 Systematic literature review of consultation and emotional regulation

A systematic review of the literature base was conducted in an attempt to locate existing research findings in relation to the use of consultation and ER. In order to achieve a systematic interrogation of the literature of concern a number of key stages were followed (e.g. clarifying definitions, applying inclusion and exclusion criteria and ensuring a transparent approach). Given the scope and focus of this review it was decided that the PsycINFO (American Psychological Association Psychological abstracts) electronic database, PEP Archives, Psychology and Behavioural Sciences Collection and the EBSCO research database would be the most relevant place to source relevant literature. Articles published from 1995 onwards were searched up to and including articles present in the databases at the end of August 2013. The databases were interrogated systematically by applying the use of three key search terms that were selected to relate to; (i) population; (ii) intervention; and (iii) outcome for change. The terms were extended to include comparable terminology and applied in all possible combinations. In many cases the terms were truncated to increase the potential of returning relevant articles (see Appendix L1 for list of search terms).

Criteria were applied to the search returns to identify articles that were specifically relevant to the scope of this review (see Appendix L1 for details of the inclusion and exclusion criteria). Abstracts from all potential articles were scrutinised to seek those that focused upon the population and scope in question - on this basis a number of articles were eliminated from further scrutiny. Those articles with abstracts that did not provide sufficient detail on which to make a clear decision of their inclusion/exclusion status were sourced and read in full. Only the studies that remained following the screening procedure were subject to in-depth review. The articles (three in total) selected for extensive appraisal were reviewed critically and are detailed below.

It is unfortunate that there were no articles from a United Kingdom perspective on consultation and emotional regulation, with all three articles approaching consultation from an American perspective, therefore this area is reviewed in less detail here. It has additionally been necessary due to the limited publications in this field to include articles which are less experimental in nature, for example, the Pianta's article is a chapter of a book and hence methodological approaches have been less scrutinised.

Schutz, Hong, Cross, and Osbon's (2006) article asks scholars to reflect on how they approach the study of emotions and emotional regulation in education so as to explore their thinking about the nature of emotions and emotional regulation. A distinction is made between moods (explained as being of relatively longer duration, with more diffuse effects) and emotions (of relatively shorter duration, but directed towards a particular 'object'), with the view that emotions are events where a person and their environment interact, where a 'transaction' occurs in order to reach a goal. These interactions create different emotions depending on the nature of the transactions within the particular setting whilst recognising the impact of the social-historical context. This language of transactions is interesting as it differs from the more familiar

descriptions of the interactionist nature of young people and their environments as posited by researchers such as Bronfenbrenner (1979). As the article progresses it moves into more grounded explanations of the terminology and approaches to enquiry, citing emotions themselves as the most significant challenge to enquiry; as they tend to be transitory and fast-paced in nature. The perspective therefore presents as heavily influenced from a methodology of investigating variables, rather than being observational in nature, which may be the result of the consultation focus being American, which in the author's sample (and often more generally in America) is more behaviourist in nature. So when "emotions themselves" (p.353) are cited as the biggest challenge to emotion research, the perspective is on testing rather than observation. Interesting findings are reported relating to subjects who are better attuned with their feelings being able to adjust their strategies more quickly in test like situations, and how it can be possible to enter a more 'flow'-like state, where little emotion is experienced or regulation required. Positive future research directions suggested include the exploration of student-teacher relationships, and how they frame the nature of classroom interactions – which Schutz and his colleagues explored 3 years later.

Pianta's (1999) book chapter describes the difficulties teachers experience in trying to teach a group of children who have very different needs, and how the 'solutions' often proposed can destabilise the relational environment of the classroom by inducing numerous transitions and changes. The focus is on classroom-level practices related to the relationship between teachers and pupils, an area in which EPs are described as having little involvement. It is mainly individually focused, which highlights a difference between the USA and UK model where, due to the latter's more consultative holistic perspective of the young person as a part of a system, the EP's initial commissioning of the work may not include a systemic classroom observation, but aspects of this may occur and be discussed during the consultation. It should be recognised, however, that the article is 14 years old, and that USA EP practice is variable between States and

between EPs working for the state or for the school, therefore generalisation of the USA approach is inadvisable. The article highlights the importance of the teacher child relationship, not just for the child who needs to have a consistent and stable figure, but also for the teacher to feel successful with the class and remain in the profession; as they will then experience more positive interactions and greater satisfaction. The use of classroom 'aides' or teaching assistants and their impact and effect on relationships is briefly considered, although a more in-depth consideration of the hierarchy and types of interaction rather than simply the numbers of interactions would have been preferable. With regard to emotional regulation, a succinct and well considered section describes three ways teachers are involved: (i) in teaching self-control; (ii) the child experiences a regulated child-teacher relationship and thereby acquires a sense of regulated experience; and (iii) teachers model emotion regulation (p.165).

The author argues that through shared meaning, understanding, awareness of language and the labelling of emotions, a state of attunement can be created which allows comfort, support and help to be provided to the young person so as to help more positive expressions. The article is a useful introduction to EP ecosystems work and gives grounded approaches to supporting teachers to help young people emotionally regulate and understand attachment relationships in the classroom.

Martin's (2007) article begins with a historical look at the self and psychologists' conceptualisations as a platform to discuss three conceptions of it: (i) the expressive self (from research and theory on self-esteem/self-concept); (ii) the managerial self (from research on self-regulation/self-efficacy); and (iii) the communal self (from sociocultural research and educational psychology theory). The pertinent section for this research is the managerial self, where self-regulation is defined as the "learner's intentional monitoring and managing of cognitive and motivational strategies and the learning environment to advance toward goals of

instructional tasks" (Winne and Perry, 1994, p.213), incorporating aspects of self-efficacy – people's beliefs about their abilities to control and affect their lives. There is a somewhat limited section detailing research on self-regulation in school contexts, but without Gross' model of ER it relies more on cognitive strategies and motivation, holding onto self-efficacy as the main focus. This leads into a considered exploration of the conceptions of self that EPs hold and utilises an illuminating (but necessarily complex) figure showing the complex interaction between the sociocultural and psychological landscapes; identifying the social psychological dimensions of individual freedom vs. civic virtue and self-control vs. self-fulfilment.

This final article gives positive affirmation of the positioning of EPs to reconcile the needs and rights of unique individual selves with the mandates and expectations of broader society, with a thread between the articles, understandably due to their focus, highlighting the importance of EP potential to work with and guide others to help affect ER change in young people.

2.2 Attachment

2.2.1 Origins of Attachment Theory

Attachment theory's conception is traced back over half a century to John Bowlby's dissatisfaction with traditional theories that explained a child's tie to its mother (Bowlby, 1969). In developing his theory of attachment, John Bowlby "integrated ideas from Darwin's theory of evolution by natural selection, object relations theory, control systems theory, evolutionary biology, ethology and cognitive psychology." (Simpson and Belsky, 2008, p.131). Similarities between attachment theory and the theory of evolution can still be seen, in that neither theory can be directly observed or easily tested, but call for careful consideration and analysis of a variety of factors, contexts and environmental influences over time.

John Bowlby developed his ideas in a period when neither the scientific nor the political communities gave the caregiver–infant relationship much recognition (Koback and Madsen, 2008). Prominent psychologists in the psychoanalytic and social learning fields saw mother–infant bonds as emerging from nursing satisfying the infant's basic hunger needs (Freud, 1910; Sears et al., 1957), and the experienced pleasure which became associated with the mother's presence (Cassidy, 2008). But some aspects did not fit this model; Harlow's (1958) experiments with infant rhesus monkeys pointed towards another motivational factor being involved aside from the feeding/nourishment relationship. In Harlow's series of experiments infant, rhesus monkeys preferred to seek comfort from the cloth 'mother' rather than from the wire-mesh food nourishment giving 'mother' in times of stress, so developing an attachment relationship to a non-nourishing care-giver as a provider of soothing and security; later likened to an exploratory base. Further observation showed that these early experiences had a far reaching impact on the monkeys' capacity to interact with other monkeys, and impaired their skills as care-givers (Atkinson et al, 1993; and Dworetzky, 1995).

2.2.2 Attachment Classification

Children with a secure attachment to a primary care giver grow to expect adults to be reliable and able to meet their needs, and that the world is predictable and safe (Bowlby, 1969). Attachment theory initially developed from situations where the infant-caregiver relationship had gone awry, and has progressed through collaborative and co-influential symbiosis of research approaches, measurement and theory development between John Bowlby and Mary Ainsworth over nearly 40 years – she undertook intensive longitudinal studies in Uganda and Baltimore of infants who had not yet been weaned (Marvin and Britner, 1999). Ainsworth found the differences between infants most intriguing rather than experiences gone awry and her studies led to a classification of both insecure and secure styles of attachment in infancy; which "is such a central part of what attachment theory brings to psychotherapy" (Wallin, 2007, p.16). The

1964 Ainsworth Strange Situation laboratory procedure for studying infant–caregiver relationships (Ainsworth et al., 1978), forced clarification and further clarified the theory as it increased its precision (Cassidy, 2008) providing, in a simple form, "the opportunity to observe how the infant responds; first in his parent's presence, next when he is left alone and later when his parent returns" (Bowlby 1988, p.10). This resulted in three types of attachment being identified: secure, avoidant and ambivalent (sub-divided into two sub-types – angry or passive, otherwise termed resistant or ambivalent). This was part of the research move into understanding more about the relational factors involved and away from the temperamental focus on child behaviour. However, over many years researchers noted some infants did not fit these three organised attachment patterns, which led Mary Main to develop a scale for assessing those who were unclassifiable (Lyons-Ruth and Jacobvitz, 2008), completing the picture of attachment styles by adding the disorganized/disorientated classification; resulting in the four now generally recognised classifications: (i) Secure: will explore with interest, show signs of missing the parent, but will settle; (ii) Avoidant: actively avoids and ignores parent or the emotion of separation; (iii) Resistant or Ambivalent: little exploration, angry or passive and fails to take comfort from the parent; (iv) Disorganised/Disorientated: collapse of behavioural strategy or approach, may react one way at the same time as, or soon after, reacting contradictorily e.g. clinging while leaning away (summarised from Wallin, 2007, p.33)

Looking at these classifications, it is possible to envisage interactions which could elicit such behavioural responses from infants in the 'Strange Situation' procedure over time, such as ignoring the child leading to them eventually not seeking but rather avoiding the parent. It is thought that infants with disorganised attachment behaviour have been unable to gain adequate comfort from their caregiver, either because their caregiver is themselves alarming or because they cannot sooth the child adequately (Lyons-Ruth and Jacobvitz, 2008), so facing the child with the irresolvable paradox of wanting and needing comfort from the caregiver, but also

feeling their survival is threatened by them. Hopkins (2006, p.96) compared this with Winnicott's "unthinkable anxieties" and with Bion's "nameless dread" which is most easily understood in terms of the caregiver providing nourishment, but also withholding it and creating the experience of hunger. In contrast, infants who have had a consistently available caregiver who is responsive, can be containing (Bion, 1962), and in tune with their needs (Bowlby, 1969), has a sense of a 'secure base' which allows and encourages them to explore the world, learn and grow from such secure relationships, and the structures and routines they are given (Gilligan, 2000).

In the mid 1980's Mary Main developed the Adult Attachment Interview which was part of the move from observation of infant-parent attachment to evaluating attachment at the level of representation (Bretherton and Munholland, 2008), focusing on the ways in which people express themselves as key indicators of their state of mind with respect to attachment. The interview involves individuals describing their attachment related childhood experiences and then evaluating the influence of these experiences on their development and current functioning (Hesse, 2008). It has shown striking 75% accuracy in regard to predictions for their infants' attachment style (Wallin, 2007). It was part of a move to conceptualise attachment as an individual's internalised mental model of how they have experienced relationships with others to form an internal working model of relationships and the world. These internal working models relate to how we understand others' behaviour in terms of "how they make us feel, and what we believe our interaction partners are intending, thinking, perceiving and feeling" (Bretherton and Munholland, 2008, p.109), which shape how we approach both important and less significant relationships and the world in general.

2.2.3 Longevity and Impact of Insecure Attachment

The development of the Adult Attachment Interview allowed the exploration of the longevity and impact of attachment style, as "observation made it obvious that attachment doesn't wane, but merely changes its manifestation" (Sroufe, 1997, p.174-5). Early experiences lead children to develop their expectations of the world around them, which if fostered, and they are given a sense of predictability and security, can move them towards healthy functioning. But disorganised attachment has been shown to be the best predictor of symptoms on the Dissociative Experiences Scale at 19 years old (Bernstein and Putnam, 1986), and Erickson et al. (1985) found the quality of attachment at 12 and 18 months to be a strong predictor of behaviour in the pre-school. Madigan et al. (2004) highlight the continuity of attachment disorder in their examination of family drawings by 7 year olds previously classified as disorganised, with their drawings rated higher on a variety of scales including disorganisation and dysfunction. The capacity for reflective functioning has been shown to be linked with the development of a secure attachment (Fonagy et al., 2002) as social awareness is a factor in the ability to interpret the behaviour of oneself and others in terms of intentional mental states.

Since human beings are essentially a sociable race, the impact of insecure attachment on people's social relationships can be significant; with secure adults more likely than insecure adults to seek support from, and provide to, their partners when distressed (Crowell et al., 2002, p.19). Discussion and research have also suggested that adults who are anxiously attached are vulnerable to a 'sexuality of despair' - defined as "the sexuality of one whose subjectivity has been denied [therefore creating] a sadomasochistic sexuality that denies the other [his or her] subjectivity" (Laschinger et al., 2004, p.154); while those who show an avoidant attachment style as adults are vulnerable to a 'melancholic' sexuality' and may end up devoid of relationships (Milkulincer and Shaver, 2007).

On a more positive note, it appears that individuals' attachment style can also be favourably affected later in life, with Crowell et al. (2002) showing marriage as being a mechanism that can support a transition from adults being insecurely to securely attached. The suggestion is that through the development of a key relationship a person's attachment security can alter to show the presence of a secure base. A number of research studies show that "the longer partners have been together, the less anxious they become about attachment-related issues" (Crowell et al., 2002, p.20) and the reciprocal influence of the relationship is seen in Fraley and Shaver's (1998) study which suggests that partners become more similar to each other in attachment security over time. Ultimately the influence of a person's attachment style is seen throughout the life span affecting the approach to relationship stability as well as being affected by key relationship developments', losses, stress and environmental factors.

2.2.4 Recent Research

Attachment theory has shaped the institutional care of children and patterns of hospital care over the past half century (Rutter, 2008). The theory's influence has not waned, and explorative theories are currently linking disordered attachment to addiction problems, with studies hypothesising that substance abuse is both a consequence and could also be seen as a solution for impaired relationships (Flores, 2004). Attachment theory continues to be seen as a justified and relevant research area, with medical studies investigating a neurobiological basis to attachment behaviour. The challenge for neurobiological studies is that such behaviours cover a wide variety of sub-systems (e.g. emotional regulation factors, social affiliations, etc.), which makes specifically focused neurological investigations problematic. Research is increasingly involving neural mapping of the manifestations of social bonding, affiliation, care giving and other behaviours affiliated to attachment behaviours (Coan, 2008) and of the physiological impacts of early interaction (Cozolino, 2006). Interesting work by Weaver and colleagues (2004) shows a link between rats grooming and the encoding of receptors in the hippocampus, therefore making

it more susceptible to down-regulation during stress, thus seeing behavioural differences in the degree of reaction to threat cues. One of the main conclusions from brain development research is that children's capacity to learn and thrive in any setting depends on the interplay between genes and the care they receive, so that the need (and the potential) is to try and repair any damage sustained through neglectful care (Greig et al., 2008). The focus therefore not on nature versus nurture, but the combination of each as experience changes biology.

Schools provide a place for exploration and thus experiences that will trigger attachment behaviour responses - they show a young person's availability to learn, their capacity to engage socially with learning tasks and with peers in general. Attachment theory provides understanding of how pupils' responses to adults and learning situations may be affected by their early attachment experiences, and how they may display 'fight, flight or freeze' responses which can be mitigated through adult support (Geddes, 2006). Healthy development can be characterised by the developing child and adolescent venturing steadily further from their secure base. Attachment theory sees the experience of feeling emotionally and physically safe as a primitive need. This need can be met as part of a school's pastoral care and role; in providing a secure (predictable, consistent) base which can be containing emotionally and physically. They can also provide attachment figures and a pattern of positive relationships with adults that convey caring, understanding and respect; enabling young people to engage with the school curriculum. Teachers have a powerful role in young people's lives and in resilient young people it is teachers who take a personal interest that are the most frequently encountered non-family positive role models (Howard et al., 1999). A number of aspects of attachment theory have been applied to educational settings; the attachment style of teachers being a predictor of their behaviour in the classroom and how school leaders can support teachers to feel that they have a secure base through structures that facilitate the emergence of security for each other and ultimately for the students (Riley, 2011). A criticism that continues to be levied at schools is that

they promote cognitive development above all else (it is more easily measured and thought to be more important to the context of a young person's development), rather than the need for emotional wellbeing and regulation skills; which are at the heart of the teaching and learning experience (Riley, 2011; and Sutton and Wheatley, 2003).

2.2.5 Systematic Literature Review of Attachment and EP/School work

A systematic search of empirical research was conducted in order to source literature on attachment and EP/school-based work. To identify relevant studies and articles the databases of PsycINFO and EBSCO were searched along with the PEP Archives and the Psychology and Behavioural Sciences Collection. A similar procedure was followed to that described in the previous systematic literature review (section 2.1.2); making use of specific search terms and limiters (see Appendix L2)

The application of specific inclusion and exclusion criteria were used to systematically screen the available literature for relevance and subsequent inclusion. The adopted search strategy initially returned 23 articles from the initial database interrogation, many of which were duplicated. For a large majority of these, aside from their duplication, application of the screening criteria eliminated them immediately from the search. When the title or study type could not be used to eliminate studies, review of the abstract helped to determine their applicability. This left a number of articles which were then subjected to a second screening. There were five studies selected for in-depth review.

Leisa Randall (2010) discussed the potential of attachment theory and EPs' knowledge of child development to influence the policies of LAs and educational establishments. She advocates a move away from a behaviourist paradigm of behaviour management with an emphasis on translating attachment theory into practice in education settings. Attachment styles are described

alongside examples of interventions based on each style, with individual's attachment style recognised as their strategies for coping and surviving. Key messages that are important for adults working with young people with attachment difficulties are identified, and the practice implications for EPs to impart knowledge (through training or consultation) in the following key areas: (i) to understand the behaviour of their students as communication and to reframe that behaviour; (ii) to be aware that the emotional age of an insecurely attached young person will not always match their chronological age; and (iii) that such young people are unlikely to be able to approach learning in calm, prepared and organised ways. There are also eight key messages described that would be helpful to try to convey to the young person. The article then describes structured tools for assessing attachment, alongside the assertion that attachment difficulties in young people are often not difficult to identify following involvement (stipulated as case history review, observation, discussion with parents). The article takes the view that EPs should be encouraged to develop their knowledge and expertise in using assessments. However, while they are seen as potentially beneficial, whether they should be regarded as a key outcome is questioned, as if identification is not difficult, the focus could be less on diagnosing a specific type of attachment disorder than on identifying effective interventions for the individual. After all, as the article asserts; "children categorised as insecure are nevertheless still attached to their parents. They may have attachment problems or trauma, and may experience emotional difficulties, but this is not the same as psychopathology" (Greig et al., 2010, p.7), and a functional behavioural analysis approach which bears attachment theory in mind may lead to more effective interventions based on the specific context, rather than being based more generally on attachment style.

The second article (Greig et al., 2010), although a guest editorial, has been included as it considers the implications of Attachment theory for EP work, and includes a survey of Scottish EPs perceptions of how they meet the needs of young people with attachment difficulties.

Scottish principal EPs report full confidence in their teams to deal with assessment and training, whilst acknowledging a need for more support in the areas of family work and therapy. The majority of the EPs surveyed were confident in delivering school and home level assessments and interventions, though somewhat tentative when considering intensive and early intervention work. Overall, EPs were evenly distributed between those who felt well-equipped and those who felt ill-equipped to deliver core duties regarding attachment issues. The article calls for better "strategic planning at authority and service levels to incorporate guidelines, training, and evidence based practice, shared protocols on expectations/assessment/diagnostic expertise, both within and across agencies" (p.10). The survey showed a consensus that dealing with attachment difficulties should be part of the EP's remit. The article listed the strengths and challenges to this work; which was seen as encapsulating a full range of activities from policy and research at the authority and service levels to action research at more local levels.

Kennedy and Kennedy's (2004) article focuses on the implications of attachment theory for school psychology and provides an informative discussion of the theory, implications and applications. It introduced the Student, Teacher and Relationship scale as a method for reviewing students' internal working models and shows how this links with their social competence (Howes and Smith 1995) and acts as a predictor of academic performance and adjustment in school (Pianta and Stienberg, 1992). An interesting section briefly explores teachers' own attachment status and the possible effects on their interactions with pupils, finding, for example, that the "teacher with a preoccupied (resistant) style may be intermittently attuned to student's needs and become easily involved in dealing with specific observable behaviours without addressing underlying problems" (p.252), while the teacher with a dismissing (avoidant) style may distance themselves from the students. The suggested focus of support relevant to EPs could be to help teachers recognise their own approaches to situations, which fits comfortably with the UK EP consultative model where children's behavioural responses are seen as

communications, and the systemic model that all parties involved have an influence on the events. Few references were given to support the above assertion of teachers' different approach based on their attachment style – something explored at a later date by Riley (2011) – though Tatar (1998) had earlier shown the potential teachers have for impacting their students in positive ways beyond the domain of learning.

Bohlin et al's (2000) longitudinal study examined 96 children's attachment and social functioning skills. The benefits of secure attachment were particularly shown in the development of social competence, fostering positive social expectations, being more active and showing initiative in social interactions compared to insecure/avoidant peers. The study's classifications of attachment were achieved through one assessor for all children at 15 months using the Strange Situation, and then at 8/9 years old using the Seattle version of the Separation Anxiety Test. The results show little continuity between the children's attachment styles, which may indicate that children have the flexibility to move between styles and supports the view that their style can change, which wasn't greatly explored as it wasn't the focus of an otherwise comprehensive longitudinal study.

The Granot and Mayseless (2001) study focused on the attachment styles and adjustment to school of children in Years 4 and 5. A number of measures were used, including an individual assessment of 114 children with an adapted Doll Story Completion task (from Bretherton et al., 1990), alongside teachers' and peers' perception of adjustment to school. Correlations were found between ratings of attachment and school based measures; adjustment and behaviour problem ratings, classification of sociometric status and achievement grades. Securely rated children correlated with adjustment to school, though no relationship was found with achievement grades – an analysis that one might think warrants a greater level of scrutiny. Children exhibiting avoidant and disorganised patterns showed the poorest emotional, scholastic,

and social adjustment and the highest prevalence of behavioural problems and peer rejection, while those exhibiting an ambivalent attachment pattern showed "scholastic, emotional, and behavioural adjustment levels equivalent to an intermediate position between the superior adjustment of the secure group and the poor adjustment shown by the avoidant and the disorganised groups" (p.539).

An overall thread running through these reviewed papers suggests key messages and understandings that need to be imparted to carers and school staff to support young people, though the implications were usually general rather than specific. Areas of interest for further investigation include gender differences (Granot and Mayseless, 2001) and the efficacy of EPs providing therapy. The identification of attachment style was promoted as a way to predict children's difficulties in social, emotional and cognitive skill development in education settings. How and whether the focus of any intervention would differ for a particular attachment type (or always be applicable to that type) was not clear, leading to the conclusion that the form of each intervention would benefit from being derived from individual consultations and collaboration. It was generally found that young people who fail at school may be experiencing attachment difficulties, particularly of the disorganised/disorientated type.

Chapter Three – Methodology

3.0 Overview of chapter

This chapter introduces the research methodology employed in the study. It begins with essential background and fundamental discussion relating to philosophical and epistemological considerations, subsequently leading to an explanation for the stance taken and the focus of the study. The rationale for the approach utilised is then outlined, after which qualitative and quantitative sections present the data collection and analysis procedures and the strategies employed to establish rigour, validity and reliability.

3.1 Epistemological considerations

Researchers have widely recognised (Haverkamp and Young, 2007; Madill and Gough, 2008; O'Neil, 2002; and Ponterotto, 2005a;) the importance of clarifying the foundational framework for research, reflected by the philosophy on which it is based, as there is no single, unitary agreed model in quantitative or qualitative research. Haverkamp and Young (2007) argue that clarifying the epistemology is particularly important in the case of qualitative research, as it is not possible to understand the rationale underpinning qualitative research without appreciating how research philosophies relate to research design. Researchers have adopted Kuhn's (1970) concept of 'paradigms' (Madill and Gough, 2008) to help classify the rationales underlying different research procedures. Although there have been several interpretations of what Kuhn meant by a paradigm, the most dominant understanding associated with the term is linked to epistemological stances (the relationship between the research and the participant, e.g. how reality is known). The term paradigm has therefore often been associated with the division between qualitative and quantitative research, and recent discussions regarding increased methodological diversity have given rise to the idea of a 'paradigm shift'.

Paradigms are discussed and described with respect to philosophical notions of ontology (the nature of reality and being), epistemology, axiology (the place of values in research processes) and methodology (research procedures and overall processes) (Guba, 1990; and Ponterotto, 2005b). There are multiple paradigmatic frameworks that inform, shape and guide research, and these become more complicated at concrete levels. At the basic level, however, there are four main paradigms: positivism and postpositivism; constructivist-interpretive; critical realism and feminist-poststructural (Denzin and Lincoln, 2005). I will be reviewing the first three of these as they are of most prominance for this current research.

3.1.1 Positivism and postpositivism

Positivism is a philosophy that dominated psychology and science for over 150 years. The principle aim of positivist inquiry is to ultimately find explanation ('truth') which allows for prediction and control of observed phenomena (Ponterotto, 2005a). This is achieved through strictly controlled experimental studies that utilise quantitative propositions and inferential statistics to test specified hypotheses and interpret the results in light of the original theory (Robson, 2002 and Ponterotto, 2005a). Robson (2002) describes this as relatively straightforward in the study of the natural world (albeit with a few caveats), however in social contexts positivist assumptions of a true and identifiable reality are not wholly appropriate. Positivism has been severely criticised for the assumption of a 'true' reality from various philosophical viewpoints within both natural science and social science arenas (Madill and Gough, 2008; and Willig and Stainton-Rogers, 2008).

Following the criticisms levelled at positivism, the view has been re-conceptualised as postpositivism; a modified version (Guba, 1990) which has the same primary principle that phenomena can be considered, acknowledged and generalised by the detached researcher (Smith et al., 2005; and Ponterotto 2005a). A fundamental difference between positivism and

postpositivism is the acceptance, by the latter, of objective reality as being only imperfectly apprehensible – thereby acknowledging that it is not possible to fully obtain a 'true' reality (Lincoln and Guba, 1985) while still holding to the basic realist position that one reality exists (Robson, 2002).

3.1.2 Constructivism-interpretivism

Many perceive the constructionist/interpretivist standpoint as an alternative to the positivist/postpositivist paradigm. In contrast to positivism's single objective reality ('naïve realism'), constructivism aligns itself with a relativist position that assumes that there are 'knowledges' rather than a single 'knowledge' (Ponterotto, 2005a; and Willig, 2008). Fundamentally, constructivists believe reality is formed by each individual and that this is interpreted through their pre-constructed system of ideas, theories, values and attitudes (Kidd, 2002). Therefore, the constructivist paradigm advocates a hermeneutical approach, which stresses prior understanding as shaping interpretive processes and the need for this to become explicit through deep reflection (Sciarra, 1999; and Denzin and Lincoln, 2005). This reflection is understood to be encouraged by the interaction between the researcher and the participant, which enables them to co-construct a reality. Ponterotto (2005a) states that the critical distinction between positivist/postpositivist paradigms and constructivism-interpretivism is this ontological difference (i.e. nature of reality).

There are those researchers (Miles and Huberman, 1994; Richardson, 1996; Mason, 2002; Ponterotto, 2005a; and Darlaston-Jones, 2007) who discuss specific paradigms as underpinning and providing anchors for quantitative and qualitative methodologies (for example, positivist and postpositivist paradigms to quantitative research and the constructivist-interpretivist paradigm to qualitative study). However, Richardson (1996, p.167) holds that it is misleading to portray particular paradigms as inextricably linked to quantitative and/or qualitative research, as

it implies that there are "two homogeneous traditions that are internally coherent and based upon opposed philosophical views". In fact there are multiple paradigms that can be used to inform inquiry, and mixed methods are gaining in acceptance and becoming more common (Creswell and Plano Clark, 2007). Therefore it is vital that researchers are as explicit as possible about the paradigms underlying their research as they are about the type of inquiry. Writers such as; Denzin and Lincoln (2005), Haverkamp (2005), Morrow (2007), Smyth (2004) and Stam (2004) agree, and emphasise the importance of researchers being able to recognise and understand the different paradigms that inform research, as the paradigmatic base not only determines the context and specific characteristics of the research design, but also establishes the appropriate standards for evaluating its quality, rigour and trustworthiness (see Elliot et al., 1999; and Morrow 2007).

In line with the above discussion, the current research study has taken care to highlight the paradigmatic nature of the inquiry and type of methodology utilised. As it seeks to explore perceptions, meanings and understandings about the subjective experiences of the consultation process for those involved, as well as the measureable changes for the young person, the researcher is effectively claiming the existence of different interpretations of knowledge. It aims, therefore, to triangulate the different perspectives of the realities of the participants' experience, so this research is approached, not from either the realist or relativist perspectives, but from one which sits between these end points – the critical realist viewpoint.

3.1.3 Critical realism

The critical realist perspective is one that sits on the continuum between the realist and relativist positions (Willig, 2008). It began as an anti-positivist movement in the social sciences and was associated with Roy Bhaskar and Rom Harré's work (Danermark et al., 2002). Bhaskar hoped his classic text would provide a comprehensive alternative to positivism that was dominating

science at that time and his contribution was later hailed as revolutionary in providing "a striking new account of science" (Hartwig, 2008, p.ix). He developed a theory termed 'Transcendental Realism' what was later accepted as 'critical realism' in which the reality of the objects of science and their knowability was maintained, but incorporated the historically contingent and socially situated nature of knowledge. Bhaskar proposed a depth in reality into which any knowledges ascertained can penetrate more or less deeply and so creating an account of science as attempting "to penetrate ever deeper into the nature of things and to describe more adequately the things of nature" (Bhaskar, 2008, p.216). Fundamentally, the critical realist philosophy is one that criticises the social practices that it studies: it acknowledges the dependence of actions on shared meanings, but also shows how such meanings may be false (Sayer, 2000).

Critical realism "acknowledges that social phenomena are intrinsically meaningful, and hence that meaning is not only externally descriptive of them but constitutive of them… Meaning has to be understood, it cannot be measured or counted, and hence there is always an interpretative or hermeneutic element" (Sayer, 2000, p.17). Therefore the reality that is constructed by individuals is seen as within a social-historical framework and actions within power relations (Robson, 2002; and Haverkamp and Young, 2007) with there being a number of basic assumptions that many critical realist theorists adhere to, including:

"(i) all thought is fundamentally mediated by power relations that are social and historically constituted; (ii) facts can never be isolated from some form of ideological inscription; (iii) the relationship between concept and object and between signifier and signified is never stable or fixed and is often mediated by social relations of capitalist production and consumption; (iv) language is central to the formation of subjectivity; (v) certain groups in any society and particular societies are privileged over others and, although the reasons for this privileging may vary widely, the oppression that characterises contemporary societies is forcefully reproduced

when subordinates accept their social status as natural, necessary, or inevitable; (vi) oppression has many faces and that focusing on only one at the expense of others often elides the interconnections among them; and (vii) mainstream research practices are generally, although most often unwittingly, implicated in the reproduction of systems of class, race and, gender oppression" (Kincheloe and McLaren, 2005, p.304).

The critical realist perspective has been adopted in this study as it combines the realist ambition to gain a better understanding of what is 'really' going on in the world with the acknowledgement that the data gathered may not provide direct access to that reality (Willig, 2008, p.13). Therefore, as Bhaskar (2011) asserts, this approach entails not just understanding but also evaluating the perspectives of others.

The critical realist standpoint includes the assumption that all methods are fallible, so the validity of an account is not in the procedures used to produce and validate that account, but in its relationship to those things that are the intended focus of the account (Maxwell, 1992). There is no contention that one approach to data collection or analysis must be followed, it allows for a flexible research design with the mix of qualitative and quantitative data (Robson, 2002). The current research has therefore adopted this approach, which allows it to benefit from collation of data from multiple sources: historically reported information, pre and post intervention questionnaires, weekly Likert scaling scores and thematically analysed interview data.

The critical realist epistemological stance is therefore conducive to a concurrent mixed methods, qualitative led, multiple case study design. This research study explores quantitative measurable changes captured through multiple outcome measures, and combines them with qualitative identification of participants' perceptions about changes in their realities. These perceptions of reality are taken as their representations of their worlds, although our methodology

acknowledges that evaluation of those representations may uncover additional themes and further meanings. The benefit of this approach is the opportunity it offers for triangulation of multiple data sources (Willig, 2008). I therefore decided to take a critical realist approach to develop a concurrent mixed methods multiple case study design as the most appropriate methodology to explore the selected phenomenon, as promoted by Patton (2002).

3.2 Purpose

The purpose of this research is to explore teachers', parents' and the young people's perceptions about the involvement and outcomes of consultative EP service (as a part of the work of the assessment and intervention team). The core aim is to explore the effectiveness of EP consultative involvement for adopted young people. Specifically, identifying how this involvement may support young people better, and more systemically, at school and at home. It also endeavours to explore the development of their skills in EF and in particular their ER skills.

Numerous studies have produced evidence of the severe and ongoing difficulties experienced by young people who have suffered trauma in their early years (Lanius et al., 2010) including many of those who have been adopted (Palacios and Brodzinsky, 2010). Thus an additional aim of this study is to ensure young people who continue to demonstrate difficulties are given access to effective consultative EP intervention by extending the evidence base as to what constitutes effective intervention. In order to achieve the above aims this study adopts a multiple case study approach, allowing its focus to be specific enough to address the complexity of the adopted young person's situation, while also broad enough to analyse the impact of consultative EP involvement in general for young people with emotional regulation difficulties.

3.2.1 Initial research questions

The intention of this study is to explore the effectiveness of EP consultative involvement on the support systems, executive functioning and emotional regulation skill development of adopted young people. To guide this process two open questions were posed, with the knowledge that the questions would serve to identify, not make assumptions about, the process of consultation (Willig, 2008):

1. What do parents, teachers and young persons themselves recognise as the most influential aspects and outcomes of EP involvement?

2. Does EP consultative intervention represent an effective service delivery model for young people who are adopted who are experiencing difficulties with emotional regulation?

3.3 Methodology strategy

3.3.1 Multiple case study rationale

In recent years, there has been a renewed interest in case studies as researchers have found that the positivist view of science does not fit all social or psychological phenomena. Yin (2009) defines a case study as "a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence" (p.3). Case study research is acknowledged for its capacity to offer a high level of contextual, detailed knowledge, though it has not been without critics (Yin, 2009). Positivist researchers, in particular, argue that case studies have a lack of precision and are a weak method (Yin, 2009). Some have raised concerns that case studies provide little basis for scientific generalisation (Nisbet and Watt, 1984). Counter arguments have highlighted that scientific facts are rarely based on single experiments, and that the "establishment of generality from results in large groups has also proved elusive" (Barlow et al., 2009, p.31). This does not mean studies should not be designed to attempt to gain generalisable knowledge, but rather that there should be greater efforts to develop techniques that can achieve such ends. The multiple-case study approach, although it represents a different conception of generalisation, begins to address this issue in the same way that "experiments are generalisable to theoretical propositions and not to populations or universes" (Yin, 2009, p.15).

Case study critics have highlighted limitations such as personalisation, that they are prone to lack rigour and that they are selective and subjective in the use of data (Cohen et al., 2003). Issues are raised in relation to whether they may be easily cross checked and the risk that they are open to observer bias to demonstrate a particular point more effectively (Garvin, 2003). However, Yin (2009) argues that the researcher is able to overcome the traditional criticims of the case study method through the design and rigour of their research. This study therefore follows Yin's (2009) guidelines and procedures systematically in the hope of addressing concerns about rigour

and openess of data effectively. All types of research are open to the danger of observer bias, which must be countered by professional integrity, but following trustworthy procedures, such as Yin's recommended approach to conducting case studies increases their validity and reduces the potential for bias.

This study has adopted a multiple case study design as studying multiple, rather than single cases, offers the opportunity to identify differences as well as similarities in the ordinary happenings of real-life contexts (Stake, 2005; Yin 2009). It is also a methodology that allows for cross case analysis and comparison, potentially therefore more advantageous than the use of a one single case in relation to analytical power and pervasiveness, and the generalisability of results (Verschuren, 2003).

3.3.2 Case study validity

In order to overcome the traditional limitations and criticisms of case study design this research followed Yin's (2009) comprehensive set of procedures and methods for the design and analysis of case study research. The cases identified were predicted to give similar results (so giving literal replication) or to give contrasting results (so giving theoretical replication) (Yin, 2009). The cases shaped the writing and analysis as "each individual case study consists of a 'whole' study, in which convergent evidence is sought regarding the facts and conclusions for the case; each case's conclusions are then considered to be the information needing replication by other individual cases" (Yin, 2009, p.56). This then leads to how particular propositions are (or are not) demonstrated, in a logic of literal replication, and reporting on why certain results can be predicted in certain cases, whereas contrasting results can be predicted in other cases (theoretical replication) (Yin, 2009).

The approach to analysis follows Yin's four basic tenets in the process of identifying meaningful patterns in the data:

1. The analysis should attend thoroughly to all the evidence, with interpretations accounting as far as possible for all that evidence and leaving no loose ends;

2. If possible, the analysis should address all major alternative possible interpretations of the data;

3. The case study and its analysis should focus on and address the most significant aspect(s) of the case study;

4. The case study and its analysis should utilise the researcher's own prior expert knowledge, and demonstrate awareness of current thinking and discourses in the relevant field.

(Yin, 2009)

3.3.3 Analytical generalisation

Analytical generalisation applied to case studies is not the same as generalisation to a defined population that has been sampled; it is applied to a theory of the phenomenon being studied (Becker, 1990); hence the aim is to create a theory that has wider applicability than the particular cases studied. As noted above, psychology research has moved throughout its history between positivism and constructionist/interpretative stances, with a recent renewed interest in studies that aim to establish causal relationships. Therefore randomised field trials seeking to establish whether particular 'treatments' have been efficacious in producing particular 'effects' have been seen as the gold standard, downgrading case study research in some authors' perceptions (Yin, 2009). However an alternative perspective is to see case studies as an important complementary research strand, as the randomised field trial approach has some limitations in explaining "how" or "why" particular treatments have (or have not) worked (Shavelson and Townes, 2002). In this respect, the rationale for this research study and approach is justified as exploring the mechanisms and context for how the involvement of consultative educational psychologists can

affect particular young people in helping them change their emotional regulation skills (Robson, 2002). It is hoped that this research will provide analytical generalisation that can be a starting point in generating a theory relating to what is effective evidence-based practice in supporting young people who have experienced early trauma in developing emotional regulation skills and achieving more successfully attuned relationships.

3.3.4 Mixed method concurrent design

Current research on consultative EP involvement suggests that children and young people are best served by those in a position to most effect change in their environments (Erchul and Martens, 2002). How and why this occurs can effectively be explored through a mixed method concurrent case study design, which allows the richness and complexity of EP involvement to be retained and distilled into a thematic analysis where the validation of the findings from multiple cases can be bolstered and triangulated against other data sources. This type of triangulated research allows for the development of "a truly effective clinical science of human behaviour change", as the sources of variability in human behaviour can be examined (Barlow et al., 2009, p.31). This entails the examination of such variability, and proper considerations of potential rival interpretations of the data. In striving to identify this variability – which is recognised as enormous, given the complexities of different human environments – it is an advantage if researchers can pinpoint changes in a subject's course during treatment. It was for this rationale – as per Barlow et al's (2009) guidance on single case designs – that multiple measures and particularly weekly Likert scaling questions were adopted as it increases the ability to identify particular change points.

By employing qualitative and quantitative methods in combination, the study sought to provide a more comprehensive understanding of the research topic than could be achieved having used either method alone (Creswell and Plano Clark, 2007; and Tashakkori and Creswell, 2007). In

addition, the mixing of qualitative and quantitative methods in this study demonstrates how the contextual and in-depth nature of qualitative findings can be utilised to complement the representativeness and generalisability of quantitative findings (Greene and Caracelli, 2003).

In conclusion, the concurrent mixed methods multiple case study design approach was deemed most applicable for the above-mentioned reasons, as well as that the nature of the phenomenon and particular group being examined which led to many other types of research design being considered inappropriate. An experimental design to examine the effects on this group of young people with a control group who did not receive support/treatment would not have been appropriate. This study employs an A-B pre-experimental design as this lends itself well to a case study approach (Robson, 2002) and in this research as with consultative EP involvement, the systemic element involved means that once professional input and understanding has been imparted it cannot be withdrawn. The concurrent multiple case study approach allows the detail of the individual cases to be explored individually, as well as collated with each other. They can then be compared and contrasted so as to identify commonalities and differences, and explore more precisely how and why things may have changed for specific young people and not for others.

3.4 Sample

For any research study, obtaining an appropriate sample is vital to the outcomes of the study. This research employed a purposive sampling method, which was guided by convenience, appropriateness and adequacy. All referrals for EP support from the assessment and intervention team during the sample period of one term were considered for involvement; providing the young people were aged between 9 and 16. There were five children of the right age considered for involvement; one did not meet the criteria of ER difficulties so was not approached, while the other four families all opted to take part. This resulted in a sample of four young people

(between the ages of 9 and 16); three female and one male. In order to maintain anonymity names have been changed and participants are identified in this study as; Lucy (10 years old), Anna (11 years old), Claire (13 years old) and Jack (14 years old). Each young person had been adopted and were experiencing difficulties which had led their families to seek support from the assessment and intervention team.

3.5 Procedures

3.5.1 Inclusion criteria

The following inclusion criteria were applied:

- EP involvement identified as necessary by the TAP panel (assessment and intervention team)

- Young person between 9 and 16 years old

- Family Social worker has no objections to the family being approached to join the research

- Behavior Rating Inventory of Executive Functioning (BRIEF) assessment questionnaire highlights emotional regulation difficulties; defined as within the clinical range of concern on any of the three measures that constitute the Behavioural Regulation Index (inhibit, shift and emotional control).

- Informed consent given by parents and the young person

One young person (male) considered for the research did not meet the inclusion criteria. He did not show difficulties in ER within the clinical range according to the BRIEF assessments completed by parents or school staff. Therefore he was excluded from the research, though was still given the normal EP service within the same time frame. Interestingly during consultation concerns were expressed by school staff regarding his ER leading to support focused on helping him develop his inhibition skills.

Young people under 9 years old were excluded because research suggests that ER has more stability post 9 years old and therefore less likely to change based on the day of assessment (Cole and Kaslow, 1988). Also after the age of 9 a young person's self reflection capacities have developed sufficiently for them to better appreciate and take advantage of the support offered (Harter, 1982) and difficulties are most marked among adoptees in late childhood (Bohman and Sigvardsson, 1990; Maughan and Pickles, 1990). The decision was also based on an analysis of the emerging needs over the previous two years of those children/young people referred to the assessment and intervention team; 70% of the cases requiring support were aged 9 or over, and of those cases 92% were identified as having ER difficulties.

3.5.2 Research sequence

Initial contact	Week 1 2 3 4 5 6	Intervention Point	Week 7 8 9 10 11 12		After summer at the End of 1 term later
Questionnaire completion and screening	Weekly Likert scaling	Consultative involvement	Weekly Likert scaling continues till week 12	Questionnaire completion	Qualitative interviews conducted

Table 1: Research sequence timeline

The research sequence began when EP involvement was requested following the family's attendance at the assessment and intervention team's TAP multi-disciplinary panel. At the panel there are a range of interventions that can be offered, such as: advice and life story work with a senior social worker/family support worker, clinical psychology or psychiatry assessment, family or young person therapeutic support through the Child and Adolescent Mental Health Service (CAMHS) specialists or play/art therapists. The information available to the panel (and thus to the EP) generally includes a social care case chronology, court reports/assessments, salient information, details of the current concern and a snap shot of 'a day in the young person's life'.

If the panel identified EP involvement as necessary the family and school were contacted and requested to complete the BRIEF questionnaire (see Appendix M1 for letter of introduction and Appendix M2 for the BRIEF parent and teacher questionnaires). Additionally for young people over 11 years old, consideration is given as to whether they should also complete a version of the questionnaire themselves (there is no standardised version for under 11s). The BRIEF questionnaire was used to help determine perceived areas of need before direct contact was made and provided a measure of whether parents or teachers identified the young person as having ER difficulties (defined as scores in the clinical range on either inhibit, shift or emotional control) following which the other inclusion criteria were applied. It should be noted that none of the families' social workers suggested any reasons why any potential participants should not be included in the research.

As a first step, the parents were invited to participate in the research via letter and telephone contact (see sampling and ethical consideration sections for further details, and Appendix M3 for the letter of approach and consent). If the parent(s) and the young person both gave permission, the young person was asked to complete three short questionnaires in school; the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) (Gullone and Taffe, 2012), the SchoolChildren's Happiness Inventory (SCHI) (Ivens, 2007) and the Emotion Expression Scale for Children (EESC) (Penza-Clyve and Zeman, 2002) (see Appendix M4). Contact at this time was made with the class teachers, giving them the opportunity to express concern, ask questions or contribute supplementary information regarding EP involvement and engagement with the research.

The young person, parent(s) and a key school staff member were asked to engage in a weekly Likert scaling activity to monitor the young person's ability to regulate their emotions (see Appendix M5 for examples of the weekly Likert scales and their corresponding construct

definition sheets). The Likert questions were sent electronically via surveymonkey, a secure web cloud based company specialising in survey collections that enables weekly email reminder prompts for participants and the data to be gathered online immediately. The Likert monitoring for the young person covered three areas: their anger, anxiety and happiness levels, while, for the parents and teachers, the young persons' emotional regulation was measured in terms of persistence, compliance and frustration. The constructs were taken from key researchers' such as Dennis (2006) and Ochsner and Gross, (2005) work on ER. The constructs of ER being rated by the young people and adults are different due to difficulties in observing concepts such as anxiety in another person, therefore third person and first person differences in the description but not the functions of ER skills.

The measures were introduced at the start of the summer term (a minimum of 4 weeks prior to EP consultation involvement) with the expectation that this period would generally be 6 weeks, so as to allow 6 weeks of data gathering prior to intervention, and a further 6 weeks following EP consultation. This data was then analysed through a Simulation Modelling Analysis (SMA) to explore phase and slope changes over the course of the pre and post intervention term.

Following the final week of Likert self-monitoring activity, the BRIEF questionnaire and the three self-report questionnaires were re-administered to the same people who had responded initially, to compare and corroborate the standardised measures alongside the SMA analysis. A self-designed questionnaire (Appendix M6) was also sent out to gather qualitative information from parents, teachers and the young person themselves to investigate their perceptions as to the most influential aspect(s) of EP involvement.

The final data collection stage was the re-administering of the BREIF questionnaire and conducting of semi-structured interviews with parents and teachers at the end of the Autumn

term, one term after the intervention term. The parents were then offered final stage feedback about the process and results gained so far (initially via telephone contact), and also general feedback on the study's results on completion of the research.

Each case took its own path in terms of any follow-up Educational Psychology involvement over the summer and subsequent term:

- Lucy had no further contact until the follow up interview

- Claire had additional cognitive assessments, as requested by the parents at the November review meeting prior to the follow up interview at the end of the Autumn term

- Jack received 2 additional individual meetings over the summer holidays. and the EP also conducted a consultation with him and his mother at the end of the summer holidays

- Anna transferred to secondary school, so an additional consultation meeting with the Secondary Special Educational Needs Co-ordinator (SENCo) was held towards the end of October.

(See Chapter Four – Research Findings for further details/information about each case)

3.5.3 EP Intervention implementation approaches

There were two EPs seconded to the Assessment and Intervention team, including myself, and involvement from either of the EPs followed a normal course of action, which in most cases involved observation, individual assessments and a consultation with all concerned parties. Whilst the individual consultations are unique, the two EPs agreed guiding principles to align their understanding of emotional regulation and attachment difficulties and so created a common menu of interventions – allowing comparisons to be made within a multiple case study methodology. A set of six possible strategies were identified as good practice to support the development of young people's ER skills, agreed upon through a broad discussion with colleagues whose specialisms related to Looked After Children, Behavioural, Emotional and

Social Difficulties as well as those in the assessment and intervention team; bringing some standardisation to the EP interventions (See Appendix M7). It was expected that the choice of one or more strategies deemed most appropriate to support the young person's ER skills would result from collaborative consultation with school staff/parents. It was agreed that – in line with normal consultative EP involvement – any strategies or approaches would be individualised and hoped to be drawn from the joint consultation rather than being prescribed. Thus, although ER was identified as an area of difficulty in Anna's case (as evidenced by the initial BRIEF screening), others in the consultation did not see it as focus area; therefore her case became a negative case example as there were no strategies specifically designed to support ER development discussed/put in place. It was beneficial for the purposes of this research to have three positive case examples (between which similarities could be identified) and one negative case example (where ER was an identified difficulty but not an intervention focus) to provide contrasting purposes (see results sections for details of interventions specific to each case and Appendices R2, R5, R9 and R13 showing each case consultation record).

3.6 Ethical considerations

Ethical approval was sought from the Tavistock and Portman NHS Foundation Trust, (see ethical approval form - Appendix M8) and also from the Local Authority research ethical approval group. The research study adhered to and took account of ethical guidance throughout, ensuring that the revised British Psychological Society's (BPS) Code of Ethics and Conduct (BPS, 2006) was followed meticulously. Many of the inherent difficulties in conducting research with young people were avoided as direct involvement with the young people was through the normal course of EP work in the assessment and intervention team; so many aspects of the study were extensions of the normal practices. The BRIEF questionnaire is a measure already used for the majority of cases identified through TAP panel, and it is also used as a post intervention evaluation tool in a selection of cases.

The concept and principle of informed consent was upheld throughout the research and achieved through distribution of letters and information sheets about the research (as per suggestions by Brinkmann and Kvale, 2008). The written information highlighted the purposes of the research as well as the procedures (see Appendix M1 – M3). Consent was also obtained from school staff and they had the opportunity to verbally discuss the research through with the researcher. It was made explicit that all participants (young people, their parents and school staff) had the right to withdraw from the research study at any time without any negative consequences – this was stated in the written information distributed as well as verbally explained to all parties.

There were additional caveats in place that did not need to be applied, but ensured ethical guidelines were adhered to, such as;

- If consent had been given, but the young person refused to engage in the self-monitoring Likert activity, this would be taken as withdrawal of consent.

- If the participants presented themselves as overly distressed by the explanation of the research, that would trigger a discussion with parents and consideration as to whether an initial meeting should be arranged with the young person to introduce the purpose of the research, ensure procedures were clear before seeking their informed consent.

- If distress on the part of the young persons conveyed via parents or teachers during the Likert scaling period, the EP would discuss with those parties (either in person or via the phone) to explore the source of their distress, whether they can be supported by school staff or parents to approach the exercise in a calmer state, or whether they should no longer be asked for their weekly ratings.

Fox and Rendall (2001) state that EPs engaged in research have a duty of care and must consider how any distressed participants or those that require further support can be provided for. This

study ensured that none of the participants were put at risk and ensured that questions that were asked were carefully considered and that all participants knew that they could withdraw at any time in order to protect them from distress. The procedures of the study were clear and presented to all participants to ensure that they knew what to expect and reduce any chances of anxiety.

The study ensured anonymity for both family and school by omitting any information which could make identification possible, and ensured confidentiality by strictly limiting access to the data, and protecting such information by only storing on encrypted memory sticks or password protected computers.

3.7 Qualitative research

To address the research aim and questions, the study utilised a mixed methods approach. The following section describes the use of qualitative methods – chosen to explore perceptions of consultation and explain what aspects might have supported any changes. The use of quantitative methods are then described – chosen to demonstrate 'if' and 'what' changes might have taken place in relation to ER.

3.7.1 Data capture

The qualitative data was collected using semi-structured interviews to explore parents and school staffs' experiences and understanding of the phenomenon under investigation (see Appendix M9 for interview script and questions). The interviews were conducted with the aid of an interview schedule in order to preserve specific questions (derived from the study's prepositions, Yin, 2009) while allowing for a free-flowing, conversation manner.

The interview questions focused on the main themes in the research, as well as points raised from a case discussion between myself and the other Assessment and Intervention EP. The

interview schedule was then subsequently reviewed by a close EP colleague with all interviews digitally recorded and transcribed – with the exception of Lucy's current Year 6 teacher interview (as she did not want to be voice recorded thus her interview was written by hand verbatim and later typed). The interview recordings were transcribed verbatim and the resulting transcripts checked against the original recordings for accuracy. Each transcript was then anonymised to protect the identity of the informant. This allowed the data to be in a format that lends itself to thematic analysis alongside the researcher-designed qualitative questionnaires (created through discussion with the close EP colleague).

3.7.2 Data analysis

3.7.2.1 Thematic analysis

The transcribed interview data were analysed using thematic analysis. Thematic analysis, in a variety of forms, is an established part of the psychological research tool kit and regularly used in health psychology circles (Brown and Locke, 2008). It was originally articulated as a process and technique to analyse qualitative information by Boyatzis (1998), who did not see it as a separate method, but rather as a process for encoding qualitative information so as to identify patterns or occurrences (Boyatzis, 1998), making it compatible for use in a systematic manner to understand and interpret a range of data sets for a number of purposes.

The development of thematic analysis was pioneered by researchers such as Joffe and Yardley (2004) who identified a connection with content analysis, recognising thematic analysis as a method which could extend and overcome some of the limitations of content analysis. The approach is seen to share links with content analysis as both are concerned purely with topic (Brown and Locke, 2008, p.382). Joffe and Yardley (2004) recognise the advantages and benefits of thematic analysis as:

"it is able to offer the systematic element characteristic of content analysis, but also permits the researcher to combine analysis of the frequency of codes with analysis of their meaning *in context*, thus adding the advantages of subtlety and complexity of a truly qualitative analysis" (Joffe and Yardley, 2004, p.57)

One of the most instrumental papers in the development of the thematic analysis method has been produced by Braun and Clarke (2006), who outlined the theory, application and evaluation of thematic analysis as a qualitative analytic method in psychology. Their paper set a standard which provided a platform from which others could critique, identify options for flexibility, and ultimately standardise the approach. Braun and Clarke clearly set out the phases to be undertaken in a thematic analysis; from planning the research, to a systematic step by step approach to identifying patterns and meaning in the data. Thematic analysis was recognised as having been previously widely used, but often not acknowledged as it was poorly demarcated (Braun and Clarke, 2006). What distinguishes thematic analysis from other forms of qualitative research now is that it is flexible and compatible with both essentialist and constructionist paradigms; it can look at manifest themes simultaneously as routes to understanding more latent content, and incorporates existing theoretical constructs, whilst also allowing new themes to emerge from the data (Braun and Clarke, 2006; and Joffe, 2012). Unlike other analytic methods – such as grounded theory – it is not theoretically bound or wedded to a pre-existing theoretical framework (Braun and Clarke, 2006). If followed correctly, the thematic approach provides a systematic and rigorous analysis that is easily made transparent for other researchers to be able to check and cross reference the origins of themes, particularly with the use of computer assisted qualitative data analysis programmes, that are recognised as complementary to the process (Joffe, 2012).

3.7.2.2 Criticisms of thematic analysis

Any methodology attracts criticisms, some of which stem from points which others may see as benefits of the approach (such as its flexibility) which can cause difficulties for higher phase analysis, and so can paralyse the researcher (Braun and Clarke, 2006, p.97). But thematic analysis has also been criticised at the theoretical level; for example; Van Manen (1998) challenges the approach from a phenomenological perspective, although his criticisms have been described as more of "a health warning [about] the pitfalls of incautious analysis" (Gibson and Brown, 2009, p.129). The concerns generally levelled at thematic analysis are that the themes chosen to represent data can become so generalised that different types become labelled together, so that true nature of the data code is lost, especially if the themes become divorced from the specific contextual aspects of the data set (Gibson and Brown, 2009; and Van Manen, 1998). Similar criticisms have been aimed at the use of computer assisted qualitative data analysis programmes, with Hollway and Jefferson (2013) seeing dangers in the fragmentation and neglect of the whole through the use of such programmes.

For the researcher, these criticisms highlight the care that must be taken in the analysis to work out the relevance of the context of a data code to its membership of a theme. The multiple case study approach allows the researcher to remain aware of the context of each case, and then compare and contrast them against other cases to corroborate or juxtapose the categories and themes identified.

There have also been criticisms as to the level of interpretive power that thematic analysis can yield. Here Braun and Clarke draw an importrant distinction, describing a simple thematic analysis as one which has little existing theoretical framework, so that making broader claims is difficult, especially when compared to other analysis approaches – such as (for example) discourse analysis where the fine grained functionality of language/talk can be scrutinised (2006,

p.97). More complex thematic analyses utilise theoretical frameworks and – in the example of language analysis – can be used to identify salient patterns of content in the use of language. This study adopts a complex thematic analysis as it explores salient themes and patterns that arise alongside quantitative data and ensures the theoretical frameworks identified in the literature review are utilised to increase its interpretative power.

3.7.2.3 Rationale for adopting a thematic analysis approach

Braun and Clarke (2006) state that researchers who want an active role in identifying patterns/themes of meaning in their research, while retaining flexibility in their decisions about epistemological consideration and analysis, should adopt a thematic analysis approach. This study aims to actively explore how young people with ER difficulties can be supported by EP consultative intervention to affect change. In this case study, thematic analysis is the optimal approach as it allows the researcher to work within the participatory research paradigm, with the researcher acting as a collaborator in the process of change. It allows for the identification of similarities and differences across the data set, particularly helpful in a multiple case approach (where one negative case would be expected to present with some differences) and the use of a mainly inductive coding frame allows themes to develop from the data set (hence excluding content analysis as an approach). Grounded theory was considered as it would fit with coding each interview to explore the psychological underpinnings and see if groups and subordinate groups could be pulled towards a common theory – however the danger would be that the picture of each case may be lost. Interpretative Phenomenological Analysis was also considered, but was a matter of personal preference that this and narrative analysis were dismissed as they could fit with the research approach and aims.

Thematic analysis was arrived at as it allowed the construing of meanings for each case, the identification of the key features and themes of the cases, commonalities between cases to be

identified and the psychological processes behind the themes to be explored and compared alongside quantitative data. As an approach it is also noted as being useful for informing policy development, which would be a complementary aspiration, while continuing to hold the aim to make the research systematic, rigorous and generally accessible (Braun and Clarke, 2006).

3.7.2.4 Thematic analysis processes

The interview transcripts were imported into a computer assisted qualitative data analysis software package (MAXQDA) to aid the thematic analysis approach. The analysis was carried out in accordance to the thematic analysis research method as outlined by Braun and Clarke (2006); who provide a six phase approach to thematic analysis: (i) Familiarising yourself with your data; (ii) Generating initial codes; (iii) Searching for themes; (iv) Reviewing themes; (v) Defining and naming themes; and (vi) Producing the report (see Appendix M10 for a detailed description of each phase).

Each phase of the thematic analysis process involves a number of actions (e.g. phase one involves reading and re-reading the data while noting down initial ideas), but before the analysis can begin they stipulate a number of decision points to consider in deciding how to thematically analyse data:

(i) deciding whether the analysis is going to be:

    a. inductive (data driven not fitting into a pre-existing coding frame, but one which develops from analysis that is then applied to the data set) *or*

    b. theoretical (deductive: in that the analysis may fit to a coding frame driven by the researcher's previously established theoretical interest)

(ii) deciding the level of identification to be adopted:

    a. semantic (data organised to show patterns in semantic expressions before moving on to more detailed interpretation)

      b. latent (which tends to be constructionist, in that it is more interpretive of the data from the start)

(iii)   deciding the epistemological stance to be taken:

      a. realist (experience taken as that expressed, so can seek to theorise motivations, experience and meaning in a straightforward way)

      b. constructionist (experience is seen as being socially produced, so seeks to theorise sociocultural contexts and constructions rather than focused on motivation or individual psychologies)

(Braun and Clarke, 2006)

Although these decision points are clearly presented, a benefit of the thematic analysis approach is that they can be shifted in response to, or as part of, the data analysis. This flexibility even includes the ability to follow an approach which mixes types of analysis and levels of identification; Joffe (2012) describes high quality work as involving "a dual deductive-inductive and latent-manifest set of themes" (p.210).

After each interview notes were made of salient points identified during the interview and added to the knowledge of previous research relating to consultation (Erchul and Sheridan, 2008; and Rupard, 2008) and ER (Gross, 2009). This was in line with Braun and Clarke's (2006) stipulation that "researchers cannot free themselves of their theoretical and epistemological commitments" therefore the information was used (p.84), ensuring that code development began in phase one.

Potential codes identified in the very early stages were amalgamated with other patterns and interesting points that were noted as the interviews were transcribed and checked through for errors (see Appendix M11 for this list of initial points of significance). As this list of points of

significance were seen as potential codes and themes, there was consideration as to whether it should be used "to create a conceptual tool with which to classify, understand and examine the data", i.e., as a 'coding frame' referred to in Joffe's guidance (2011, p.215). However rather than Joffe's (2011) more deductive approach (which promotes the use of a coding frame with a full set of codes to apply to the data set) a more inductive approach was adopted; following Braun and Clarke's (2006) argument that an inductive approach can allow thematic analysis to be data-driven, so data coding can take place "without trying to fit [the codes] into a pre-existing coding frame" (Braun and Clarke, 2006, p.83). Therefore, although initial code ideas were used in a general manner to create a rough coding frame, the approach gave complete flexibility to modify it so that new codes could evolve as necessary as new segments of meaning emerged. Therefore an inductive coding approach was taken, whilst incorporating deductive elements as attention was given to previous research on consultation and emotional regulation. (See Appendix M12 for the rough initial coding frame developed as per point one of the following diagram, and Appendix M15 for screen shots of coding frame changes following each interview analysis.)

The first decision point was to approach the analysis from a mainly inductive analytical perspective, while including some deductive elements. In relation to the next decision point (the level of identification) it was decided to be at a semantic level – an approach that involves a progression from describing coded segments to identifying and interpreting patterns of significance, broader meanings and implications which can then be supported by previous research (Braun and Clarke, 2006). This meant that the initial coding system might be larger and require more careful consideration as to the classification and description of coded segments of meaning, which therefore involved a validation process in which a colleague 'blind coded' the data at a number of levels. It was fortuitous to have an EP colleague that has a personal relationship with the researcher who was then willing to put the time and effort into coding and

reviewing at the various stages detailed in the following table. See Table 2 for the step-by-step approach undertaken to coding and theme development, which followed Braun and Clarke's 6 phases of thematic analysis and incorporated the first 11 points of their 15 point checklist for a good thematic analysis (which focus on the analysis, while the final 4 focus on writing it up) (Braun and Clarke, 2006, p.87 and 96):

Step by step approach to coding and thematic development

1. Coding frame roughly designed from interview notes, and notes taken during transcription and past research (Appendix M11 & Appendix M12)
2. Coding frame roughly applied to Lucy's teacher 1 interview transcript – resulting in additions and new coding frame development (Appendix M12)
3. A rich segment selected from Lucy's teacher 1 interview transcript for a colleague to blind code – resulting in further refinement of the coding frame (Appendix M13)
4. New code frame re-applied to Lucy's teacher 1 interview transcript
5. Colleague also codes Lucy's teacher 1 interview transcript (so allow inductive codes continue to develop) – which led to a discussion regarding inconsistencies in some codes, and further refinement of the coding frame
6. The same rich segment from Lucy's teacher 1 interview was taken to supervision to provide another opinion which further moderated the coding process (Appendix M14)
7. The coding frame was then applied to the rest of the transcripts (leading to additional code identification and refinement) (Appendix M16)
8. Once all transcripts were coded the whole data set was re-read and the new coding frame applied to all interviews; all coded extracts read and refined by either creating new codes, changing location or code redefinition (see Appendix M16 to Appendix M17 showing code refinements)
9. This led to a thematic map being created and a new coding scheme showing overarching themes
10. The new code and thematic map was then provided to a colleague who was asked to code a new rich segment of interview transcript, (roughly half an interview with a parent), to see if they agreed with the codes assigned – which led to a final refinement (Appendix M18)
11. The thematic analysis proceeded to be applied to the whole data set as well as at a case by case level – providing an ongoing analysis of the themes and their constituent parts and definitions as the analysis proceeded
12. Some minor refinements were made as the analysis proceeded to the writing up stage, thus involving the researcher in taking an active part in the analysis

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Table 2: Step- by- step approach taken to coding and thematic development

The coding process was approached by identifying interesting features – segments of meaning – in each transcript, and therefore had a different focus from some other qualitative approaches

(such as discourse analysis where all utterances are coded) (Denzin and Lincoln, 2005). The process developed from descriptions of text through to interpretations and constructions of meanings derived from the narrative data (Braun and Clarke, 2006). Step five in the process was a key stage when the coding approach and theoretical positioning was validated through the colleague's blind coding, with the resultant discussion ensuring the refinement of the description and the ongoing operationalization of the code frame (Joffe, 2011).

Once all the data had been coded and collated, the task of identifying the broader themes was then undertaken, although some of this had already taken place at the various coding levels (see Appendix M13 to M16). The process of collating the data into potential themes was very much intertwined and often occurred simultaneously due the constant comparison method adopted; ensuring that every new piece of data was compared to existing data to generate comprehensive categories of meaning (Mason, 2002). The process involved re-reading the codes and coding extracts so they were refined further in terms of whether there was enough meaning to justify the coded extract, or whether codes or themes could/should be combined or split so as to keep the data set coherent (Braun and Clarke, 2006). See Table 3 for a section of the coding frame:

Overarching theme: Attachment relationship

    Sub-theme: Positive / enabling

Code name	Definition	Examples
Positive view – relationship with young person	Positive descriptions of the young person or the relationship with them	"she can discuss her feelings, she is actually quite emotionally intelligent" (Lucy T1 32) "I find her a very easy child" (Lucy T1 41) "she's a lovely girl, she's a really lovely girl" (Claire's T/SENCo 62) "is a very capable young man and he can do, you know" (Mr and Mrs J 66) "to get an effort grade of 92%, teachers aren't thinking that he's not doing enough" (Jack's HOY 90) "I still teach Lucy, which is my choice, because I love her, so I still get to see her once a day" (Lucy T2 21)

| Strong positive emotional expression | positive expressions of the young person which are using language markedly stronger than positive view of the young person, e.g. "love", "perfect" | "because I love her" (Lucy T2 21) "she was chatty and I told her off and then she was perfect the next week" (Lucy T1 5) "we always have a daily cuddle" (Lucy T1 27) |

Table 3: Section of the coding frame

Coding location, theme presentation and text editing key:

… = cut bit from text

. and , are pauses in speech that have been recorded to show shorter and longer gaps during transcription

[ ] indicates text inserted

(Lucy T2 9) etc. show the position of the text segment in maxqda as is the name of the interview transcript and interviewee and then the paragraph positional marker shown by the number

"text" = in quotation marks show the segments of coded text while the code would be represented in 'single quotation marks' and where appropriate the thematic route of the statement may be shown in bracketed italics (*code description /sub theme /Theme*)

Themes and sub-themes will be shown in italics and 'single quotation marks' when in normal text

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Table 4: Key to code location and theme descriptors

Table 3 lists some coded segments from Lucy's teacher's interview (Lucy T2), which are also shown in the rich coded segment in Appendix M14. This example provides a clear illustration of where segments have been dual coded – such as: "I still teach Lucy, which is my choice, because I love her, so I still get to see her once a day" (Lucy T2 21). This whole sentence shows a *positive view of the relationship with young person*, while the "because I love her" segment is also dual coded as a *strong emotional expression*.

Once all the interviews had been coded (point eight) descriptions were refined and codes combined to identify overarching themes. A couple of visual thematic representations were trialled during this stage but were not considered to form a coherent narrative about the data.

Further reading of social psychology (Hogg and Vaughan, 2008), attachment (Riley, 2011) and consultation (Erchul and Sheridan, 2008; and Rupard, 2008) literature facilitated the next stage where more coherent thematic map started to develop.

There was refinement of the themes via further discussion with the EP colleague who has a personal relationship with the researcher, works in a different LA, but holds similar beliefs about the EP profession. The thematic map and coding frame were discussed following their review of the codes and themes applied to half a parent interview (step 10). This refinement produced a high percentage of concordance (based on Joffe's (2011) definition of high concordance as above 75% where this achieved 93%). The discussion about the reliability of certain codes and thematic groupings was beneficial to creating a validated, coherent thematic analysis.

At step twelve it was helpful to move away from computer presentations (MAXQDA) of the code groupings by printing them on separate slips of paper so they could be broken down and reassembled to see how they might be reinterpreted and so form different themes. This part of the process allowed realisation that 'time' – which had initially been thought of as a key theme with a number of different coded responses – encompassed such a degree of variability of the coded responses that it did not hold together as a theme. Each part of the previous identified 'time' theme was identified as belonging to different themes. One code related to 'parental time pressures', was identified as a threat to the building of a successful attachment relationship with the young person, so was re-coded under the theme of *attachment negative/threat*; while 'good EP response time' was about perception of the efficacy of the EP consultative service; and 'wasted time' became related more to *parental guilt*. Therefore (as shown in the Appendix M18 final coding frame) some codes were moved to other themes, and 'time' itself became a negative sub-theme under the negative/threats to attachment relationships. The final thematic maps are

presented in Chapter Four (Research Findings) and were arrived at through the final identified pattern of themes, sub-themes and codes (shown in Appendix M18 with their code descriptions).

3.7.3 Computer assisted qualitative data analysis

The coding process was facilitated by the use of the computer-assisted qualitative data analysis software program MAXQDA, which systematically organised the data, allowing patterns of codes and links between codes to be identified so the data could be evaluated and interpreted. The use of such computer-assisted data analysis programmes is highly endorsed by Joffe (2011). The programme allowed flexibility in the coding, so that some sentences could be coded in a number of ways while the context of the code and meaning remained intact, therefore multi coding and coding inclusively (Braun and Clarke, 2006). The multi coding of sentences led on to the later refinement, deletion and retention of differently coded segments, and allowed different meanings to be derived from the same sentence, as in the following example:

> "I think that was really useful because it was when you kind of, umm...Mum and I throughout the three of us talking were able to see that Lucy puts on this act at school of trying to be cheerful and jolly and lovely" (Lucy T2 21)

"The three of us talking were able to see" was coded as both: *shared view of young person's needs/positive/outcomes* and *all together/positive/relationships,* while "were able to see" was also coded as *I see/revelation/consultation process* (see Appendix M14 rich interview transcript segment for codes in context).

The interview transcripts were approached in order, starting with the teachers and then moving onto the parents – in the case order: Lucy – Jack – Claire – Anna – as it was recognised that the cases would be analysed in depth in their own right and so if there were particular groups of motivations/meanings to be found from the teachers' or parents' transcripts, it would be helpful

to glean this at the initial stage of analysis. In practice, as the themes and data were analysed, the teachers' or parents' groups of themes could be explored via the code-matrix browser function in MAXQDA. A copy of the code-matrix is included in Appendix M19, showing each code along the y axis and each participant along the x axis, thus producing a visual map of the number of coded items for each interview against each code/theme.

3.7.4 Trustworthiness of data gathering and analysis

Until relatively recently, psychology as a discipline and a profession had shown much more reluctance to embrace qualitative methodology than some of its aligned disciplines. One of the reasons put forward for this lack of enthusiasm has been the continuing debate about the concept of rigour in qualitative research studies (Elliot et al, 1999). A number of researchers have since suggested alternative criteria by which to judge qualitative inquiries as the tendency to rely on that used with quantitative studies does not fully appreciate the different paradigmatic stances that qualitative research studies often take (Kidd, 2002). Quantitative evaluation criteria use terminology such as reliability and validity, which is argued (Lincoln and Guba, 2005; and Patton, 2002) to often not be relevant or appropriate to qualitative research. Qualitative researchers have therefore put forward the concept of 'trustworthiness', and which Guba and Lincoln (1994) propose should consist of four criteria, namely: (i) credibility; (ii) transferability; (iii) dependability; and (iv) confirmability.

The credibility of qualitative findings (qualitative equivalent to internal validity) is seen as one of the most important factors in determining a trustworthy study and refers to the correspondence between the participant's perception of a social construct and the researcher's portrayal of their viewpoint (Mertens, 2005). A selection of techniques were used to ensure there was congruence between the participants' experiences and perceptions and the way in which the researcher interpreted their viewpoints in order to maximise credibility. Firstly, constant comparison was

employed (as described in previous section) whereby the thematic framework was refined and developed to incorporate new topics and subtopics emerging from each additional transcript. Secondly, deviant case analysis, which entails the examination of contradictory data, was used to help refine the emergent explanatory and contextual codes/factors (Mays and Pope, 2000; and Robson, 2002). Thirdly, peer debriefing and supervision was employed, whereby discussions were held between the researcher and experienced EP colleague with a personal relationship (peer debriefing), and a research supervisor to highlight any potential biases and ambiguities in the researcher's interpretations of the data. Finally, a reflective research diary was kept throughout the research study period which allowed for consideration of personal issues (e.g. thoughts, assumptions, feelings etc.).

The transferability of research findings (qualitative equivalent to external validity) refers to the extent to which research findings can be generalised beyond the research setting to other contexts or populations. Shenton (2004) asserts that findings of qualitative research are specific to the settings in which they are generated and it would be therefore difficult to generalise these findings to other contexts and populations. Furthermore, Gomm et al. (2000) suggest that to generalise findings to other contexts/settings may negate the significance of the contextual factors of the case being explored. The researcher has ensured that there is sufficient contextual information provided throughout the study for others to make their own judgements about whether they wish to relate the study's findings to their own setting and if they are applicable to that context.

The dependability of qualitative research (qualitative equivalent to reliability) can be defined as how dependable the findings will be and the level of agreement by others over the interpretation of the data (Lewis and Ritchie, 2009). To enhance the dependability of the present study a detailed description of the methodological framework and research procedure has been provided

and discussions were held with EP colleagues and the research supervisor (e.g. blind code) to agree the coding, thematic framework and interpretation that was applied to the data.

Finally, the confirmability of qualitative research findings (qualitative equivalent to objectivity) related to the extent to which the findings are grounded in the data. Shenton (2004, p.10) states that "here steps must be taken to help ensure as far as possible that the work's findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher." This was addressed within this study by making full use of the reflexive research diary to ensure that the potential impact of any personal beliefs or values were kept to a minimum. The research diary has not been provided in the Appendices due to the informal nature of the research diary notations.

3.8 Quantitative research

3.8.1 Data capture

3.8.1.1 BRIEF questionnaire

Questionnaire selection for this research study was paramount to ensure that the measures were fit for purpose and could be used alongside SMA analysis to provide standardised benchmark. The first questionnaire employed was the Behaviour Rating Inventory of Executive Functioning (BRIEF). There were two key reasons for utilising the BRIEF; firstly, it is routinely used within the assessment and intervention team as a screening tool; and secondly, it is a widely used and cited tool for assessing a broad range of executive functions in normative data from young people aged 5 to 18 years old (Gioia et al., 2000). The BRIEF provides indexes of T-scores and percentile results for eight specific areas of EF concerned with behavioural regulation and metacognition through an 86-item questionnaire that is given to parents and teachers. The eight areas of the young person's functioning cover their ability to; (i) Inhibit; control their impulses; (ii) Shift; tolerate change; (iii) Emotional control; to regulate their emotional responses; (iv)

Initiate; their initiative to begin an activity; (v) Working memory; to retain information when completing a task; (vi) Plan/organise; to organise effective approaches to tasks/activities; (vii) Organisation of materials; to order their work space; and (viii) Monitor; to self-check their work and monitor their behaviour.

The BRIEF questionnaire therefore assesses a number of executive functioning skill areas. Of these, Inhibit, Shift and Emotional Control are identified as being linked to ER (Gross, 2009) and therefore they, along with the Behavioural Regulation Index (which is a composite score of the three areas) were particularly pertinent to this research.

3.8.1.2 Young persons' questionnaires

The sample of four young people were asked to complete three short questionnaires in school; the 10 item Emotional Regulation Questionnaire for Children and Adolescents (ERQ-CA) (Gullone and Taffe, 2012); the 30 item Schoolchildren's Happiness Inventory (SCHI) (Ivens, 2007); and the 16 item Emotion Expression Scale for Children (EESC) (Penza-Clyve and Zeman, 2002) (see Appendix M4). These questionnaires were chosen as they allow exploration of the areas of ER, emotional expression, as well as the impact of the intervention on feelings about school. They were identified following considerable review of available questionnaires, utilising the DfES commissioned review of instruments assessing or measuring emotional competence (Edmunds and Stewart-Brown, 2009) and discussion with my university research group.

The ERQ-CA, is not yet widely available and was therefore obtained direct from Eleonora Gullone. It is expected to become more available to the psychological community as a valid measure as it is closely based on Gross and Johns' (2003) adult measure examining the ability to reappraise and suppress emotions. Reappraisal is thought of being more antecedent-focused than

suppression, which is response-focused: "reappraisal — with its emphasis on controlling the personal meaning that events have for the individual — has more to recommend it than suppression — with its emphasis on controlling one's behavioural responses to these events" (Gross and John, 2003, p.361). Additionally, suppressing negative emotions has been shown to leave the experience of negative emotion intact, while suppressing positive emotions decreases the experience of positive emotions (Gross and Levenson, 1997). In the current research study the higher the score indicates the more use of that ER strategy, therefore an increase in reappraisal strategies would be positive while an increase in suppression strategies would not be seen as a positive change in ER, as for example; suppression scale items include 'I keep my feelings to myself' and 'When I am happy, I am careful not to show it' while reappraisal items include 'When I want to feel happier, I think about something different' (see Appendix M4).

The other two questionnaires utilised in this study (the SCHI and the EESC) are widely available for normal EP practice, recently distributed as a part of the 'Portfolio for Education and Health Professionals' (Frederickson and Dunsmuir, 2009). The SCHI examines a young person's subjective perspectives of their wellbeing in relation to school, while the EESC is designed to examine two aspects of deficiency of emotion expression: lack of emotion awareness and lack of motivation to express negative emotion.

3.8.1.3 Likert scaling measures

In order to produce a numerical quantity representing its value for self-reported and observed ER skills, Likert scaling was employed as it is one of the most widely used response scales and allowed participants to rate specific ER skills on a pre-designed scale. There are a number of debates about the use of Likert scaling but a key point of debate is over whether or not a central point should be offered. One school of thought argues that where a central point is offered it is more likely that respondents will chose the central/middle option rather than spending time

considering their response, and where there is no central point it forces respondents to make a clear decision about their feelings/thoughts one way or another (e.g. positive or negative). This study opted for Likert scales without a central point to ensure forced choice. Both young people and parents were asked to complete weekly Likert scaling measurement activities via Survey Monkey. The young people's Likert measures covered three areas: their anger, anxiety and happiness levels, while the parents' and teachers' measurement areas were their perceptions of the young people's abilities in relation to persistence, compliance and frustration levels. The researcher identified that these constructs needed to have some standardisation in terms of prompts for the young people, while not restricting their own interpretations, so information cards were produced for them to read before completing the Likert measures (see Appendix M5). The inclusion of the happiness construct was decided on as it provides information related to individuals' ability to change in terms of their ability to reappraise their situation as per Ochsner and Gross' definition (2005). Overall, the six measurement areas mirror Dennis' 2006 research approach to measuring emotional regulation and align with other research studies. Key examples of ER skills relate to young people's ability to regulate strong emotions like anger and anxiety, while (for those observing changes in other's emotional regulation skills) the constructs of frustration, tolerance and persistence in tasks have been shown to be valid measurement areas (Dennis, 2006).

3.8.2 Data analysis

3.8.2.1 Simulation modelling analysis

Simulation Modelling Analysis (SMA) is described as a variant of bootstrapping methodologies, used to detect the effects of treatment, comparing pre- to post-phase measures of a dependent variable (Borckardt et al., 2008). It is a more appropriate form of time series analysis than others (such as autoregression) when the number of data points for each phase is small (i.e. <30) (Borckardt et al., 2008). SMA can be used to detect significant phase change effects, such as

increases or decreases following intervention points, as well as statistically significant differences in the patterns of changes between phases, the slope change (see SMA results in Appendix R4 for examples of slope change patterns tested).

The data is organised into pre- and post-phases, as they are a "series of observations that are assumed to be dependent (at least in part) on the value of one or more of the immediately preceding observations" (Borckardt et al., 2008, p.82). They are not random and independent of previous observations (e.g. as in the toss of a coin) but are based (in this research) on young people's perceptions of how they feel compared to last week and to their own internal baseline. Briefly described, autocorrelations are calculated via a complex formula based on correlations between the dependent and independent variables (which uses Pearson's r for a pre/post intervention). Those correlations are calculated into autocorrelations via the formula based on the number of data points (see Borckardt et al., 2008 for a step-by-step explanation). Significance is then generated via the computer generation of "thousands of simulated data streams drawn randomly from a known null distribution of data streams" (Borckardt et al., 2008, p.90), which allows for the statistical probability of the particular phase change or slope of change tested likelihood to be achieved again, generating a statistical probability level.

In the SMA analysis calculations the intervention point was taken as the week that the EP consultation took place, and so this also becomes the phase change and slope change point. In Anna's case study it was agreed to implement the strategies two weeks after the consultation meeting due to a school trip, though any new understandings, systemic changes in beliefs or approach were assumed to be have been imparted and may impact from day one. Additionally in all the cases the specific interventions may have taken some time to implement, so it was decided to stay with the intervention point being the week of the consultation: an explorative analysis conducted to see if there was any significant difference if a two week later intervention point was

inputted revealed no significant difference in results. It was also recognised that the analysis of slope changes in the SMA analysis would therefore be most valuable as it allows the significance of pre- and post-intervention changes to be calculated, along with the direction of that change. It also allows for the analysis of gradual changes that may be beginning, which are more like the behaviour changes seen in intervention work than the dramatic changes that may occur following a crisis or revelation point. The SMA analysis of slope change is supported by the BRIEF and other standardised questionnaires to provide a common metric form against which to be able to compare the extent and relevance of changes with those in other studies (Borckardt et al., 2008).

3.8.2.2 Validity considerations of the quantitative measures

With the use of standardised assessments dangers to validity present in the form of re-testing effect though each test was used within the acceptable re-test timeframe, while instrumentation effect, i.e. changes in how the tests are administered by different people, was largely avoided in this study as the same person was generally involved throughout. Where this hasn't been the case it has been clearly documented and identified as a threat to valid interpretation of those figures, with reactive effects of testing (the act of completing the questionnaire might make them think more deeply about ER) discussed particularly in Lucy's case. Another validity consideration is statistical regression (that extreme cases move towards the mean); the use of the BRIEF measure provided common metric comparisons to help show moves across the clinical range.

The BRIEF questionnaire reports convergent validity being established with other measures of inattention, impulsivity, and learning skills, with an additional divergent validity reported where the measures are compared against measures of emotional and behavioural functioning. The correlations between adolescents' and their parents' ratings for the clinical groups were strong, suggesting generally good agreement on items in this questionnaire (Gioia et al., 2000).

However, there is some question regarding the standardisation validity of the questionnaire for UK subjects, given that it was originally standardised on an American sample.

The convergent validity of the EESC questionnaire demonstrated that it was positively related to inhibition and dysregulated expression of sadness and anger, and negatively related to constructive coping with these emotions. Penza-Clyve and Zeman (2002) report relationships between the EESC and other measures of emotion regulation behaviour: Children's Sadness Management Scale and Children's Anger Management Scale (Zeman et al., 2001).

The SCHI was measured as showing concurrent validity alongside other related constructs; such as; (i) for self-esteem: the Culture-Free Self-Esteem Inventory, second edition (Battle, 1992), where a high score is positively correlated with the SCHI; (ii) for depression: the Children's Depression Inventory, Short Form (Kovacs, 1992), is negatively correlated with the SCHI; and (iii) for affect: the Positive and Negative Affect Scale: Children (Laurent et al, 1999), was used where both measured recent aspects of children's overall positive and negative affect.

The ERQ-CA was developed by Gullone and Taffe (2012) from Gross and John's (2003) Emotion Regulation Questionnaire, re-phrasing the ten questions and altering the scale to simplify the wording and make it more accessible for children and adolescents.

Emotional Regulation Questionnaire shows sound convergent and discriminant validity with both younger and older adults (Gross and John, 2003 and John and Gross, 2004). While the validity of the ERQ-CA was demonstrated via correlations in the expected directions between both the Reappraisal and Suppression scales and measures of temperament, shame, guilt and empathy, as well as of parental warmth and overprotection (Betts et al., 2009; and Gullone and Taffe, 2012).

The Likert scale was carefully researcher-designed utilising information from Gross' (2009) handbook of ER and Dennis' (2006) work to identify the constructs to be measured. The Likert scaling constructs and measures themselves were peer reviewed to increase the level of validity. They were first reviewed by an EP peer, which identified the need to create the construct definition sheets. Thereafter, the constructs, scales and definition sheets were peer reviewed among doctoral colleagues for a short period and modified to gain wider agreement that the measures were phrased so all groups would understand they referred to the same conceptualisation and an addition made of the 'other' final question on the sheets.

3.8.2.3 Reliability considerations

There are published internal reliability details for the parent and teacher BRIEF questionnaires, which give internal consistency coefficients (alphas) ranging from .80 to .98 and test-retest reliability scores of .82 for parents and .88 for teachers. The internal consistency result for the pupil self-report version is .96, and .72 to .96 for the clinical scales: the standardisation of retesting shows a temporal stability of .89 over a period of approximately 5 weeks (Gioia et al., 2000).

The EESC was adapted by Penza-Clyve and Zennan 2002) from the Toronto Alexithymia Scale for adults (Bagby et al. 1986). Alexithymia is a deficit in the ability to label and express emotion. The scale has two subscales – Poor Awareness and Expressive Reluctance: internal consistencies for both are high (alphas for Poor Awareness .83, and .81 for Expressive Reluctance). This scale also reports moderate test-retest reliability (Poor Awareness; r = .59, Expressive Reluctance; r =.56).

The SCHI developed by Ivens (2007) shows reliability through a re-test reliability (correlation r = .72, p<.00l, 2-tailed, after 13 days), as well as presenting an analysis alongside other proven tests of related constructs – self esteem, depression and affect – with reliability alphas ranging from .80 to .85.

The ERQ-CA reports internal consistency alphas of .81 for Reappraisal, and .69 for Suppression, with adequate four-week test–retest reliability (r = .54 Reappraisal, .59 Suppression).

The self-monitoring Likert scale is used alongside the standardised BRIEF questionnaire followings published recommendations as to good practice approaches to increasing reliability (Borckardt et al., 2008). Simulation Modelling Analysis helps avoid mere randomisation as a reason for change, correcting for autocorrelation, and is considered more appropriate than more familiar forms of time series analysis (such as HLM or autoregression) due to the small number of data points required to analyse each phase (i.e. <30 data points); (Borckardt et al., 2008).

Chapter Four – Research Findings

4.0 Overview of chapter

This chapter presents the findings from the research study. The first part provides an overview of the various assessment measures used with this sample group. Overall thematic analysis diagrams are then presented, showing the groupings that start with aspects relating to the consultation process, then the balance of negative/threats to positive/enabling descriptions of the young people's attachment relationships and finally the balance of positive to negative outcomes. Thereafter, the analysis of each case study is conducted following a set format which starts as a broad overview, before predictions are made that lead into the thematic analysis which follows the same format as the overall thematic analysis presentation. There is subsequent exploration of the quantitative data that is corroborative, contributory or contesting the identified themes.

4.1 Participant information

Five families with adopted children within the specified age range were identified by the TAP panel (Assessment and Intervention team) as requiring EP involvement during the participation selection period. The BRIEF assessment questionnaire was sent to the parents and the young person's school, allowing inclusion/exclusion criteria to be applied. This led to four participant cases being approached for inclusion in the study and who all agreed to take part. Two young people were in Primary school: Lucy, aged 10 and in Year 5 and Anna, aged 11 and in Year 6. While the other two were in Secondary school and in Year 9; Claire, aged 13, and Jack aged 14.

During the research study some of these details of the young people involved have been changed (e.g. names) and some information not included in depth in order to preserve anonymity and avoid identification. However, it is worth noting that no details have been changed or excluded where the process of which would impact on context or findings of the study.

4.2 Overview of measures and timeline

The majority of data collection took place between May 2011 and December 2011 (see following timeline for details of measures undertaken throughout the course of involvement), and began with initial contact and screening for eligibility. Initial contact was made in the form of a letter and BRIEF questionnaire (Appendix M1) which was sent to parents in February 2011 thus enabling consent granted in March 2011. This timeframe subsequently allowed the interventions to take place concurrently in the summer term of 2011.

Initial contact
BRIEF questionnaire used to screen for difficulties including ER and if they meet eligibility criteria including (9yrs+ and sig difficulties in ER) then they are approached for consent by telephone and letter. The young person is also then asked to complete 3 questionnaires (Emotional Regulation Questionnaire for Children and Adolescents, SchoolChildren's Happiness Inventory and the Emotional Expressions Scale)

Week 1 2 3 4 5 6	Intervention Point	Week 7 8 9 10 11 12		After summer at the End of 1 term later
Weekly Likert scaling	Consultative intervention involving all concerned parties around this mid-point	Weekly Likert scaling continues till week 12	Three questionnaires repeated by young people. BRIEF Questionnaire completed by parents and teachers. All complete a Qualitative Questionnaire	Qualitative interviews conducted with all involved parents and teachers over the period of a week and BRIEF questionnaire completed (taken place two weeks before the end of term)

Table 5: Timeline of interventions

Subsequent to obtaining informed consent from all participants, three questionnaires were completed by the young people (ERQ-CA, SCHI and the EES). The parents, school staff and young people were approached to collect weekly Likert scaling information relating to the young people's ER presentation during the Summer term (aided through the use of Survey Monkey to email electronic surveys weekly). Part way through the Summer term the EP consultation

intervention point took place, with Likert scaling continuing until the end of term. At the end of term the BRIEF was re-administered along with the three questionnaires for the young people. A qualitative survey was also sent out at that time via Survey Monkey to parents and teachers, with a hard copy sent for the young people to complete. There was some attrition of data due to the time at which final questionnaires were distributed (close to the end of term / school summer holidays). The qualitative questionnaires destined for Lucy and Claire were not completed, while the parental questionnaire was not completed for Anna and the teacher one not completed for Claire. Likert scaling data was analysed using SMA alongside BRIEF questionnaires to explore changes in standardisation measures of concern, while the qualitative questionnaire information was added to the thematic analysis.

The semi-structured interviews were conducted at the end of the Autumn term (one term after the intervention period) due to the recognition that time was required to implement, embed and consolidate interventions as well as for their effect to be noticed. The interviews with parents and teachers were conducted during the period of one week. These interviews were transcribed and formed the main basis for the research study, utilising a thematic analysis approach. The qualitative information was examined along with the quantitative data to test any hypotheses through corroboration, inconsistency or complementarity of the themes and outcomes identified in the thematic analysis.

4.3 Structure of the concurrent multiple case study approach

The need for the single case study approach was identified as the participants are very individual and the work is specialised to a small number of young people with particular needs. The benefits of the multiple case study design are well documented by Yin (2009) as it removes some of the vulnerability of single case study research whilst allowing the possibility of direct replication. Yin's guidance on work with such populations is to have at least two cases (Yin,

2009); following his approach four cases were explored – allowing the benefits of replication and corroboration to be obtained between three cases where the focus would be to improve emotional regulation, while the 4th case (where there was not a focus on ER) was used to provide a contrasting situation.

"The case study report does not follow any stereotypic form" (Yin, 2009, p.165) and therefore the composition of the results needed careful consideration, particularly in light of the variety of measures used. The findings are presented initially in terms of the overall themes that emerged from the data following constant comparison of the combined data from all four cases studies. However, in order to satisfy the need to compose each case study's story into a coherent form, as well as pull the links across them together, the following structure for reporting the findings is presented:

- Each case study begins by exploring the contextual details of the case and EP involvement.

- Predictions made about the case based on initial information gathered as per Yin's (2009) assertion; these predictions are the propositions to direct attention and provide rationale and direction in the exploratory case study.

- Thematic analysis then explores; the experience of consultation, attachment relationships and identified outcomes (with thematic maps to illustrate the links to the overall analysis).

- Quantitative data (from questionnaires and Likert scaling information) is presented which corroborates or contests the themes, along with any additional contributions.

4.4 Revised research questions

The analysis of the interview transcripts was carried out in accordance with the method for thematic analysis outlined by Braun and Clarke (2006). Their approach to thematic analysis allows for revision to the research questions as the analysis uncovers new understandings, necessitating the following refined research questions:

1. What do parents and teachers recognise as the most influential aspects of consultative EP involvement?

2. What were the descriptions of the attachment relationships surrounding the young person?

3. What were the positive and negative outcomes, particularly relating to emotional regulation, perceived to have been achieved through consultative EP involvement?

4.5 Overall Thematic Analysis

The following overall thematic analysis diagrams are presented in a manner to reflect the frequency of responses – the larger the font size the higher number of coded responses (proportionally showing three frequency responses for each font size increase). It should be noted that some sub-themes are heavily weighted by one or two respondents (as detailed in the individual case analysis); those sub-themes highlighted in red relate only to Anna's case study (less emphasis is placed on this distinction in relation to the consultation process as it is not specific to ER development). This diagrammatic method was utilised to add an additional level of potential analysis, it was not used to make a qualitative value judgement on any of the codes.

4.5.1 Consultation process thematic map
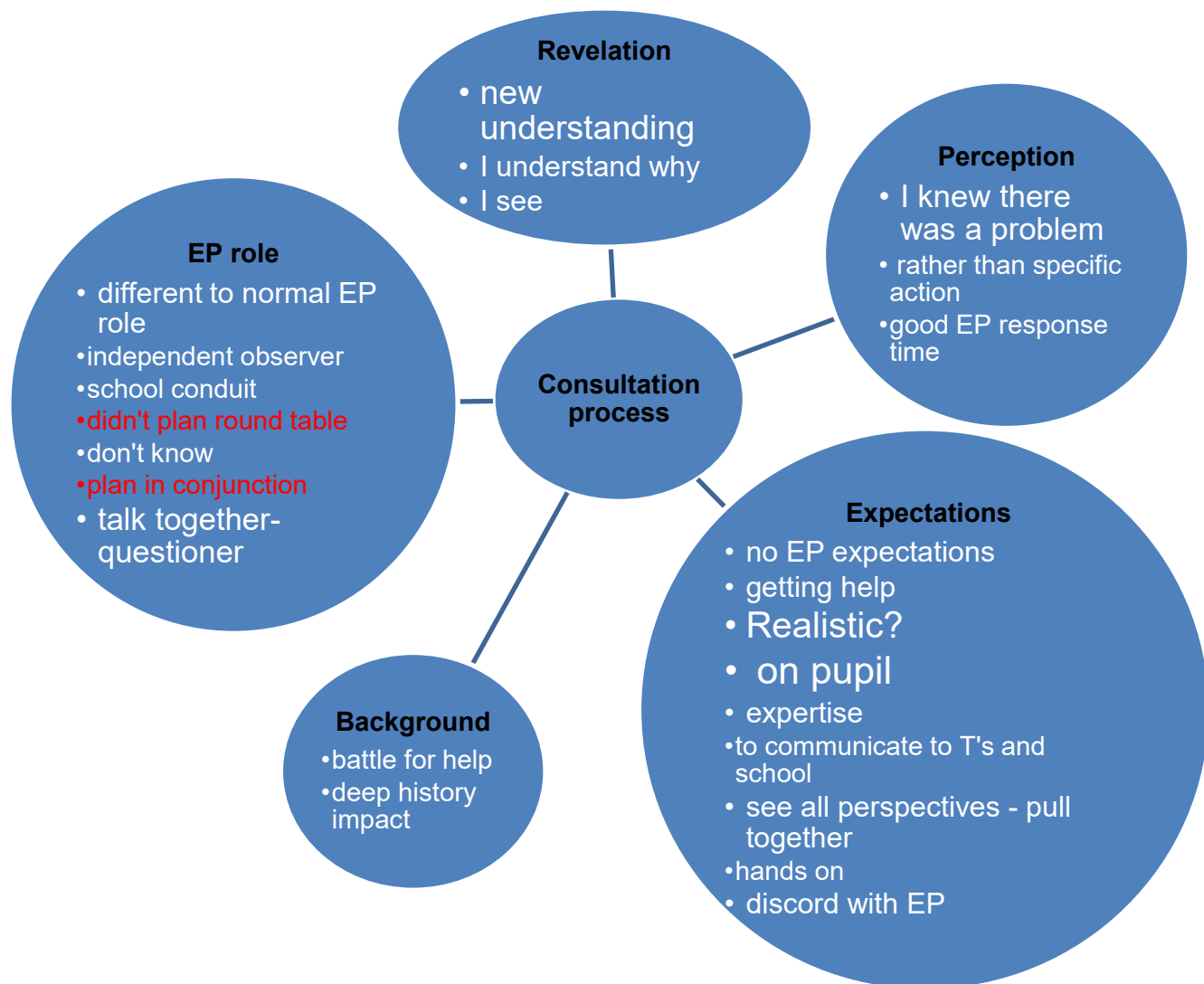
Figure 1: Overall thematic analysis of the consultation process

Under the core theme of the '*consultation process*' five key themes were identified:

Background;   which refers to those aspects cited as historical in nature, therefore telling the

story, explaining the background for how to get help, or past references to the

trauma impact.

EP role;   participants' descriptions of the EP role and how they experienced it,

containing seven sub-theme areas.

Revelation;   those descriptions by participants which make reference to the generation of a

new understanding, including invivo coding of '*I see'* and descriptions of enlightenment

Perception;   three sub-themes covering descriptions about the participants' perception of whether the young person had a problem, their thoughts about EP actions such as response time and the process of change attribution not being to a specific intervention.

Expectations;   there were many recorded instances referring to expectations, ranging from those relating to the EP, the young person and others which were questioned as to whether they were *realistic?*, hence the question mark. The realistic? expectations were mainly focused on the EP and leads to another sub theme dimension relating to a discord with the EP in relation to expectations.

(Full descriptions of each theme and sub-theme definition are contained in Appendix M18)

4.5.2 Overall attachment relationship to Parent or Teacher

Negative about yp		Positive view - relationship with YP
Hard to see change – don't know		Somebody to talk to 1:1
T and parent not together		All together
Parents different		Outside person doing or other thing helped
Pressure on yp - in the headlights		Strong positive emotional expression
Gets a hard time		EP and T working together
T negative about parents		Positive about peer relationships developed
Negative relationship with parents	Self doubt	Tactical ignoring
TIME	Wasted time - some parental guilt	Settled into new year
Volatile time		
Near end		
Parental time pressures		
Short intervention		

NEGATIVE / THREATS   **POSITIVE /ENABLING**

Figure 2: Overall thematic analysis of the balance of negative/threats to positive/enabling descriptions of the young people's attachment relationships

References to the core theme of '*attachment relationship*' with the young person, or factors which could impact on it, were split into two main groups; (i) threats to or negative expressions of the relationship; and (ii) positive expressions of the relationship or aspects to enable relationship development. There were nine themes in each group, with the '*time*' theme splitting into a further four sub-themes – which created more negative items. The highest frequency of responses describing a positive view or relationship with the young person and overall more positive/enabling expressions were made (seventy nine positive to sixty four negative). Two final sub-themes; '*Self doubt*' and '*Wasted time – some parental guilt*', were viewed as neutral in relation to the attachment relationship as they were neither a threat nor enabling. However they are important to the individual case studies as potential motivations behind parental or teacher approach to the attachment relationship (see Appendix M18 for full descriptions).

4.5.3 Overall outcomes

| | | Positive about involvement - impact |

Figure 3 presents a balance diagram (fulcrum) comparing negative, neutral, and positive outcomes.

Positive about involvement - impact

Change in emotional regulation

Shared view of YP needs

Working to a plan

Structure

Within normal limits

Dissemination of info

Positive progress at school

Positive thinking

Parent proactive work

YP trying

YP matured
Teachers absolve responsibility

On-going
Too early, can't see ER change

NEGATIVE   **POSITIVE**

Figure 3: Overall thematic analysis of the balance of positive and negative outcomes

Figure 3 presents the third and final core theme of '*outcomes*'. The identification of positive and negative outcomes perceived to have been achieved through consultative EP involvement; a particular focus being those related to ER change. There is also a middle section which relates to those outcomes which would be considered as neutral or incidental rather than positive or negative.

4.5.4 Additional theme areas

There were additional themes which were miscellaneous or did not fit into the overall diagrammatic structures, such as; *looking to the future* – with four sub-themes showing:

1. **Future concerns**; involving concerns about the future such as "she is going from 300 to 1500 [pupils] so might be a bit wobbly then" (Lucy T1 37)

2. **Desire for/improve**; the desire for something or for things to improve; such as "a bit of respite would help is all" (Mr A 86) and "I think we had been hoping your role would carry on" (Mr and Mrs C 78)

3. **Need to do**; those things that were felt needed to happen next such as "we need to try and sort out the underlying causes" (Mr A 60)

4. **Didn't do**; finally those things that didn't get done or were delayed "there is time slippage somewhere" (Anna's old Teacher and SENCo 26), "most measures didn't actually get implemented until September" (Mr and Mrs C 41)

There were also miscellaneous codes/themes relating to '*Puts on this act – two different children*' and '*Parents don't realise – could have gone bad*' which are discussed in the case studies specific to them.

4.6 Case Study 1 – Lucy

4.6.1 Contextual details

Case study 1 involves Lucy who is 10 years old and in Year 5 in Primary school. She was taken into care following a difficult home life where she was witness to, and in receipt of, violence for approximately 6 years. Her younger sister (by 3 years) was also taken into care at the same time, with them both adopted into the same family when Lucy was roughly 7 years old. Before being taken into care Lucy's home situation was somewhat unstable and difficult, although her educational experiences provided her with some stability, described in social care reports at that time as being the good place in her life.

EP involvement was initiated through the assessment and intervention team due to concerns raised by her adoptive parents that Lucy was struggling to control her anger at home. Parents reported that Lucy would often hit them and her siblings in a fit of rage and had been known to frequently throw objects.   Through discussion with parents, a hypothesis began to form that Lucy was struggling to regulate her emotions; Lucy was described as a child who could be upset and cry for anything up to two hours following minor triggers, such as not making it to the next level on a computer game. An additional parental concern was they felt school did not recognise Lucy's difficulties, and perceived it as just a home issue (which was minimising their influence). (Information taken from post adoption needs assessment completed by parents with the social worker, social care chronology, parental concerns raised at the TAP panel and at initial telephone contact).

4.6.2 EP involvement

EP involvement consisted of:

- Observation of Lucy in a Literacy lesson

- Individual work exploring Lucy's views; achieved by means of a scaffolded conversation using the 'blob' pictures (Wilson and Long, 2009) to allow Lucy's self-perception and perception of others to be explored. Lucy's approach to learning tasks was also investigated using a dynamic assessment tool; the Complex Figure Drawing Task (Osterrieth, 1944)

- Consultation with the class teacher and mother (Mrs B)

- Report detailing involvement and interventions (see consultation report R1)

- A review meeting to evaluate the impact of previously set interventions (see Appendix R2 review meeting record)

During the intervention period the CAMHS team had some brief involvement; meeting parents (Mr and Mrs B who are medical professionals) on one occasion. Mrs B described how they did not feel Lucy's attachment difficulties were fully understood by the CAMHS team and did not agree with the recommendation to go on a generic parenting course. This resulted in minimal involvement from the CAMHS team.

A number of agreed interventions arose from the consultation meeting with the class teacher and Lucy's parent (these are included in Appendix R2, alongside a review of the ability to implement and their perceived impact). As evidenced by the consultation report and reviewed interventions, part of the agreed intervention focus was systemic, involving both the school and family. School staff were supported to develop a shared understanding of Lucy's needs and as illustrated by agreed intervention number one move Lucy up to school action plus (in terms of the SEN Code of Practice) in order to access additional funds and support. Interventions two, three and four

specifically relate to the development of ER skills – by encouraging a key adult to develop a relationship with Lucy that provides opportunity for positive re-framing of her perceptions. Lucy was also supported in how to approach break periods, better recognise her emotions in identifying the moderated levels of emotion, as well as encouragement to identify her own self-control to alter her emotional states and utilise calming strategies. Interventions five, six, seven, eight and nine involved school system changes/teacher understanding development, e.g. increased awareness for school staff (including being mindful of subject discussions which would be challenging to understand emotionally, Lucy's seating position in class to avoid misunderstanding her hypervigilant responses and additional transitional time dedicated to explaining the ways that Lucy shows her anxiety).

4.6.3 Predictions

This section, following Yin's (2009) guidelines, provides predictions that direct attention and provide rationale and direction in the exploratory case study. They are based on the information gathered prior to EP consultation involvement (comprehensive file search, BRIEF questionnaire information from parents and teachers, parental concerns gathered through TAP panel and telephone contact). A disparity between parents' perception of Lucy and teaching staff was identified on the BRIEF questionnaire; staff identified no areas of concern within the clinical range other than Lucy's ability to cope with changes, while parents saw difficulties across many EF areas; including emotional ability to engage with learning, and behavioural responses to learning. Therefore EP involvement was to be aimed at identifying reasons for the disparity and exploring if the perceptions and understandings could be pulled together. A specific prediction would be to effect change in her ER skills; encouraging Lucy to become better able to calm and recognise her emotions – while systemically those around her are better equipped to recognise and support her self-regulation skill development.

This led in the consultation to a range of individualised key adult support interventions identified, along with more systemic awareness and understanding of Lucy – encouraging her to become less vigilant in school, more able to manage the challenges of the day and able to better regulate her emotions, particularly developing calming strategies that could be utilised at school and home.

4.6.4 Thematic analysis

4.6.4.1 Experience of consultation
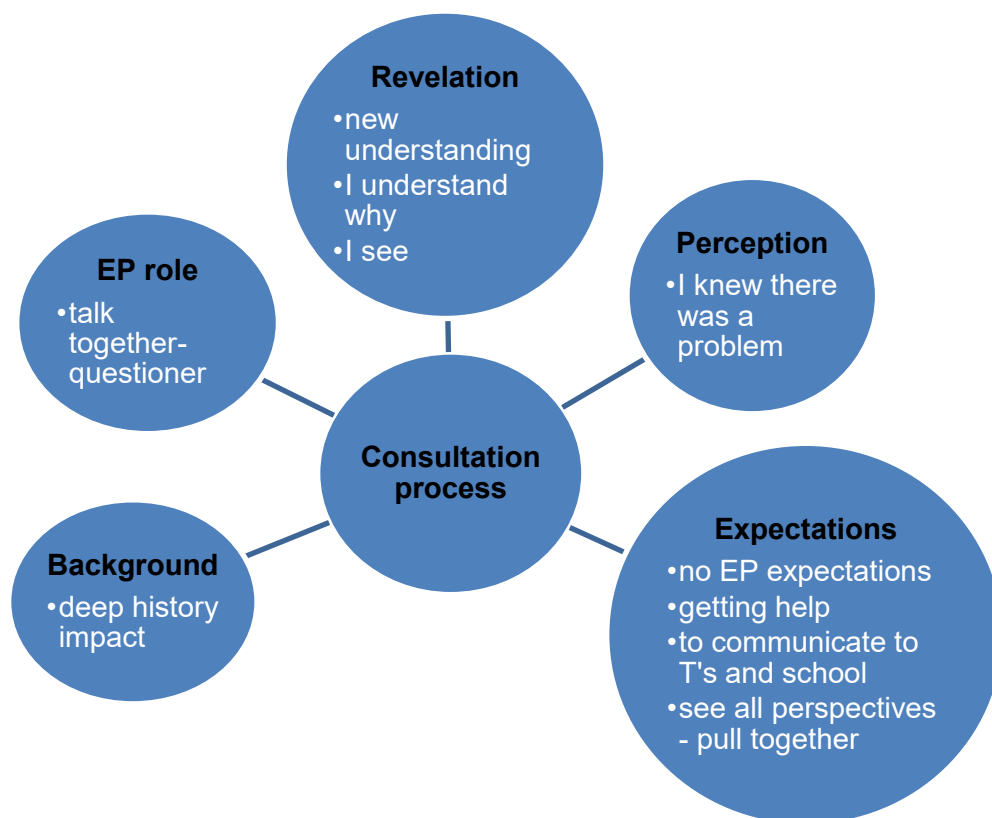
Figure 4: Lucy's parent and teachers' perceptions of the consultation process.

The above figure illustrates the themes and their groupings related to the consultative experience for Lucy's Year 5 (T2) and current Year 6 (T1) teachers and her mother. The frequency of the codes were explored and highlight that the experience was heavily influenced by 'revelation', particularly for her Year 5 teacher who had eight coded responses under this theme, and described the process as "illuminating" (Lucy T2 27) (*I see/revelation*). Lucy's Year 5 teacher

described having a new understanding of why Lucy presented in certain ways "that's why she's so tired at home and bratty because, you know, she's got to put on a front at school" (Lucy T2 21) (*new understanding/revelation*) (see Appendix M14 for code exemplified in context of a rich coded segment). For Mrs B (Lucy's parent) her coded response for '*revelation*' regarded having someone who knew about adoption to talk to – describing not having someone involved for a while who understood about adoption and "who was outside", able to help think about why things were happening from a removed perspective and providing opportunity for revelations to be co-created and she could be helped to see why things were happening (Mrs B 31) (*new understanding/revelation*).

Both teachers felt they "knew there was a problem"; made similar exclamations (Lucy T2 45) and described "days when she…has problems at home" (Lucy T1 9) (*knew there was a problem/perception*). Mrs B strongly believed that the school did not identify there being a problem until EP involvement was initiated; "there was no acknowledgement that there was an issue at school the whole time, they had been 'well there is no problem with school the problem is at home" (Mrs B 2) (*to communicate to Teachers and school/expectations*). This assertion is supported by the quantitative BRIEF questionnaire results later presented. The qualitative questionnaire (Appendix R3) collected at the end of the intervention term also highlighted this point, with parents identifying the most EP influential aspect as "the school has finally listened our concerns about behaviour at home and hopefully realise what they do at school impacts that". During the consultation school staff expressed few areas of concern, therefore part of the intervention was to reframe their understanding (highlighted in the consultation record describing how Lucy puts on a front at school to try and hide and contain herself, hence a build-up resulting in outbursts at home - Appendix R1). The class teacher reported (in the qualitative questionnaire Appendix R3) that a discussion point that 'stuck' with her was how "Lucy's efforts to be happy and upbeat at school can be quite tiring for her and affect her home life". The

teacher therefore experienced the consultative process and EP involvement as collaboratively bringing to light new understanding to the situation; "the three of us talking were able to see" (Lucy T2 21) (*all together/positive/relationship*). This acknowledgement allowed agreed ways forward to be identified to support Lucy within the context of a staff group who were in unfamiliar territory; "it's not something we see a lot of here" (Lucy T2 53) (*I knew there was a problem/perception*).

As school staff had few concerns prior to EP involvement it is understandable why the expectations of Lucy's parent were to communicate to the teachers (Mrs B 2) as well as to get help "to recognise that there were issues and just get, put some sort of practical help really in place for Lucy at school to help her manage it better" (Mrs B 4) (*to communicate to Teachers and school/expectations*). The teacher came to the consultation meeting with little experience of working with an EP and described not really having any knowledge of the EP role (Lucy T2 9); knowing "it was help but [not being] sure what it would look like" (Lucy T2 9) (*getting help/expectations*). In the qualitative questionnaires completed (Appendix R3), there were very positive endorsements that parents and the teacher were very satisfied with EP involvement (6 or 7 out of 7 of a Likert scale) and that it addressed their concerns (6 or 7 out of 7 on the scale).
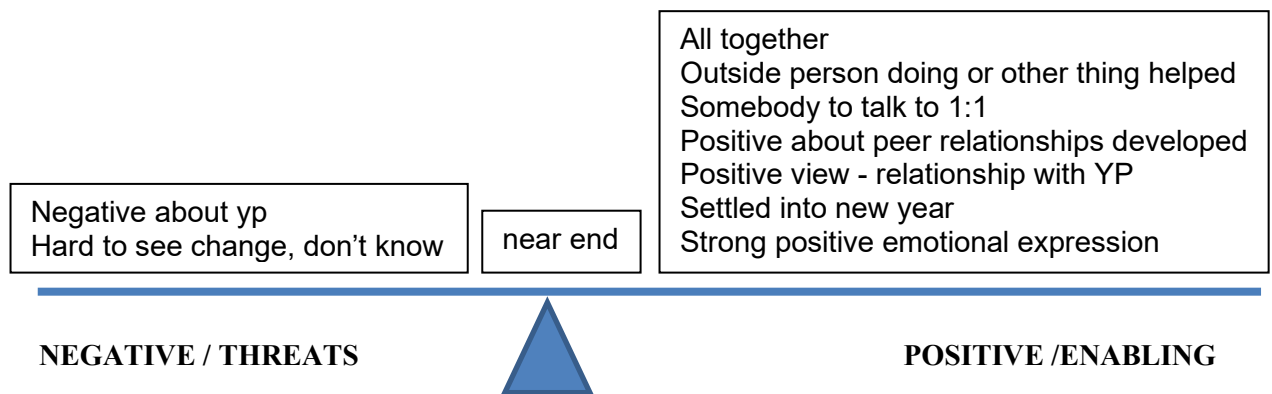
4.6.4.2 Attachment relationships

Figure 5: Lucy's balance of negative/threats to positive/enabling descriptions of her attachment relationships, by teachers and parent

A core theme identified in the thematic analysis was the nature of the relationships the young person had, or was perceived to have, with significant others; identified as the '*attachment relationships*' and illustrated as a balance of those that are positive/enabling of the '*attachment relationship*' against those that were negative/threats to the relationship (neutral relationship themes illustrated in the middle). Figure 5 demonstrates that the balance is more weighted towards positive/enabling aspects of Lucy's attachment relationships, while the frequency of coded responses explored on the code matrix browser (Appendix M19) showed Mrs B having 8:1 positive to 1 negative comments and her teachers were; T1 16:3 and T2 17:6 positive to negative responses.

The identification and allocation of a familiar adult and attachment relationship in school was a key action identified to support Lucy to develop her ER skills (see consultation record R1). Both teachers commented with that; talking to somebody on a one-to-one basis was beneficial and expressed positive views/relationship with Lucy. Lucy's Year 5 teacher described how "it was nice for her to know that she had that outlet" (Lucy T2 27) (*somebody to talk to 1:1/positive/relationship*) in the one-to-one sessions. Lucy's mother expressed that the one-to-one had "probably made the biggest difference" (Mrs B 29) (*somebody to talk to*

1:1/positive/relationship) and that it was "the space to talk at school…(in combination with other activities)…that has helped her as I think she does seem to be able to manage her feelings a lot better" (Mrs B 21-23) (*dual coded: somebody to talk to 1:1/positive and change in ER/positive/outcomes*). The other code with the highest frequency was; '*positive view-relationship with the young person*' (*positive/relationship*), with Lucy's current class teacher one term after the intervention describing: "she can discuss her feelings, she is actually quite emotionally intelligent" (Lucy T1 32), and how she is "keen to learn" (Lucy T1 42) and to "try her best" (Lucy T1 43-44). Lucy's teachers were the only adults to have responses coded for '*strong positive emotional expression*' to phrases such as "I love her" (Lucy T2 21).

Interestingly Lucy's two teachers were also the only ones who had items coded under the theme; '*negative about the young person*' (other responses in this theme coded by Claire, Jack and Anna's parents). The coded responses were comments such as: "She can be a little tell-tale, but lots of girls are" (Lucy T1 44). One teacher recognised the disparity in her descriptions of Lucy; "I'm painting her like Jekyll and Hyde here" (Lucy T2 45). This difference in the descriptions of Lucy ties in with the miscellaneous code '*puts on this act – two different children*'. Lucy was described as if she was splitting 'good' and 'bad' presentations of herself between school and home. There were a number of descriptions about her "two characters" (Lucy T2 27) and having "that other side" (Lucy T2 69) (*puts on this act – two different children*). This raising a hypothesis that Lucy may split the good and bad of herself between the two settings of home and school, Anna later also has similar responses.
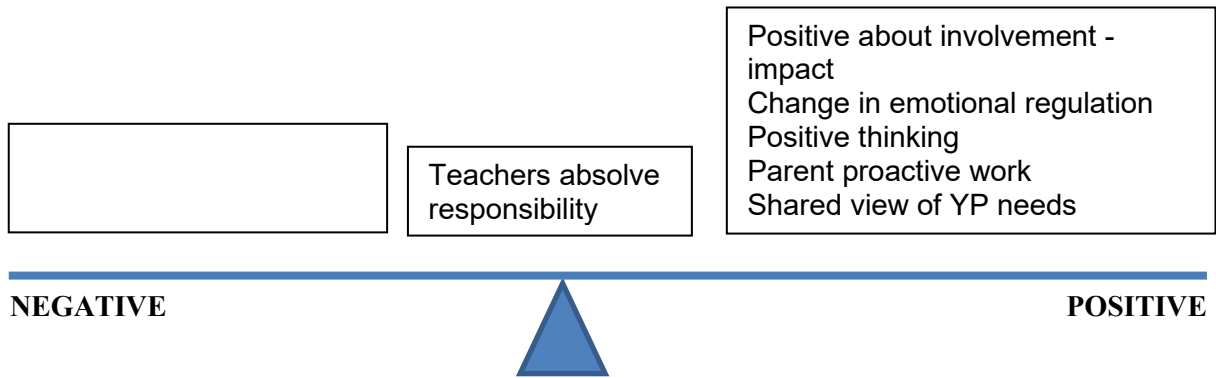
4.6.4.3 Outcomes identified

Figure 6: Lucy's balance of positive and negative outcomes

All the outcomes identified by the teachers and Mrs B were weighted more towards the positive than the negative (no negative outcomes perceived). The neutral sub-theme '*teachers absolve responsibility*'; understandable for the previous Year 5 teacher who described the other teacher as being "better placed to know" (Lucy T2 39) or having "more of a picture" (Lucy T2 69) (*teachers absolve responsibility/neutral-incidental/outcomes*). However, the current teacher also absolved herself of responsibility in terms of seeing aspects of Lucy's mentoring relationship, such as discussing how Lucy feels and manages her emotions, as being the responsibility of another staff member identified as her mentor (Lucy T1 23).

Mrs B and Lucy's previous teacher described changes in Lucy's ER skills; describing her as more "able to manage her feelings" (Mrs B 23) and having "definitely improved on all three" (Mrs B 55) areas of ER considered (persistence, compliance and frustration) (*change in ER/positive/outcomes*). Lucy was described as presenting as more positive; "she just generally seems happier at school" (Mrs B 17) (*positive about involvement-impact/positive/outcome*). The mentoring sessions were cited as having a particularly strong impact on Lucy's happiness levels. Mrs B described how Lucy was worrying less, socially engaging better and that there was less friction in her friendship groups (Mrs B 17) (*positive about involvement-*

impact/positive/outcome). Her teacher expressed that "she's very happy and jolly" (Lucy T2 100) (*change in ER/positive/outcome*).

When exploring whether there were any causal aspects identified as contributing to the positive outcomes; the consultative approach of all coming together to identify a common approach and goal was identified by one teacher (Lucy T2 21) (*shared view of young person's needs/positive/outcomes*). While Lucy's mother saw it as "really helpful" that the school were recognising that there were "some issues that they do need to take account of to help Lucy" (Mrs B 29) (*shared view of the young person's needs/positive/*outcomes).

One specific intervention was particularly recognised as helping Lucy – to look for and identify positive aspects during the school day (consultation action point 2 Appendix R1 and identified in Appendix R3 qualitative questionnaire by parents and teacher). This was cited as being of particular help and felt to help her close the gap between home and school in the presentation of Lucy's good and bad selves (Lucy T2 27) (*positive thinking/positive/outcomes*). Mrs B described (Appendix R3) how the consultation meeting prompted her to buy the 'Volcano in my tummy' resource and explore some children's Cognitive Behaviour Therapy (CBT) books. These actions highlight the proactivity of this parent when she knew where to focus her energy, e.g. in her ability to recognise emotions "I've done some work with her about anger" (Mrs B 21) (*parents proactive work/positive/outcomes*).

4.6.4.4 Summary of qualitative headlines

The qualitative questionnaires by parents and teachers indicated high levels of satisfaction with EP involvement and in addressing their concerns. The Year 5 teacher in particular commented upon the contribution and impact of the interventions redelivered through the framework of consultation specifically in relation ER development. In the interviews a key theme identified

was the positive statements made regarding Lucy and her improvement in ER, as well as her friendships, happiness in school and the value of the mentoring sessions; many positive/enabling aspects identified for Lucy in regard to her '*attachment relationships*'. There were particular systemic changes; '*revelation*' of the teachers' thinking and '*perception*' of the young person, which resulted in a shared view of Lucy and how to support her, and was therefore a catalyst for change. A specific intervention ('*positive thinking*') was elicited as being particularly helpful, along with a '*proactive parent*' approach to support Lucy to develop better ER skills to be calmer with less outbursts.

4.6.5 Quantitative data

The quantitative data was examined to identify corroborations of the positive outcomes described in the qualitative analysis, identify any contributory information, and explore any aspects that may contest the themes identified.

4.6.5.1 Analysis SMA

The Likert scaling activity was comprehensively completed by Lucy's parents (no missing data for the duration of the 11 weeks) and allowed for sound statistical analysis using SMA. The data collected for the teacher and hence Lucy, were not as comprehensively completed. The teacher started the data completion activity one week later than hoped and missed three points of data entry for herself and two data entry points for Lucy. The collection of data for Lucy was also stopped two weeks earlier than her own, making SMA statistical analysis less reliable (see Appendix R4).

The SMA analysis showed no statistically significant phase changes (≤ 0.05) pre- to post-consultative intervention for Lucy's parents' data or her class teacher's on any of the three Likert

ER constructs measured; persistence, compliance or frustration levels. (See Appendix R4 for graphs of the Likert ratings and the corresponding significance levels).

The data was analysed to explore whether there were any slope changes (a directional pattern of change, see Appendix R4 for examples and details of slope changes). Lucy's parents' data relating to compliance was significant at $p = 0.03$ ($R = +0.832$) for a slope change 2 – which is a static level pre intervention and then an increase in compliance following intervention. Also a significance at $p = 0.04$ ($R = +0.834$) was found for slope 4 – an overall steady increase across the whole assessment period. These results support a positive change in her compliance levels over the course of the intervention and analysis period. The SMA graphs by the class teacher also give some weight to the parents' concern that the school saw no concerns prior to involvement, as levels drop just before involvement, as well as the increase in ability to identify the frustration levels of Lucy following the intervention – which then reduced (see Appendix R4).

SMA analysis of Lucy's own perceptions of her anger, worry and happiness levels showed no significant changes pre- to post-intervention and no slope changes. Lucy's scores for her anger levels showed minimal movement, although there was a big variation point in her scores one week before the intervention – at that point Lucy's anger and worry levels both increased, with her worry level staying higher into the following week when it began to drop. This change coincided with her happiness level dropping considerably, which then returned to the same level previously – potential reasons such as whether she was reflecting accurately over a week period or her mood on a particular day, are explored in the discussion section.

4.6.5.2 BRIEF Questionnaire analysis

In the thematic analysis parents described positive changes in Lucy's ER skills. When this information is considered alongside the parents' BRIEF scores pre- to post-intervention it can be concluded considerable progress was perceived by parents. The following graph Illustrates t-scores of difficulty in each area when compared to peers of a similar age; for three separate time periods - before intervention (20/03/2011), end of SMA analysis period (03/09/2011 as not completed for a few months) and then one term later at review (06/12/2011). Graph 1 shows movement outside the range of clinical concern took place (represented by the shaded area) for a number of areas.
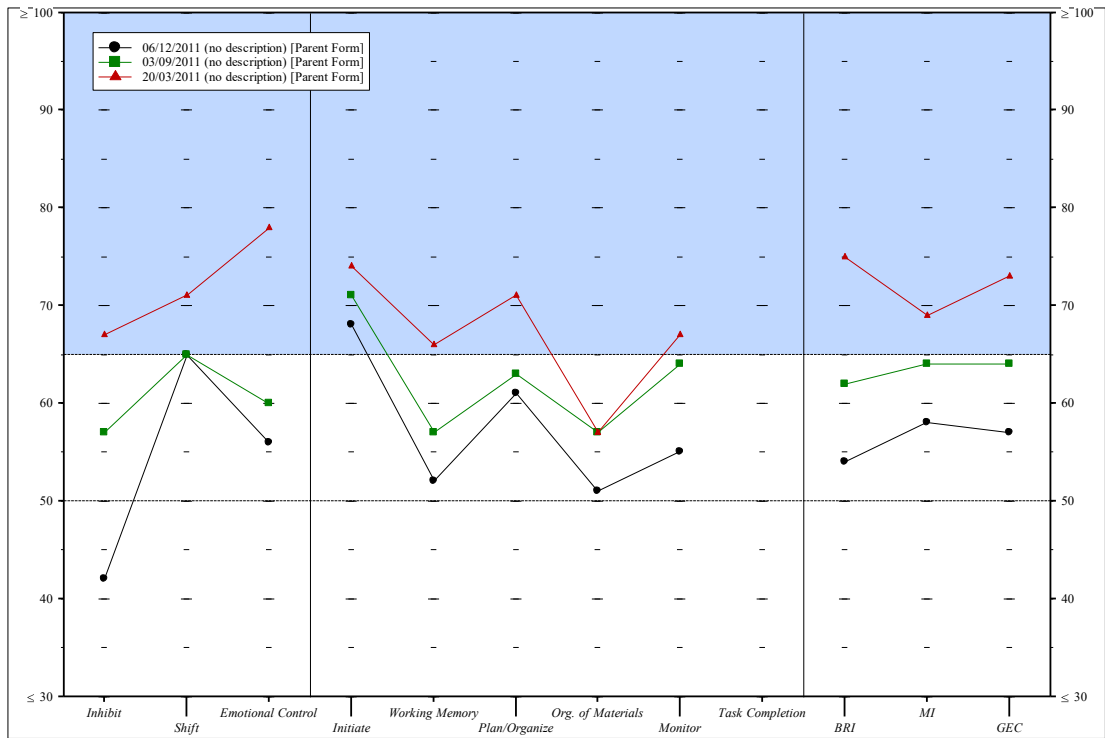
Graph 1: Lucy's parent BRIEF questionnaire results

All measures of Lucy's EF skills showed improvement pre- to post-intervention and further again at the review point. There was movement out of the clinical range of concern for all areas, with the exception of 'initiate', although there was a reduction in initiation difficulties. Looking at ER, the first three measures all indicate positive progress; by the end of the intervention period Lucy was outside of the clinical concern range in her perceived difficulties, with the ability to

emotionally control herself and her ability to inhibit herself, showing further improvements by the end of the assessment period. Lucy's ability to cope with changes (shift) moved to the edge of the clinical range. Therefore these results support the qualitative thematic analysis identification of positive outcomes for Lucy in her ER skill development. Her other areas of EF skills have also shown improvement which will have a positive impact on her engagement in school and home.

Following positive improvements seen on the parental BRIEF questionnaire – it was disappointing to not have a BRIEF completed at the end of the intervention period by the Year 5 teacher or in the follow up review session. Therefore data collected consisted of one questionnaire (pre- intervention) and one at review follow up; however this was completed by a different teacher and therefore creates difficulties in terms of interpretation and validity.
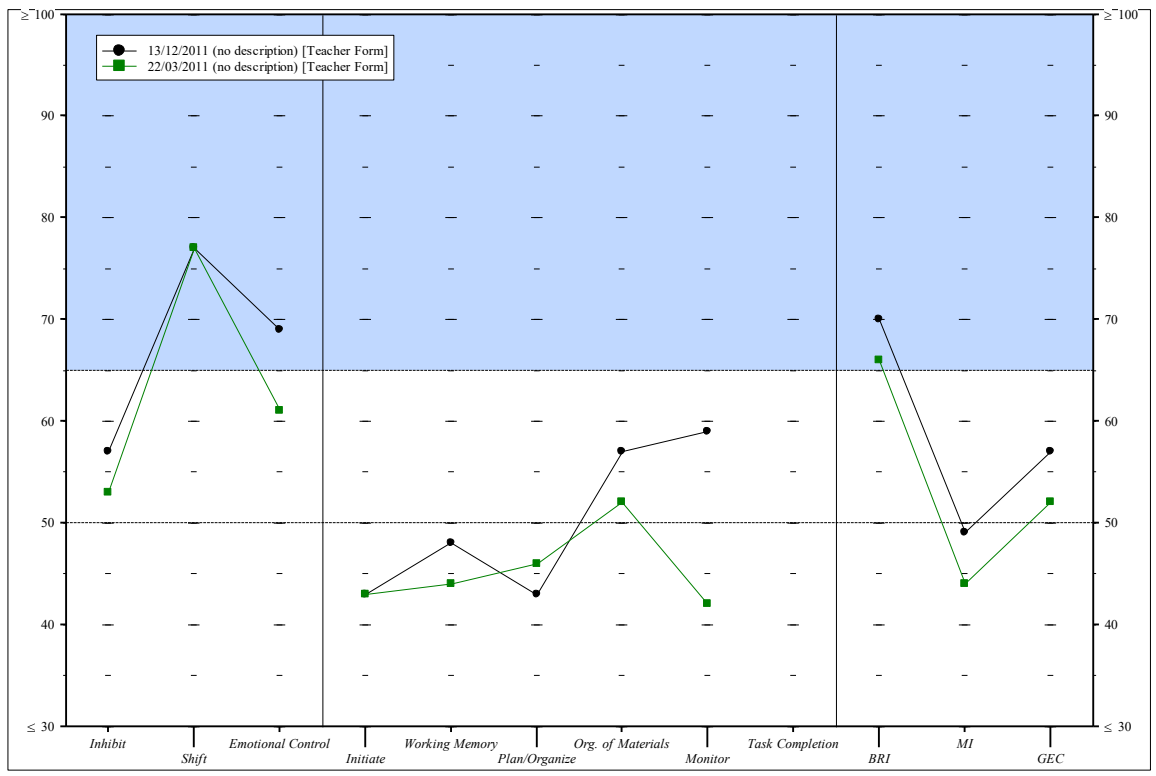
Graph 2: Lucy's teachers' BRIEF questionnaire results

The teachers' BRIEF data indicates an increase in difficulties for five areas of EF skills. Although the majority of these are only minor the measure of emotional control has increased

significantly, placing the score within the clinical range of concern. Lucy's ability to inhibit herself deteriorated, and there was no change in her ability to cope with changes (shift); remaining within the clinical range of concern. This information indicates that the Year 5 teacher's perception prior to intervention was of no areas of difficulty for Lucy other than the ability to cope with changes – supporting the thematic analysis relating to Lucy's parent seeing the EP providing a supportive role in helping the school recognise Lucy's difficulties. The pattern of change in emotional control is discussed later as to potential explanations, such as '*revelations*' experienced by the Year 5 teacher passed onto the Year 6 teacher (e.g. better able to identify the difficulties that Lucy has or knowledge of the interventions/EP involvement).

4.6.5.3 Analysis of Lucy's pre and post intervention questionnaires

The results of Lucy's pre- and post-intervention questionnaires: ERQ-CA, the EESC and the SCHI, collated at the start and end of the intervention term, are shown in the following table. The sub-scales raw scores are shown and have also been calculated into standardised descriptions for the EESC and SCHI questionnaires. This hasn't been undertaken for the ERQ-CA as it is still in the process of being standardised, therefore scores shown are shown on a 5 point scale (calculated by collating scores and dividing by the number of items) to show the increasing use that skill:

Questionnaire	Sub-scales	Pre intervention	Post intervention
Emotional Regulation Questionnaire - CA	Reappraisal	3.6	3.6
	Suppression	2.25	1.75
Emotional Expression Scale for Children	Poor Awareness	33 (very poor awareness)	32 (very poor awareness)
	Reluctance	20 (normal range)	19 (normal range)
SchoolChildren's Happiness Inventory		82 (low average)	81 (low average)

Table 6: Lucy's scores on the 3 self report questionnaires: ERQ-CA, EESC and SCHI.

For Lucy the ERQ-CA highlighted that she used reappraisal the same amount by the end of the assessment period and used suppression less. This alongside the results of the parents BRIEF showing a decrease in her ER difficulties, would indicate that Lucy feels less need to suppress her emotions, while she continues to use her reappraisal skills (which were already being used to a reasonably high degree) to better regulate herself.

The emotional expression (EESC) measure overall indicated no particular changes in her emotional awareness or reluctance to express negative emotions. Although when individual items were explored it was apparent that there had been some qualitative changes in her emotional expressive core beliefs, such as a move from a position that it was 'very true' that she "often [doesn't] know why [she is] angry" to only feeling this was 'a little bit true' by the end of the review period. Lucy's levels of happiness showed little change and remained in the low average range.

The self-designed qualitative questionnaire to explore Lucy's perceptions regarding change in ER and attribution of what helped or hindered over the intervention period, was unfortunately not completed by Lucy.

4.6.5.4 Summary of quantitative headlines

The Likert scaling activity was comprehensively completed by Lucy's parents, although there was some attrition of data for the class teacher and Lucy. SMA analysis indicated no statistically significant phase changes pre- to post-intervention, although analysis of slope changes showed a positive change in Lucy's compliance levels. Lucy's own SMA analysis showed no significant change – with questions raised regarding whether the pattern of scores indicated a lack of engagement with the rating process.

Analysis of the BRIEF completed by parents illustrated considerable progress and positive improvements in all areas of Lucy's EF skills. There was movement out of the clinical range of concern for all areas, apart from 'initiate' by the end of the intervention period. It was notable that Lucy's ability to emotionally control herself was reported to have improved by the end of the summer term and further improvements continued to be made by the end of the assessment period. The completion of the BRIEF questionnaire by two different teachers (together with a missing data point) made analysis a challenge. Support was found for the parents' assertion that prior to intervention there were no areas of difficulty perceived by Lucy's class teacher. There had been a move into the clinical range of concern on rating Lucy's emotional control, which requires consideration as to whether this is indicative of the intervention supporting staff to recognise Lucy's difficulties or an alternative explanation.

Lucy's questionnaires indicated that she had less need to suppress her emotions by the end of the intervention period; she continued to reappraise emotions at the same level in order to better regulate herself. There were no changes in standardised scores on the EESC where she showed very poor awareness of emotions and a normal reluctance to express negative emotions; however some potential qualitative changes were noted in her in her emotion expression beliefs. Her happiness level remained in the low average range on the SCHI.

4.6.6 Summation

Lucy had a difficult home life in her early years and found solace in ensuring that school was a place that she experienced good things and is likely to have become wary of jeopardising this. Those experiences shaped how she responds to the world and accumulated in a situation where parents felt school were not recognising Lucy's difficulties. Teaching staff at first did not recognise that Lucy had any particular needs or difficulties, but through consultation with parents her needs were more clearly recognised and staff felt they had a 'new understanding' of

Lucy, her presentation and her needs. The staff members expressed '*revelation*' regarding their perception of Lucy, which resulted in a shared view of her and her needs. Through consultative EP involvement systemic actions were put in place (e.g. to be more aware of Lucy's ER difficulties), which by the end of the intervention parents were reporting had made a difference to all Lucy's EF skills (most to outside the clinical range) and that they were seeing an improvement in her ER skills, particularly 'compliance'. Part of the instigation for this change is posited to be the shared view that was developed of Lucy, with one specific intervention, '*positive thinking*' noted to have been helpful, as well as a '*proactive parent*' approach to supporting Lucy work on her anger.

The thematic analysis also highlighted that this young girl endears herself to significant adults and resultantly '*strong emotional expressions*' by both teachers were particular to this case. The other specific intervention approach that was identified as having the most impact on supporting Lucy to better emotionally regulate herself was having someone to build a bond with and talk to on a one-to-one basis – Lucy being described heavily in the balance of positive/enabling descriptions of her '*attachment relationships*'. There were only positive outcomes identified for Lucy in the thematic analysis – with the descriptions supported by the quantitative data showing improvements in her EF and ER skills by parents. Overall there was a positive expression of the involvement and impact of the consultative EP support provided – themes illustrated this at an individual intervention level for Lucy, as well as at a more systemic attitude and belief change level.

4.7 Case 2 Claire

4.7.1 Contextual details

Claire is the second oldest (at 13 years) of her five birth siblings who have all been removed from the care of their birth parents (at various stages), due to their parents' inability to care for them effectively. Claire was placed in foster care at 5 years of age due to an incident where one of her younger siblings suffered non-accidental injuries. This incident, along with ongoing periods of neglect, resulted in Claire being placed under Section 20 of the 1989 Children's Act (provision for accommodation for a child in need) and an adoptive family sought.

Claire and one of her younger sisters went to the same foster family and remained there for roughly 2½ years. Subsequently there were concerns raised regarding the level of expertise and the approach by those foster carers which resulted in Claire struggling to build positive attachment relationships with them. Claire is reported to have suffered from a high level anxiety (e.g. bed wetting) and was a child that began to 'comfort' eat.

Claire and her sister (roughly 3 years younger) were adopted by Mr and Mrs C when Claire was 8 years old.   Claire was very overweight and her teeth in poor condition when she joined the family. However following a period of regime change Claire's weight fell within the normal range, she stopped bed wetting and became better at managing her relationship with food.

The CAMHS team had involvement prior to the research intervention period, the CAMHS senior social worker and child psychotherapist in training conducting 2 meetings with Claire and 2 meetings with parents. The CAMHS team felt that psychotherapy was not appropriate for Claire at that time (a specific question parents had asked), with their main work involving supporting parents to understand Claire's stealing and pushing her parents away behaviours. The CAMHS team identified that parents needed to ensure they work together, not be split into the good or bad

parent and that in the future it may be helpful for them to seek their own therapeutic support from the psychotherapist attached to the Assessment and Intervention team. The CAMHS team involvement ended in the Easter before the summer term, when the Likert scaling data collection began.

4.7.2 EP involvement

EP involvement consisted of:

- Observation of Claire in a literacy lesson

- Individual work exploring her views and self perception using the Richard Butler Self Image Profile (The profile consists of 25 attributes; 12 positive, 12 negative and 1 neutral item on which Claire was asked to rate where she was and then where she would like to be on a scale from 0 'not at all' to 6 'very much')

- Consultation meeting with Mr and Mrs C and the school SENCo (who was also Claire's teacher for some literacy lessons in Year 9)

- Report detailing involvement and interventions (see consultation report Appendix R5)

- Additional individual assessments and work completed at the review meeting, following questions and a specific request by Mr C for cognitive assessment;
  - Additional observation in a Science lesson
  - Individual psychometric assessments

- Review meeting report (see consultation report Appendix R6 showing the reviewed interventions and new assessment information)

The interventions which were co-constructed through the initial consultation (Appendix R5) are reviewed as to their implementation and impact in Appendix R6. There were several action points agreed at the first consultation; some of which were systemic and involved the school placing Claire on SA+ (action point 1) in relation to the SEN Code of Practice and additional

support to help her become a more active learner (action point 4). Other interventions were more focused on the family, such as; regarding supporting Claire's organisational skills (action point 5); how to approach altercations/provide Claire with additional processing time (action point 6); as well as supporting Claire in her flexibility of thought (action point 7). Although the list of strategies/actions may have some impact on Claire's ER and general happiness (through reduction of stressors), the specific interventions to address her ER skill development were action point 2 (school provision of a mentor) and action point 8 (for the family to help Claire develop a more positive perception of herself).

4.7.3 Predictions

These predictions are based on the initial information gathered prior to involvement (comprehensive file search, BRIEF questionnaire information from parents and teachers) as well as a conversation with the CAMHS senior social worker regarding their initial assessment. EP involvement was aimed at supporting a change in parental approach as well as helping Claire develop greater reflective, flexible and positive thinking skills. This alongside school mentoring was aimed to support Claire's ER skill development. The specific prediction was to affect change in Claire's ability to recognise her emotions, identify positives and increase her organisational skills – whilst those around her are better equipped to approach Claire in a manner that supported her self-regulation and reflective thinking skills.

4.7.4 Thematic analysis
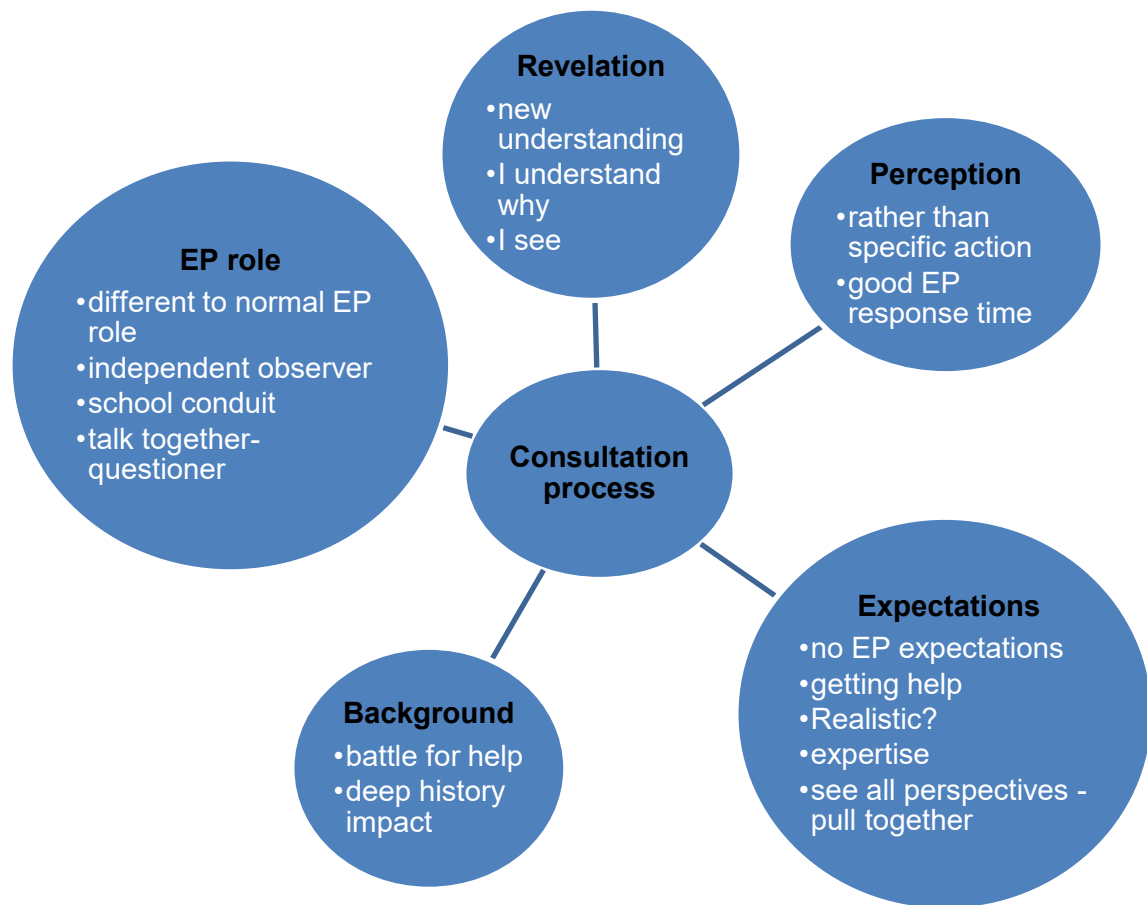
4.7.4.1 Experience of consultation

Figure 7: Claire's parents' and SENCo's perceptions of the consultation process

Examining the themes identified by Mr and Mrs C and Claire's school SENCo it became apparent that many of the '*consultation process*' coded responses identified in the overall analysis were specifically supported by this case study – only eight themes were not present (one under *Perception*, two under *EP role* and four under *expectations*). Figure 7 thematic map visually illustrates the number of areas relating to EP role is considerably increased compared to Lucy's interviews. The SENCo reported that her experience of the EP consultation was somewhat different to her previous experience of EP work; particular references were made to it being '*different to normal EP role*', quotes described how she felt the "remit of the roles [were] just very different" (Claire's SENCo 38) (*different to normal EP role/EP role*). When this

difference was probed further the SENCo explained that she felt more EP time was available and that the EP had "the opportunity to actually get to know a young person" (Claire's SENCo 15) (*different to normal EP role/EP role*). This suggests that the school EP in their normal role cannot 'really' get to know a young person and that time is needed to follow up cases is likely to relate to the time allocation model that is in operation. The perception of the SENCo is interesting in that research suggests that EPs themselves feel the time pressures in place during their work, although there is no suggestion that they do feel they understand children or young people any less due to these (Erchul and Sheridan, 2008).

Claire's parents' perception of the EP role was one of an "independent observer" (Mr and Mrs C 78) (*independent observer/EP role*) that would be a school conduit in "merging together [the different agendas], to consult with all of us to achieve the best for the child" (Mr and Mrs C 78) (*school conduit/EP role*). The school SENCo also viewed the EP as having a holistic role in involvement; e.g. "with different factions of the school" (Claire's SENCo 38) (*school conduit/EP* role). Both the SENCo and parents perceived the role as "pulling the talk together" (Mr and Mrs C 71) (*talk together-questioner/EP role*). The SENCo reported seeing a consultation meeting with the EP as "an opportunity to say what I think or feel and to run it past somebody else who's sort of got an expertise that I haven't got and say well actually yes, you're coming at that from the right place, or have you thought about this" (Claire's SENCo 86) (*talk together-questioner/EP role*) (segment dual coded as '*expertise/expectations*').

Initially Claire's parents and the SENCo expressed not "really having any" expectations of the EP role (Mr and Mrs C 5) or "don't quite know" (Claire's SENCo 18/24) (*no EP expectations/expectations*). However, both parties went on to describe expectations; the SENCo stated '*expertise*' and '*getting help*' (Claire's SENCo 86), while Mr and Mrs C specified a period of involvement (over time). Mr and Mrs C asserted that in reality they recognised that their

expectations were not really realistic, which led to the sub-theme coded as '*realistic*?' (with a question mark). Further indicators for this code were; "we thought it would be an ongoing thing…following Claire until the end of Year 11 or whatever. But that was just, without actually thinking about it yes, there has to be some end to it" (Mr and Mrs C 72) (r*ealistic?/expectations*).

Claire's case study shows a higher frequency of responses relating to the theme of '*background*' compared to all the other single case studies (Lucy's is the second highest). Parents and the school SENCo referred to this theme on a number of occasions, including times when the parents discuss primary school and the SENCo stating that she "didn't really know the history" (Claire's SENCo 18). More pertinence discourse relating to '*background*' was evidenced when the SENCo identified; "aspects related to the difficulties that she has that are really very deep and very complex because they're associated with being adopted and her life before being adopted, which…have a greater impact on her emotionally and behaviourally and socially" (Claire's SENCo 42) (*deep historical impact/background*). Parents described battling for help; "schools will have their agendas and their resources, and everything that is outside of that then becomes a little bit of a battle, as with all organisations" (Mr and Mrs C 5) (*battle for help/background*).

'Revelations' as a main theme (heavily weighted in Lucy's case) was derived in this case study very much from what was reported by the SENCo rather than parents. The lack of parental indicators for the theme in this case study may be indicative of the recent work they had undertaken with the senior social worker from CAMHS who had focused on supporting their understanding of Claire. The SENCo explained how she "didn't realise the big picture" (Claire's SENCo 20) (*I understand why/revelation)* and had developed "the insight into why she does what she does" (Claire's SENCo 82) and gained "a better understanding of how she ticks" (Claire's SENCo 82) (*new understanding/revelation*). The SENCo found the process "very

enlightening" (Claire's SENCo 90) (*I see/revelation*) a similar description to Lucy's Teacher of "really illuminating" (Lucy T2 27) (*I see/revelation*).
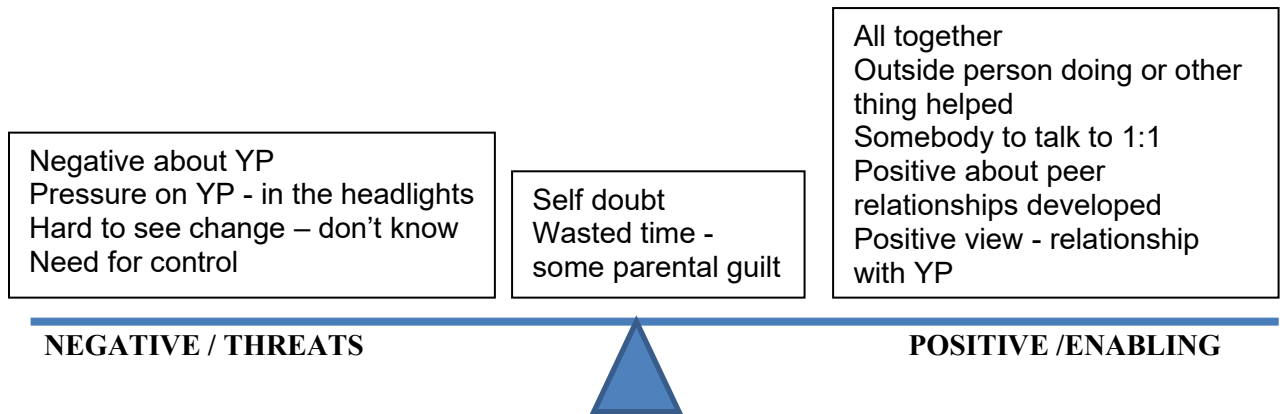
4.7.4.2 Attachment relationships

Figure 8: Claire's balance of negative/threats to positive/enabling descriptions of her attachment relationships, by SENCo and parents

Looking at the coded responses relating to '*attachment relationships*', there is a balance of those aspects which relate to negative/threats to the '*attachment relationship*', compared to those coded as positive or enabling the relationship; the frequency ratios found to be 4:4 positive to negative responses (see code matrix browser Appendix M19). Claire's SENCo made a couple of references coded as '*all together*'; describing how she felt the EP had "linked us" (Claire's SENCo 78) and "the better relationships…because it's a triangle" (Claire's SENCo 82) (*all together/positive/relationship*). Claire's parents identified more with an '*outside person doing or other thing helped*' (Mr and Mrs C 153), references made to '*somebody to talk to 1:1*'; "seeing her every other week" (Mr and Mrs C 50), though they were "hoping that it might be weekly" (Mr and Mrs C 51). In the interview with Mr and Mrs C the discussion and flow of conversation was seemingly easier when focused on some of the areas they wanted to improve or some of the negative aspects, such as:

"what can I do, is just despair. Where does she get the skill sets to be able to start becoming confident in any way shape or form?" (Mr and Mrs C 57) (*negative about YP/negative/relationship*)

"if she's not interacting with the people it's just a complete waste of her time, our time, everybody's time" (Mr and Mrs C 69) (*negative about YP/negative/relationship*)

The SENCo reported being concerned about Claire being under pressure and being "constantly in the headlights" (Claire's SENCo 62) (*pressure on the YP-in the headlights/negative/*relationship) and described her being "in the spotlight all the time [and how the TA can] get a bit nit-picky" (Claire's SENCo 60) (*pressure on the YP-in the headlights/negative/*relationship).

Claire's parents described the relationship changes that had occurred as separate from the work undertaken through consultation with the EP or school. They attributed the changes to ER as coming from their relationship or from Claire herself; it was seen as having little to do with the EP involvement. Aspects of change were not attributed by parents to the intervention; despite clear targets relating to relationship development , possibly as CAMHS had already had this focus. Mr C's quote clearly articulating his perception:

"in all honesty, I mean there have been changes but they're more to do with relationships with us and her own anger management, which have got nothing to do with ed psych involvement" (Mr and Mrs C 89).

4.7.4.3 Outcomes identified

On-going Too early, can't see ER change	Yp matured Teachers absolve responsibility	Positive about involvement - impact Change in emotional regulation Dissemination of info Working to a plan Positive progress at school Parent proactive work Within normal limits

NEGATIVE   **POSITIVE**
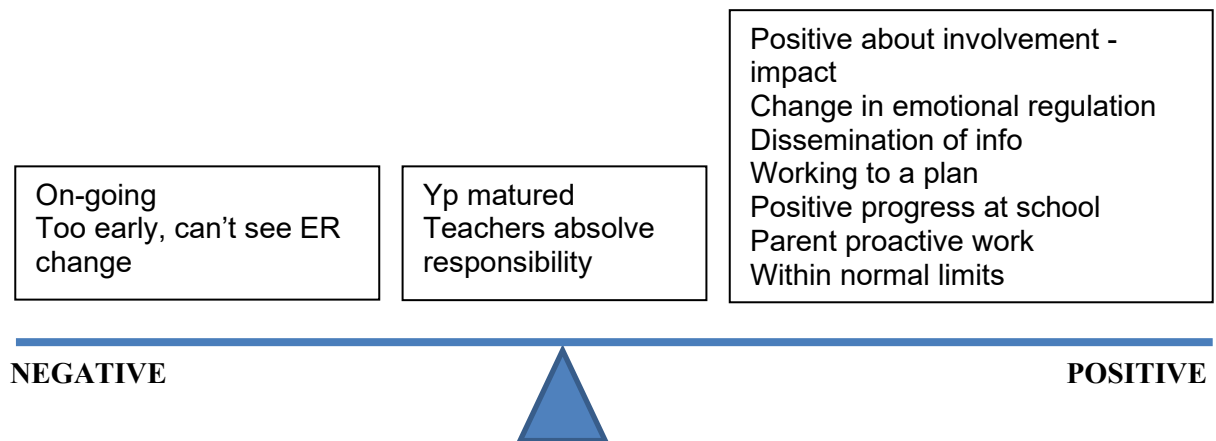
Figure 9: Claire's balance of positive and negative outcomes

Mr and Mrs C remarked in the qualitative questionnaire at the end of the intervention term that it wouldn't be until the Autumn term that any evaluation could really take place (See Appendix R7). During which interviews at the end of the Autumn term Mr and Mrs C were positive about EP involvement; "from what you've done so far we are very positive" (Mr and Mrs C 30) (*positive about involvement-impact/positive/outcomes*), although also cautious in describing it as "too early to say" (Mr and Mrs C 80) (*too early to see ER change*) when asked about ER changes. When parents were prompted to further reflect on ER Mrs C went on to describe "minor change", stating; "I think this was possibly regulating the emotions to a little degree" (Mr and Mrs C 81) (*change in ER/positive/outcomes*). Positive affirmations, though not wholehearted endorsements – generally noted that it was hard to assign causality "whether this was your involvement or [CAMHS] involvement or whatever, I don't know" (Mr and Mrs C 81) (*hard to see change/negative/relationship*). Positive outcomes identified for EP involvement included "identification of certain things" (not elaborated on), the '*dissemination of information*' (Mr and Mrs C 31) (*dissemination of info/*positive) and ensuring the school recognised Claire's issues (Appendix R7). Also identified was parents' proactive work; "we'd been reacting rather than being proactive" (Mr and Mrs C 5) (*P proactive work/positive/outcomes*).

In this case study the neutral/incidental outcomes theme contained only responses from the school SENCo – eight responses referred to the '*young person matured*' and "grown" (Claire's SENCo 68) and some descriptions of absolution of responsibility in terms of Claire "she possibly takes a long time to settle in" (Claire's SENCo 76).

There was a greater frequency of responses relating to positive outcomes from the school SENCo compared to parents; 15 responses compared to 6. The SENCo was positive about EP involvement and stated that "in an ideal world it would be good to have this sort of access for lots of students", with a particular difference seen in getting "to know the background, the child, the family…3 or 4 meetings" (Claire's SENCo 22) (*positive about involvement-impact /positive/ outcomes*). The SENCO reported that Claire "has made lots of progress…she was very different last year" (Claire's SENCo 44) (*positive about involvement-impact /positive/ outcomes*) and that "she's much better, she's learning" (Claire's SENCo 46) (*positive about involvement-impact /positive/ outcomes*). The SENCo linked some of the progress that was seen as being related to Claire "growing up, she's maturing" (Claire's SENCo 46) (YP matured*/neutral-incidental/outcomes*) and that "she's just more receptive and more able to deal" (Claire's SENCo 46) (*change in ER/positive/ outcomes*). There was also recognition of all working together collaboratively, strategies being formulated (Claire's SENCo 82) and '*working to a plan';* "strategies to home as well, and the strategies kind of mirror what we're doing here" (Claire's SENCo 78) (*working to a plan/positive/ outcomes*). It was felt that the situation meant "all moving in the same direction" (Claire's SENCo 80) (*positive about involvement-impact /positive/ outcomes*).

The SENCo identified specific progress relating to Claire's peer relationships and being happier:

> "in the playground…I think she gets on with her peers better. I think she's happier than she was. I think she's in a better place than she was last year" (Claire's SENCo 48) (*positive progress at school /positive/ outcomes*)

Claire described as comparable to peers of her own age, identified as a sub-theme; '*within normal limits*' in descriptions such as: "I think a lot of young people would find that very difficult" (Claire's SENCo 50) and "at the end of the day she's a teenager" (Claire's SENCo 68) (*within normal limits/positive/outcomes*).

4.7.4.4 Summary of qualitative headlines

Claire's SENCo perceived the consultative EP role as different to her previous experiences due to a difference in the time available and opportunity to get to know the young person in question (Claire). Claire's parents wanted more time and longer involvement from the EP, perceiving the role as an independent observer and school conduit. There was a higher frequency of responses in this case relating to background as how it has a '*deep historical impact*' as well as it being a bit of a battle for the parents to get help.

Exploration of aspects relating to the themes of '*attachment relationships*' and consultative involvement highlights that there are numerous references to bringing all views together and the support being triangulated (described as a "triangle"). The SENCo perceived the EP as bringing expertise in bringing together the different factions and views; while parents identified the relationship and working together. Parents viewed changes in their relationship as separate from the consultation work with the EP and school. It is wondered whether this is due to support that they had received outside of the school setting from CAMHS which focused on developing

parental knowledge, thereby they might not have experienced the '*revelation*' or perceived to have developed new knowledge/understanding.

The outcomes for Claire were mainly positive and most frequently described by the SENCo. Mr and Mrs C did not report any significant changes and those changes that they did highlight they attributed to their own proactive work and relationship development. The SENCo described considerable change and lots of progress in Claire's ability to engage with the learning, engage socially with peers and general perception of her happiness. The attribution of this progress was given to joint and collaborative working (working together), working to an identified plan of strategies, as well as to Claire's own maturation – describing Claire as being *within normal limits* for a young person of her age and concerned with Claire being under too much pressure and in the spotlight.

4.7.5 Quantitative data

4.7.5.1 Analysis SMA

The Likert scaling activity was comprehensively completed by Claire's parents, with no missing data spanning the 11 weeks, allowing sound statistical analysis of the data. The SENCo and Claire did not comprehensively complete the activities; starting data collection four weeks late and ending one week early therefore providing only seven data points – this caused issues in relation to baseline establishment (see Appendix R8).

Mr and Mrs C's SMA analysis showed no statistically significant phase or slope changes (≤ 0.05) pre- to post- consultative intervention on any of the three Likert ER constructs measured. For the SENCo there were no significant phase changes, but there was a statistically significant slope change in each of the constructs measured – persistence significant at $p = 0.004$ (R = +0.950) a slope vector 3 (indicating an increase prior to intervention and then plateaux) and vector 4 at $p = 0.0456$ (R = +0.869) (an increase over the whole measurement period). Claire's compliance level was significant at $p = 0.0298$ (R = +0.763) for a slope vector 3 pattern, while her frustration level was decreasing prior to intervention and then plateaued at a significance level of $p = 0.0132$ (R = -0.931). The pattern of SMA analysis suggests that changes were occurring prior to the consultation meeting, though with only 3 data points for this period interpretation is limited and statistical significance is treated with caution.

For Claire herself there were no significant changes on the phase analysis pre- to post-intervention or in the slope changes analysis of her angry, worry or happiness levels. Overall the SMA analysis provides information relating to motivational factors and approach to the case, but information to corroborate or contest the themes identified is difficult to draw from the incomplete data set.

4.7.5.2 BRIEF Questionnaire analysis

In the thematic analysis Mr and Mrs C described minor ER changes – therefore a similar pattern is now expected on the BRIEF questionnaire. The periods shown on the following graph are before intervention (25/03/2011), end of SMA analysis period (27/07/2011) and then one term later at review point (07/12/2011). The following graph provides t-score assessment points as well as the movement within the clinical range of concern (represented by the shaded area):
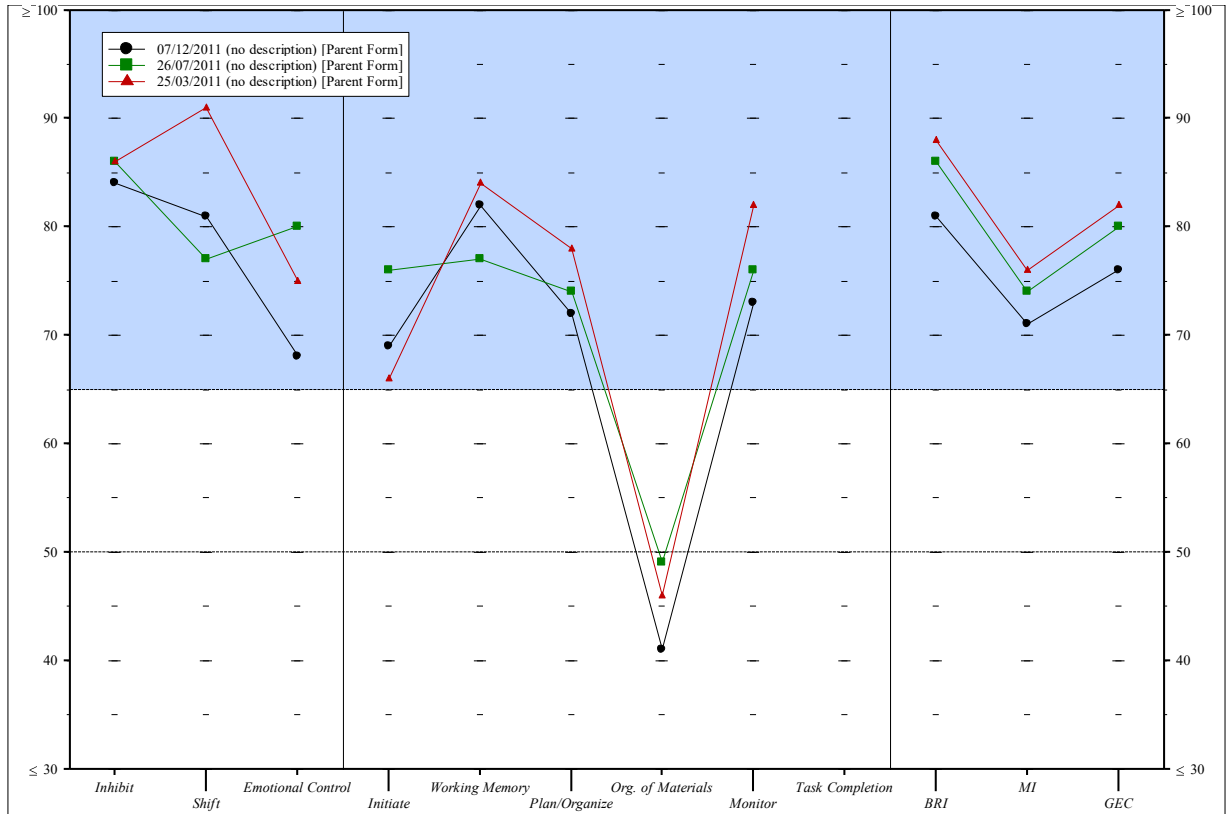
Graph 3: Claire's parent BRIEF questionnaire results

Parents' perspective ratings indicate little change in areas of EF; they either remain inside or outside of the clinical range of concern. There were some minor changes in Claire's reporting of ER; a slight increase in her ability to inhibit her emotions and a move to the edge of the clinical range in her emotional control (illustrating one of the biggest positive changes alongside Claire's ability to cope with changes). Claire's working memory, ability to plan and organise, as well as monitor also showed positive movements in reduction of difficulties, while initiate showed an increase in difficulty.

It was disappointing that the SENCo did not complete a BRIEF questionnaire at the end of the intervention period, though one was completed at the review point (12/12/2011), and indicated changes in EF. There are a few missing data points on the graph as not all questions were answered resulting in some scores being unable to be calculated:
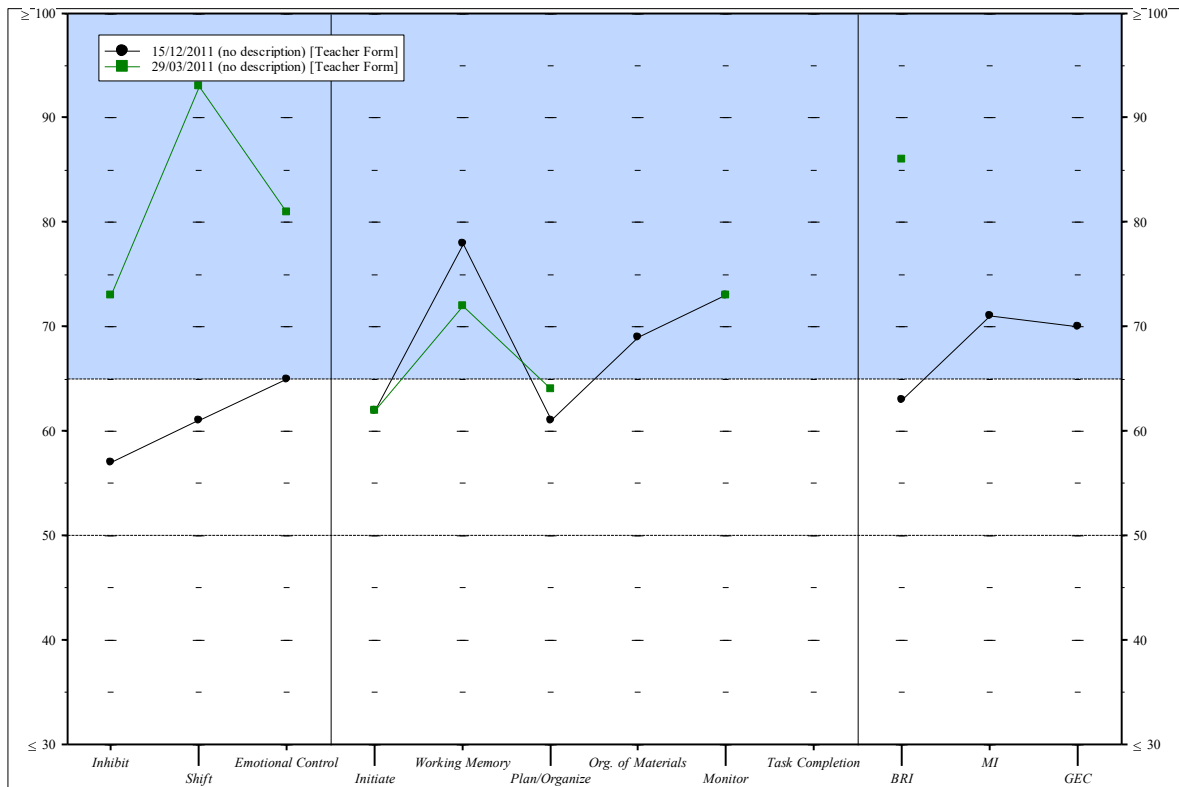
Graph 4: Claire's SENCo/Teacher BRIEF questionnaire results

Graph 4 indicates that from the SENCo's perspective there was improvement seen in most areas of EF and deterioration in one. The three measures considered part of ER skills all showed positive improvements – Claire's ability to inhibit/control her impulses moved well outside of the clinical range of concern, a similar movement in her ability to cope with changes (shift) and a move to the edge of the clinical range of concern for emotional control. This supports the thematic analysis identified by the SENCo in descriptions of positive changes for Claire and her ER skills. It is unfortunate that the organisation of materials questions were not completed fully on the first occasion to ascertain if intervention was successful in this area. Although Claire's working memory was rated as deteriorating, it remained within the clinical range.

4.7.5.3 Analysis of Claire's pre and post intervention questionnaires

The results of Claire's pre- and post-intervention questionnaires are shown in the following table, with raw scores shown and calculated into standardised descriptions where possible:

Questionnaire	Sub-scales	Pre intervention	Post intervention
Emotional Regulation Questionnaire - CA	Reappraisal	3.5	4.5
	Suppression	2.5	2.5
Emotional Expression Scale for Children	Poor Awareness	31 (very poor awareness)	30 (very poor awareness)
	Reluctance	27 (some reluctance)	24 (some reluctance)
SchoolChildren's Happiness Inventory		90 (average)	97 (average)

Table 7: Claire's scores on the 3 self report questionnaires: ERQ-CA, EESC and SCHI.

The ERQ-CA indicates that Claire used more reappraisal strategies following the intervention, while the level of suppression is the same. Therefore her ER skills would be perceived as having developed, as she is better able to reappraise situations without increased need or change in suppression.

On the EESC Claire showed very poor awareness of her own emotions, with little change between pre- and post-intervention (1 point difference on a scale of 40 points). Her reluctance to express negative emotions stayed within the same 'some reluctance' range, though did move from the middle to the bottom of the range (range being 24 – 29). Claire's levels of happiness continued to be in the average range, showing movement between from the middle to the top of the average range (98 would be classed as high average).

4.7.5.4 Summary of quantitative headlines

SMA analysis of parents' and Claire's weekly Likert ratings showed no statistically significant phase or slope changes pre- to post- consultative intervention. The SENCo's SMA analysis showed positive significant slope changes on Claire's persistence, compliance and frustration levels, though there are a limited number of data points and statistical significance is questionable. Parents' BRIEF questionnaire results indicated little change in any areas of EF; remaining inside or outside of the clinical range. The SENCo's BRIEF questionnaire demonstrated considerable progress in most areas of EF, with those that relate to ER (initiate, shift and emotional control) moving out of the clinical range of concern. Claire's own questionnaire (ERQ-CA) also indicated improvements in her ER skills – using more reappraisal of situations without an increased need in suppression.

4.7.6 Summation

Claire was removed from her birth family when she was 5 years old suffering from neglect and suspected physical abuse. She has a history of struggling to build positive attachment relationships and suffering from anxiety. It was positive in this case that there could be involvement from CAMHS to support the family at the same time as EP involvement to support from a school perspective – though it makes attribution of effect more challenging.

Particularly positive perceptions of change were thematically identified by the school SENCo and indicated that Claire's ability to manage/engage with learning had developed along with her friendships and her happiness levels. This was supported by the SENCo's BRIEF measure; which illustrated considerable progress in several areas of EF and movement outside of the clinical range of concern for Claire's ER skills; inhibit (control her impulses), shift (cope with changes) and emotional control. The progress identified was attributed through thematic

analysis to: all involved working together to an identified plan of strategies as well as Claire's own maturation.

Mr and Mrs C did perceive positive outcomes for Claire, though the impact was not as strongly seen or described in the thematic analysis. The BRIEF measure indicated positive progress but no movement outside of the clinical range of concern. Mr and Mrs C identified with more negative aspects than in Lucy's case and generally overall – they described relationship improvements, though exclaimed that they could not attribute this to only EP or CAMHS involvement – seeing the EP role more as a conduit and outside observer who could bring things together.

The parental SMA analysis did not show statistically significant changes and was not completed comprehensively by the SENCo or Claire, though statistically significant slope changes were seen by the SENCo. Claire's responses on the ERQ-CA indicate ER skill development in her use of more reappraisal strategies and no change in her use of suppression.

4.8 Case 3 Jack

4.8.1 Contextual details

Jack was removed from his birth family when he was 5 years old as his birth mother struggled with substance misuse and had separated from his birth father. Jack's birth parents were young and although they were around sometimes for Jack and his younger sister, at other times, particularly when separated, Jack's birth mother was unable to prioritise her children. Their birth father is reported to have felt he had other commitments so did not feel able to care for the children full time; ultimately this combined with Jack's birth mother's situation prompting his voluntary entry into care and hence adoption within the year. Jack has some contact with his paternal grandparents and limited contact with his birth father through them. There has been no contact with his birth mother for a few years as she is out of touch with family members.

Through post adoption support Jack had a letter, written by his birth mother, which would become available when he was deemed old enough. Jack's adopted parents were not keen on the whole letter being provided to Jack, therefore decided to edit some aspects out – particularly those in relation to his sister. Jack's adopted mother Mrs J had a very strict church upbringing and in the social worker assessment it was recognised that this was a challenge for her to resultantly tolerate certain behaviours as well as appreciate a less rigid/strict approach to upbringing. The family came for support as Jack was acting out and pushing the boundaries at home and school (information taken from post adoption needs assessment completed by parents with the social worker, social care chronology and discussion with the Assessment and Intervention team senior social worker assigned to the family).

4.8.2 EP involvement

EP involvement consisted of:

- Discussion over the phone and guidance of approach following Jack running away from home and being found on the day of the planned observation

- Observation of Jack in an Art lesson

- Individual work exploring his views and self-perception using the Richard Butler Self Image Profile (The profile consists of 25 attributes; 12 positive, 12 negative and 1 neutral item on which Claire was asked to rate where she was and then where she would like to be on a scale from 0 'not at all' to 6 'very much')

- Consultation with Mr and Mrs J and the Head of Year (HOY) who had been with Jack since Year 8 and would follow him into Year 10

Additionally, following telephone discussions and a request from Mrs J:

- Jack was met with individually twice over the summer period

- A consultation meeting held with Jack and his mother at the end of the Summer

- Report detailing involvement and interventions (see consultation report Appendix R9)

- Review meeting with Mr and Mrs J and the HOY at the end of the Autumn term (see consultation report Appendix R10)

During the intervention period involvement was also provided by another member of the Assessment and Intervention team; a senior social worker who met with Jack on a couple of occasions over the summer holidays. This involvement was prompted by discussions with the EP regarding Jack's desire to know more about his birth family and access to his history. This involvement culminating in Jack reading his 'later life letter', which he acknowledged didn't reveal much more than he already knew, although it did offer some closure. Jack also decided to write a letter to his birth mother, asking simple questions such as; where have you been, how are you and have you been ill.

In the first consultation meeting few specific interventions were identified with parents and the HOY. The main intervention focus was to develop parental understanding of Jack's perceptions and approach to life situations, evident in the consultation report action point 3, specifically advising that: Jack is allowed the freedom to explore all his emotions relating to his adoption without dictating that they should not be experienced or shown. Action points regarding his ER development included creating an environment that allowed a greater feeling of security and positive reinforcement (action point 1), within a clear structure (action point 6), and a specific intervention of breathing/visualisation deep pressure techniques (action point 4).

Jack identified targets for himself that he thought would be helpful; of particular note are those of his desire for clarity regarding what his boundaries are of good behaviour and expectations from home (targets 3 and 4). Targets 1, 2 and 5 were focused on developing a new, positive attitude and approach to school (see Appendix R9 for full details).

4.8.3 Predictions

These predictions are based on the initial information gathered prior to involvement (comprehensive file search, BRIEF questionnaire information) as well as the conversation with parents when they were discussing their approach to Jack running away and brief discussion with the HOY. This information led to EP involvement aimed at supporting a change in parental approach and supporting Jack to feel more secure, supported and to develop a more positive approach to school life and family experiences. The specific prediction being to effect change in Jack's family's approach to him, recognise positives in his achievements – thereby allowing him to better regulate, identify positives and feel more positive at home, supported by school encouraging him to develop a relationship with a member of staff so that he recognised people care in that environment so would see a benefit and purpose to engage with learning.

4.8.4 Thematic analysis
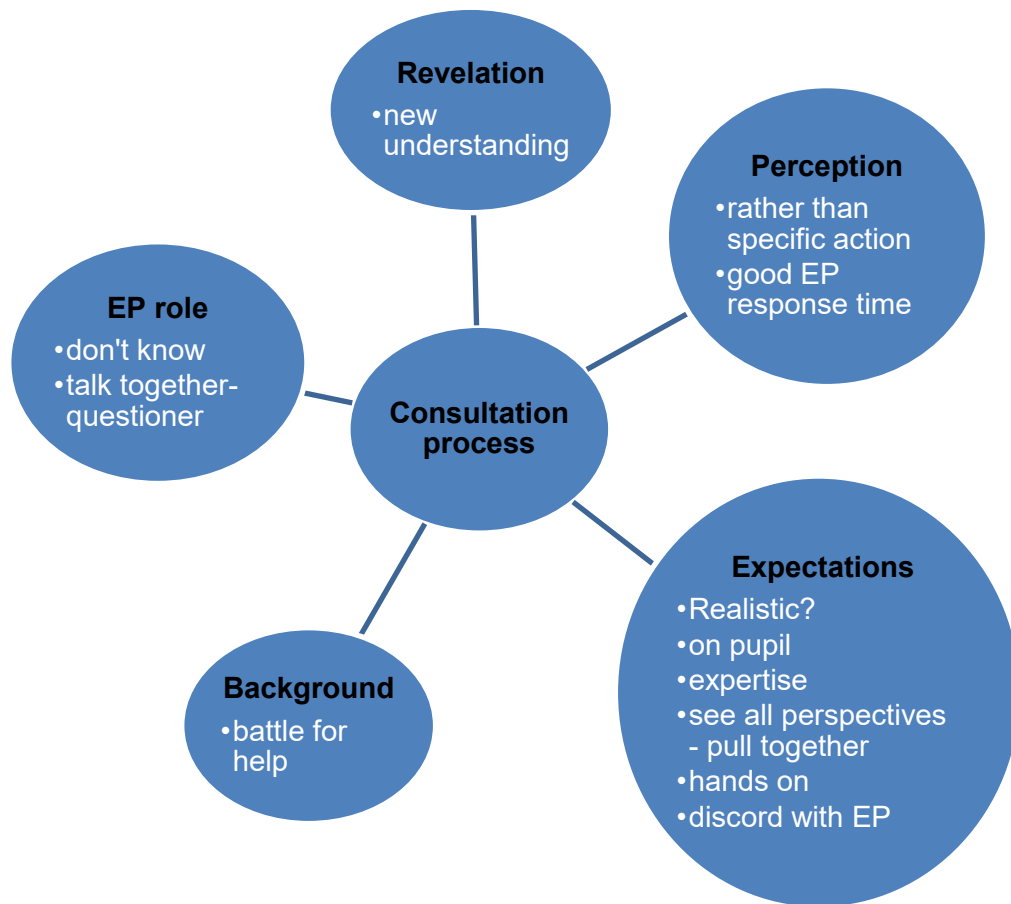
4.8.4.1 Experience of consultation

Figure 10: Jack's parents and HOY's perceptions of the consultation process

In Jack's case there are fewer sub-themes for EP role and only one sub-theme for revelation and

background – with analysis of the frequency of responses showing 4 coded responses by parents

and one by the HOY for '*new understanding/revelation*' – surpassed only by Claire's SENCo

responses. Mrs J described how she had to allow Jack more control and responsibility; "the

responsibility is his and if he chooses not to do it, so be it" (Mr and Mrs J 144) (*new*

understanding/revelation). She reported finding it a challenge to know where she needed to

intervene and 'nag' and where she needed to allow him the space to choose and potentially make

mistakes. In the '*revelation*' theme Jack's own new understandings were described as part of the

process of support; he has "an understanding of where we're coming from as his parents and why we have rules and regulations" (Mr and Mrs J 53) (*new understanding/revelation*).

The HOY who had been overseeing Jack's progress since Year 8, wasn't aware that he was adopted (Jack's HOY 59) until Year 9 when "it went horribly wrong" (Jack's HOY 62) (*background*). Mr and Mrs J felt that they "had to fight in order to get Jack help, because obviously a lack of resources" (Mr and Mrs J 235) (*battle for help/background*), the HOY nor the assessment and intervention team had previously been approached for support. There were two comments/indicators made under the EP role sub-theme, one by the HOY: "always assumed that it was so that you would get the perspectives of school, home, togetherness, separation, you know, the whole box altogether" (Jack's HOY 42) (*talk together-questioner/EP role* and dual coded as *see all perspectives-pull together*). The other by Jack's parents expressing that they "never got any paperwork, never got any information…it was hit the ground running" (Mr and Mrs J 31) (*don't know/EP role*). This therefore was seen as the source of the difference between perceived EP roles and led to the theme identified as '*discord in EP expectations by Parents*'. This theme was only identified for Jack's case. There were three responses coded for both the HOY and parents, with all relating to the discord between the parental expectations of EP involvement, not the HOY's. Mrs J stated that EP involvement "turned out to be something completely different" (Mr and Mrs J 3) (*discord in EP expectations by Parents/expectations*) with Mr J describing how they were expecting more time spent with Jack and themselves (Mr and Mrs J 35). The HOY reported that it seemed parents were expecting more individual therapeutic work with Jack (Jack's HOY 46) and how that was "bizarre…because that's not how… [EP involvement was] conveyed when they've been" at the school (Jack's HOY 48-50) (*discord in EP expectations by Parents/expectations*). This leads to the theme '*EP hands on*' for which Mr and Mrs J provided the three coded responses; they saw the involvement as:

"work with Jack with regard to his EF skills to then provide him with the tools that would enable him to hopefully master those techniques…actually working with him to help rather than advising the school. I think that was maybe some sort of pre-conceived idea that we got maybe from outside sources and the school" (Mrs J and then Mr J location 5-6) (*EP hands on/expectations*).

The HOY saw EP involvement in terms of pulling perspectives together, (as mentioned earlier in the dual coded segment relating to EP role) and was hopeful that it would provide "something there that I would be able to use and probably use in school that would be useful to other students as well" (Jack's HOY 18) (*expertise/expectations*).

The number of coded responses for '*on pupil*' expectations in this case were higher than any other, (no responses in the previous two case studies); with six provided by parents and five from the HOY relating to Jack (Anna's father was the only other respondent with four coded responses which will be explored later). Mrs J described that:

"All I said to him that Mr J and I wanted from him and our expectations, what we were asking him was that he do his best at school. If his best turned out to be not good enough, it wasn't for the want of trying" (Mr and Mrs J 132) (*on pupil/expectation*).

Mrs J further described her expectations of Jack; he "could only do a D in physics" (Mr and Mrs J 134) (*on pupil/expectation*), and that when he achieved a B grade; "you have shown me now you can achieve a B, but just think with a little bit of work you could not only get a B, but you could even better it" (*on pupil/expectation*). This led to the other sub-theme of *realistic?* – in Claire's case the parents expressed that they realised their expectations were not realistic, while in this and Anna's case there is more subjectivity as to whether the expectations are realistic. Mr and Mrs J had six coded responses under *realistic?*, often related to Jack applying himself and

trying his best at school (Mr and Mrs J 133); while others were related to expectations of change "has his executive functioning skill changed beyond recognition? The answer is no" (Mr and Mrs J 104) (*realistic?/*expectations), "I can't say at any one point when there was an effect straight after…a meeting" (Mr and Mrs J 65) (*realistic?/*expectations). There was also a coded response which provided an insight into Jack's parents' focus "we were looking to see if we could get a solution to some of Jack's problems" (Mr and Mrs J 4) (*realistic?/*expectations).

The HOY's perception was that parental expectations were "far beyond what should be expected" (Jack's HOY 42) (*realistic?/*expectations) and that their expectations were "unrealistic at times for somebody of 14 and a half "(Jack's HOY 82) (*realistic?/*expectations). Jack was described as "not allowed to do all sorts of things that I would expect a 14 year old boy to do" (Jack's HOY 68) (*on pupil/expectations*) and that in her opinion much had been achieved:

> "I think, that they've actually achieved very much…92% effort for a lad in year 10 is pretty good! I mean a lot of them are down on sixties and seventies" (Jack's HOY 66) (*on pupil/*expectations)

The HOY was concerned that it was a "recipe for disaster" that Mr and Mrs J seemed to be holding over Jack that he couldn't get his Christmas present/reward of a guitar "because he hadn't split up with his girlfriend quick enough for them" (Jack's HOY 80) (*on pupil/*expectations). In the parents' qualitative questionnaire (Appendix R11) they positively indicated their satisfaction with EP involvement and effectiveness, though did not expand on the reasons. While the HOY was very positive regarding involvement and intervention, citing the benefits for Jack as having someone non-judgemental outside of school and family to listen to his concerns.
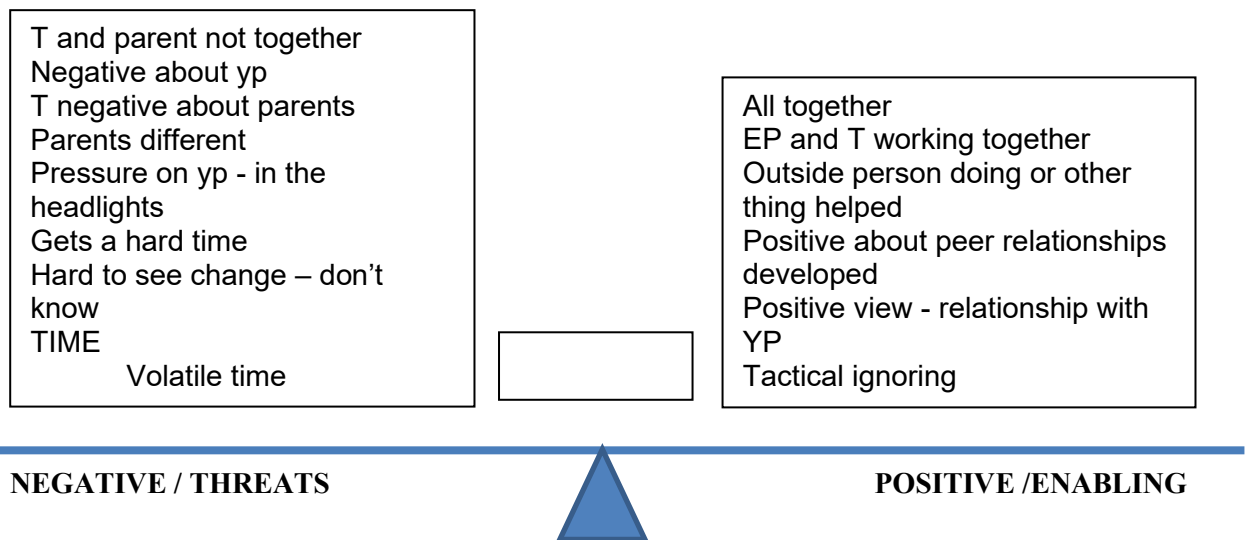
4.8.4.2 Attachment relationships

Figure 11: Jack's balance of negative/threats to positive/enabling descriptions of his attachment relationships, by HOY and parents

Figure 11 shows a higher number of sub-themes under negative/threats to the '*attachment relationships*' than the previous cases and a higher proportion when the frequency of responses is compared to the positive/enabling sub-themes. Exploring the code matrix browser (Appendix M19), the majority of the negative responses are by parents with a ratio of 6:20 positive to negative coded responses, compared to 15:5 positive to negative responses by the HOY. This is a considerable difference, especially when compared to the previous cases where Claire's parents showed a 4:4 ratio and Lucy's a 8:1 – both therefore making considerably more positive comments.

The initial involvement in this case was evidently during a volatile time at home, evidenced by the first consultation meeting/observation not being able to take place as Jack had run away from home the previous evening. The sub-theme '*negative about young person'* had a high number of responses in this case; which generally related to education in some way; "it's just that he chooses not to apply himself in a lot of instances" (Mr and Mrs J); "I said look how easy it is to slip back from a B to a D when you don't work, when you don't revise, when you don't apply

yourself" (Mr and Mrs J 134) (*negative about YP/negative*). There were also home based criticisms of Jack e.g. not following the organisational structures set up; "still doesn't always write in his planner. His box upstairs is an absolute mess, despite the fact that we provided folders for him to put all his… he just chooses not to" (Mr and Mrs J 66) (*negative about YP/negative*). Exploration of the *negative* responses from the HOY indicated that they were mainly focused on two theme areas; the '*teacher negative about parents*' and '*teacher and parent not together*'. An example of the former is; "to say to a child that you're not having a Christmas present because of (pause) surely that doesn't exist in this day and age does it like that, I mean that's a bit Dickensian isn't it" (Jack's HOY 82) (*teacher negative about parents/negative*); an example of the latter was; "we can honestly say that Jack has matured over that time, albeit not as much as Mum and Dad would have liked him to have done" (Jack's HOY 26) (*teacher and parent not together/negative*). The HOY went onto to describe how "the only way she [Mrs J] would have known if he hadn't behaved enough would be the fact that I had phoned her and I haven't even spoken to him this term. Hasn't come up on my radar for not doing anything he shouldn't have done" (Jack's HOY 90) (*teacher and parent not together/negative)*.

During analysis of the data it was apparent that Mr and Mrs J were having different experiences/perspectives of being a parent to Jack. This was exemplified when three weeks into the weekly Likert scaling activity, Mrs J requested that she and Mr J complete separate Likert scales. In the interview Mrs J described how some things were applicable to her and not to Mr J (Mr and Mrs J 37); while Mr J explained that "you could get almost two conflicting views" (Mr and Mrs J 178) (*parents different/negative*). During the interview there was a moment where Mrs J went upstairs to tend to their daughter and Mr J described that "Mrs J is a very, very structured person and this sort of thing is completely alien and foreign to her" (Mr and Mrs J 219) (*parents different/negative*). Given the difference between Mr and Mrs J it was not

surprising to hear expressions regarding the difference between them and school, that "there was a reasonable gap between" how they perceived Jack and the school (Mr and Mrs J 66) (*teacher and parent not together/negative*).

In this case study, unlike Claire's it was not the school, but the parents who were concerned about the pressure on Jack; "he probably felt a bit badgered" (Mr and Mrs J 83) (*pressure on young person/negative*). Parents described situations where Jack could be seen as '*getting a hard time';* "the one thing that he hankered on, he didn't get" (Mr and Mrs J 86) (*gets a hard time/negative*); this demonstrates a similarity to Anna's case study. The HOY employed strategies such as the use of '*tactical ignoring';* "you couldn't react to every single thing" (Jack's HOY 4) (*tactical ignoring/*positive) and observed Jack positively developing peer relationships; "each time I've seen him at lunch time he's been with a group" (Jack's HOY 12) (*positive about peer relationships developed/positive*). The HOY perceived the relationship with the EP in a positive light as '*EP and T working together'*; "somebody who's working with us rather than against us and therefore, hopefully, between the two if us we can come out with a proper strategy" (Jack's HOY 36) (*EP and teacher working together/positive*). Reference was again made to Jack's effort grade of 92% and therefore how "teachers aren't thinking that he's not doing enough" (Jack's HOY 90) (*positive view –relationship with YP/positive*).
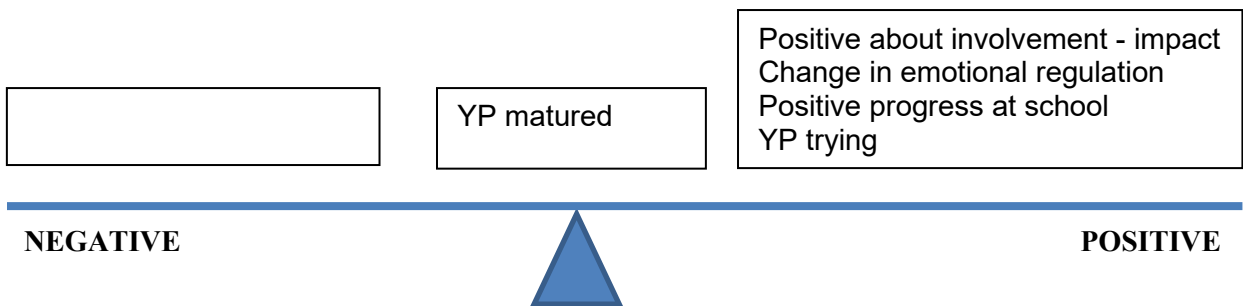
4.8.4.3 Outcomes identified

Figure 12: Jack's balance of positive and negative outcomes

Figure 12 shows the positive balance of '*outcomes*'; similar to as in Lucy's case study there were no negative outcomes identified; "definitely a change…I'm not getting 'Jack hasn't done this or Jack hasn't done that'…I do think there is definitely progress" (Jack's HOY 26) (*positive about involvement-impact/positive*). Mr and Mrs J also noted and expressed that there had been "definitely changes" (Mr and Mrs J 62) (*positive about involvement-impact/positive*). Mr and Mrs J attributed some of the change to Jack himself making more of an effort to change his behaviour; "his behaviour has changed and he does try"; "I think some of that sunk in, because he has, as I say, embraced revision" (Mr and Mrs J 50, 140) (*YP trying/positive*). Exploration of any ER changes identified that Jack was handling situations much better at home; "he handled that extremely well" (Mr and Mrs J 99) (*change in ER/positive*). The HOY reported that from a school perspective the intervention had probably supported Jack's ER development (Jack's HOY 31-34) (*change in ER/positive*). Jack's completion of the self-report qualitative questionnaire indicated that he felt he was more emotionally regulated and that his parents were a bit more relaxed (Appendix R11).

During thematic analysis, a few references were made to incidental factors, such as Jack had "matured" (Jack's HOY 26) (*YP matured/incidental*); while parents also made commenting about him growing up and asserting that he "might well have outgrown whatever it was the problems were from last year" (Mr and Mrs J 50) (*YP matured/incidental*).

A miscellaneous sub-theme that only had coded responses in Jack's interviewees was '*parents don't realise-could have gone horribly wrong*'. This theme was based on data indicators such as "I don't think they quite appreciate how horribly wrong it could've gone" (Jacks HOY 66), and "things could've gone a whole different way. He could've really started pushing harder and harder" (Jack's HOY 66) (*parents don't realise-could have gone horribly wrong/misc*).

4.8.4.4 Summary of qualitative headlines

Mr and Mrs J describe having different experiences to being a parent and the demands on them. EP expectations in this case were particular to this case study in that this was the only case for coded responses under the sub-theme '*discord in EP expectations';* where parents expected a considerably more hands-on approach and provision of solutions than was provided. There was a considerably higher proportion of negative to positive coded responses in this case study by parents (compared to the previous two cases) and where the HOY was negative about the parents and not all working together. Despite the negativities all the outcomes were described in positive terms, with several positive expressions regarding involvement/impact, working relationship with the EP and descriptions of progress. Jack was identified as putting in a high level of effort and his achievements were noted in school and at home (handling situations to a better). Some ER changes were thought to have occurred for Jack, although Mr and Mrs J found it difficult to acknowledge that this might be the case, while the HOY described many changes.

4.8.5 Quantitative data

4.8.5.1 Analysis SMA

The Likert scaling was not sufficiently completed by Jack's form tutor/teacher to allow for an SMA analysis to be conducted; they had only completed two data points prior to intervention and two post intervention (over the 11 week period) – it is for this reason the data has not been reported. Jack was supported by his HOY to engage with the weekly Likert scales; providing five data points prior to the intervention and three post intervention. As previously mentioned, Mr and Mrs J on week three emailed a request to complete the Likert scales separately as they were finding it difficult to agree on a score and reported that as they had different experiences of Jack, separate Likert scales might present a more accurate picture. For this reason, Mr and Mrs J's scores were amalgamated for the first three weeks and thereafter treated separately. Both

missed a couple of data entry points and this along with the pattern of data collection caused a challenge to ensuring sound statistical analysis.

SMA analysis indicated no significant phase changes for Mr or Mrs J reports; with one slope change identified by Mr J for Jack's persistence level – significant at $p = 0.015$, ($R = +0.774$), on a vector 5 which indicates that Jack's persistence increasing up to the intervention point, then dropped before increasing again (see Appendix R12).

Analysis of Jack's weekly ratings showed a significant phase difference of improvement in his worrying level, at $p = 0.0334$ ($R = -0.876$); slope changes were also significant on vector 3 at $p = 0.0034$ ($R = -0.956$). A gradual decrease which then remained low, as well as vector 4 at $p = 0.0030$ ($R = -0.960$) an overall decrease. Jack's anger level also showed slope significant changes of improvement; vector 1 at $p = 0.067$ ($R = -0.712$) and vector 5 at $p = 0.018$ ($R = -0.783$); see Appendix R12 for graphs inverted as $-R$. Jack's happiness ratings did not show a phase change, but did show slope improvements significant at $p = 0.0466$ ($R = +0.839$) for vector 1 and at $p = 0.0368$ ($R = +0.742$) for vector 5. With only three data points post intervention (static for happiness and worry) and little difference from the mean for anger; the statistical significance is treated with caution. There seems to be an indication that Jack's worry level decreased over the whole observation period, his anger mainly stayed the same with a little decrease and his happiness level increased and then reached a plateau over the whole observation period.

4.8.5.2 BRIEF Questionnaire analysis

Jack's parents reported changes to Jack's ER in that he was better able to manage some situations and trying harder. It would therefore be expected that the BRIEF would also demonstrate positive change. Mr and Mrs J did not complete the BRIEF at the end of the

intervention term and at follow up requested to complete separate ones. Therefore the analysis is complicated by a missed data point, then additionally a time delay in the completion of their separate BRIEF's. The data points therefore are for pre-intervention jointly completed (17/03/11) and then although interviewed at the same time as the other respondents the BRIEF questionnaires separately completed were not returned until 09/03/12, see following graph for t-scores:
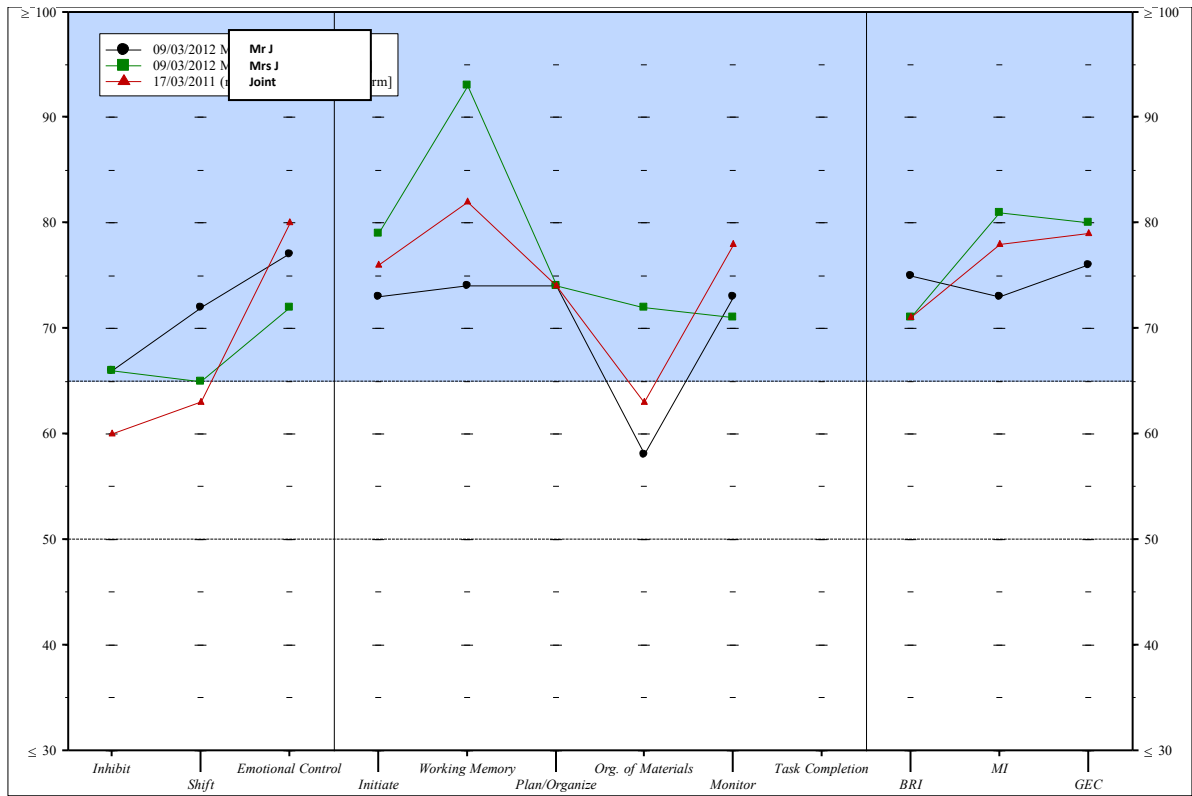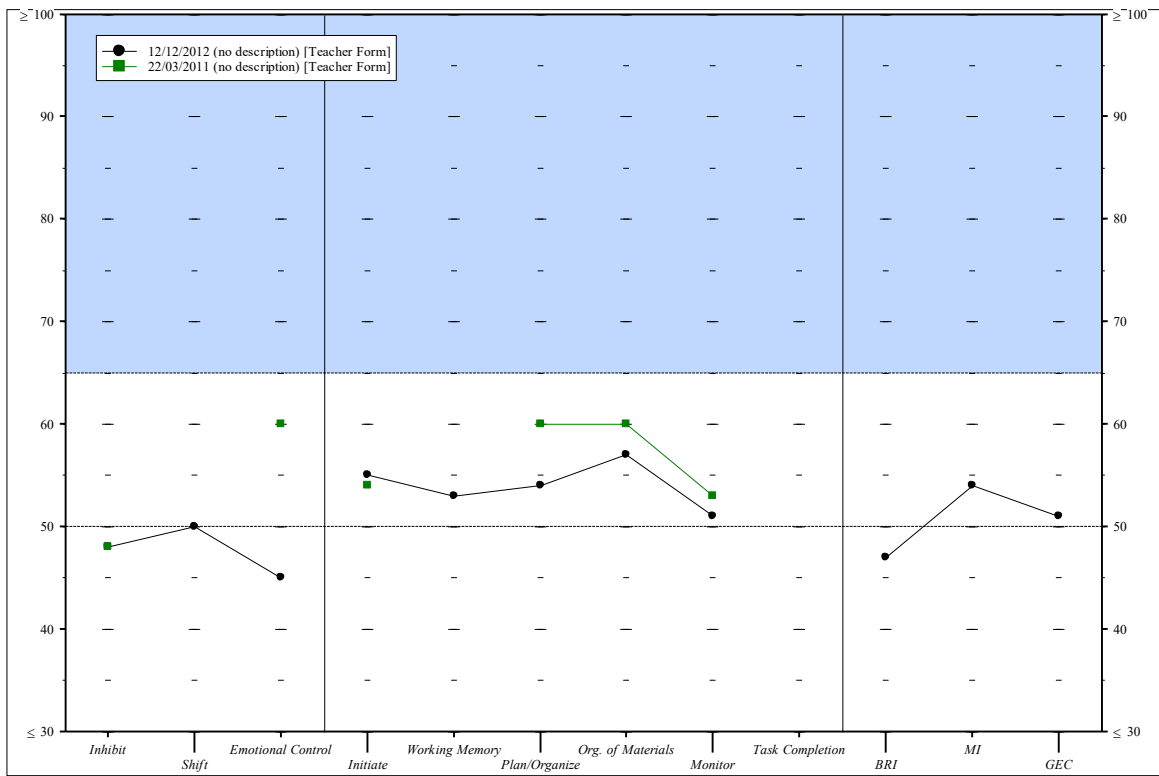

Graph 5: Jack's parent BRIEF questionnaire results

Graph 5 BRIEF assessment results give a complicated picture where two areas of EF (inhibit and shift) moved into the range of clinical concern on both parents assessments while his emotional control difficulties were seen as decreasing though not outside the clinical range of concern. During exploration of the other areas of EF, Mr J reported that he felt that 'initiate' and 'working memory' had deteriorated, while Mrs J reported an improvement (all remaining in the clinical concern range). There was no perceived change in Jack's ability to plan/organise himself; his organisation of materials was felt to have improved by Mrs J and stayed outside of the clinical range of concern; while Mr J had felt that Jack had moved into the clinical range of concern.

Finally Jack's ability to monitor himself in his work and emotionally, was perceived by both Mr and Mrs J as having improved. The act of completing the questionnaires separately (on the second occasion) along with the time delay and missed data point add additional factors and means that these results must be treated with caution.

Jack's BRIEF assessment results from his form tutor's perspective also give an incomplete picture. On the initial assessment pre-intervention (22/03/11) there were several unanswered questions which led to two areas not able to be scored; 'shift' and 'working memory'. The BRIEF was also not completed at the end of the intervention period, and at follow up (12/12/12) it was completed by a different scorer.

Graph 6: Jack's tutor's BRIEF questionnaire results

What is most apparent from the BRIEF assessments completed by the two staff members is that there were no areas noted within the clinical range of concern. There was some movement in the score pre- to post-intervention (mostly in terms of improvement), with the biggest change being seen in improvement in Jack's emotional control.

4.8.5.3 Analysis of Jack's pre and post intervention questionnaires

The results of Jack's pre- and post-intervention questionnaires are shown in the following table; raw scores are shown and calculated into standardised descriptions where possible:

Questionnaire	Sub-scales	Pre intervention	Post intervention
Emotional Regulation Questionnaire - CA	Reappraisal	1.83	3
	Suppression	2.25	2.25
Emotional Expression Scale for Children	Poor Awareness	33 (very poor awareness)	37 (very poor awareness)
	Reluctance	22 (normal range)	25 (low functioning)
SchoolChildren's Happiness Inventory		77 (low average)	97 (average)

Table 8: Jack's scores on the 3 self report questionnaires: ERQ-CA, EESC and SCHI.

On the ERQ-CA Jack's responses indicate that he used considerably more reappraisal by the end of the intervention period than at the beginning; which would indicate progress in his ability to reflect and re-consider situations, and development in his ER skills. Jack's suppression of his emotions was at the same level at both points which might indicate why Jack's parents perceived little change, other than a maturity increase.

On the EESC Jack demonstrated very poor awareness before and after intervention, while his reluctance to express negative emotions went from within the normal range to the low functioning range. This may be symptomatic of his parents' desire to see less outbursts and therefore he tried to keep a greater hold on his expressions thus more reluctant to express negativity. There was a change in his happiness level which went from the low average range to the average range. Jack's qualitative questionnaire indicated he also felt he had become happier and less angry or anxious over the time period (Appendix R11).

4.8.5.4 Summary of quantitative headlines

The Likert scaling was not sufficiently completed by Jack's form tutor to conduct an SMA analysis, and the tutor's completion of the BRIEF also being incomplete. Mr and Mrs J on week three requested to complete the Likert scales separately. Mr J's perception of Jack's persistence indicated improvement in a slope change significance. Jack's responses indicated a significant positive phase difference for 'worry' and significant slope changes for all three constructs. However, it is worth noting that Jack's SMA analysis was only conducted on three data points post intervention and therefore caution must be taken in interpretation. These results overall give an indication that Jack's worry level may have decreased, his anger decreased a little and his happiness level increased.

The BRIEF assessment completed by parents was complicated by a missed data point post intervention and completion of the follow up BRIEF undertaken separately by parents. Missing a data point and a delay in returning the questionnaires also means that caution must be taken in the interpretation of the results. The BRIEF assessment results from Jack's past and present tutors indicated no areas of concern within the clinical range. Jack's perception on the pre- and post-intervention questionnaires and qualitative self-report questionnaire indicated that he had become happier, less angry, less anxious and better emotionally regulated as he used more reappraisal of emotions.

4.8.6 Summation

Jack was first seen during a volatile period; on the first occasion of planned observation he had run away from home the previous evening. This resulted in the initial involvement being over the phone and subsequently actions focused on supporting Mr and Mrs J in their approach to Jack. Mr and Mrs J were having different experiences to being a parent to Jack; with Mrs J having to manage a different approach to parenting Jack (e.g. allowing Jack more control and responsibility and reduce some of her more rigid expectations).

This case was the only one with coded responses for '*discord in EP expectations';* where parents expected a more hands-on approach and the provision of solutions. Some of their expectations were additionally coded as questionable in their realistic expectations, something voiced by the HOY. Mr and Mrs J expressed a high proportion of negative to positive responses in this case study, especially compared to the previous two case studies. These negative comments generally focused on Jack and his education, with Jack's HOY making negative comments regarding the parents and not all working together. Despite the number of negative responses there were several positive expressions regarding involvement/impact of the EP, the working relationship with the EP, and descriptions of progress Jack had made. When seeking to corroborate this with the quantitative data, the school and parental data collection encountered challenges and therefore need to be treated with caution. Jack's responses indicate that he is a young man who was becoming better able to regulate his emotions, using more reappraisal, feeling happier generally and overall less angry and anxious.

It was strongly asserted by the HOY that Jack was putting in a significant degree of effort. A position which was somewhat acknowledged by Mr and Mrs J, although they did find it difficult to recognise all of the positives expressed.

4.9 Case 4 Anna

4.9.1 Contextual details

Case study 4 involves Anna whose early history shows experiences of extreme neglect and exposure to an abusive environment, prior to removal to foster placement when she was a couple of years old, being adopted before her fourth birthday. Anna was referred for involvement as there were concerns regarding her challenging behaviours at home and at school. The EP involvement occurred during a period of great change for the family and Anna as she was in the final term of her Primary school education, the intervention therefore spanning SATs week. In the family there were additional significant changes; Anna's parents had thought that they couldn't conceive when they adopted Anna, but a little over 3 years post adoption they had a successful conception and carried to full term. At the point of EP intervention Anna was a sibling to a 2 year old and her mother was imminently expecting a second child. Therefore by the review point of the study; Anna had transferred to Secondary school and was a sibling to a new born baby as well as a 2 year old (information from post adoption needs assessment completed with parents by the social worker).

4.9.2 EP involvement

EP involvement took the form of:

- Observation of Anna in year 6 class

- Individual session with Anna

- Consultation with Mr A and Class Teacher

- Report detailing involvement and interventions (see consultation report Appendix R13)

- Further consultative involvement at the request of the Secondary SENCo (Mrs S) held solely with her (see consultation report Appendix R15)

- Review consultation with Mr A (parent) and Mrs S (Secondary school SENCo) (see consultation report Appendix R16)

The resultant actions and recommendations that were agreed following the intervention are included in Appendix R13. There are no actions which relate to ER as the school were not concerned with this aspect of her presentation. The actions were split into school focused and home focused, with a little crossover (see Appendix R13). Interventions focused on approach to homework, increasing home school liaison, improving Anna's self-esteem and at home primarily focused on changing the relationship between Anna and her parents to a more playful and positive approach, minimising the negatives and seeking opportunities for success.

4.9.3 Predictions

These predictions are based on the initial information gathered prior to involvement (comprehensive file search, BRIEF questionnaire information) as well as the feedback that school and parents had not identified ER as a focus area. The EP involvement was aimed at supporting a change in parental approach and relationship to be more positive and school to also reduce the negative focus. Therefore the prediction would be to effect change in Anna's family's approach to her and possibly therefore affect her happiness and anger levels, though no expected change in her ER skills.

4.9.4 Thematic analysis

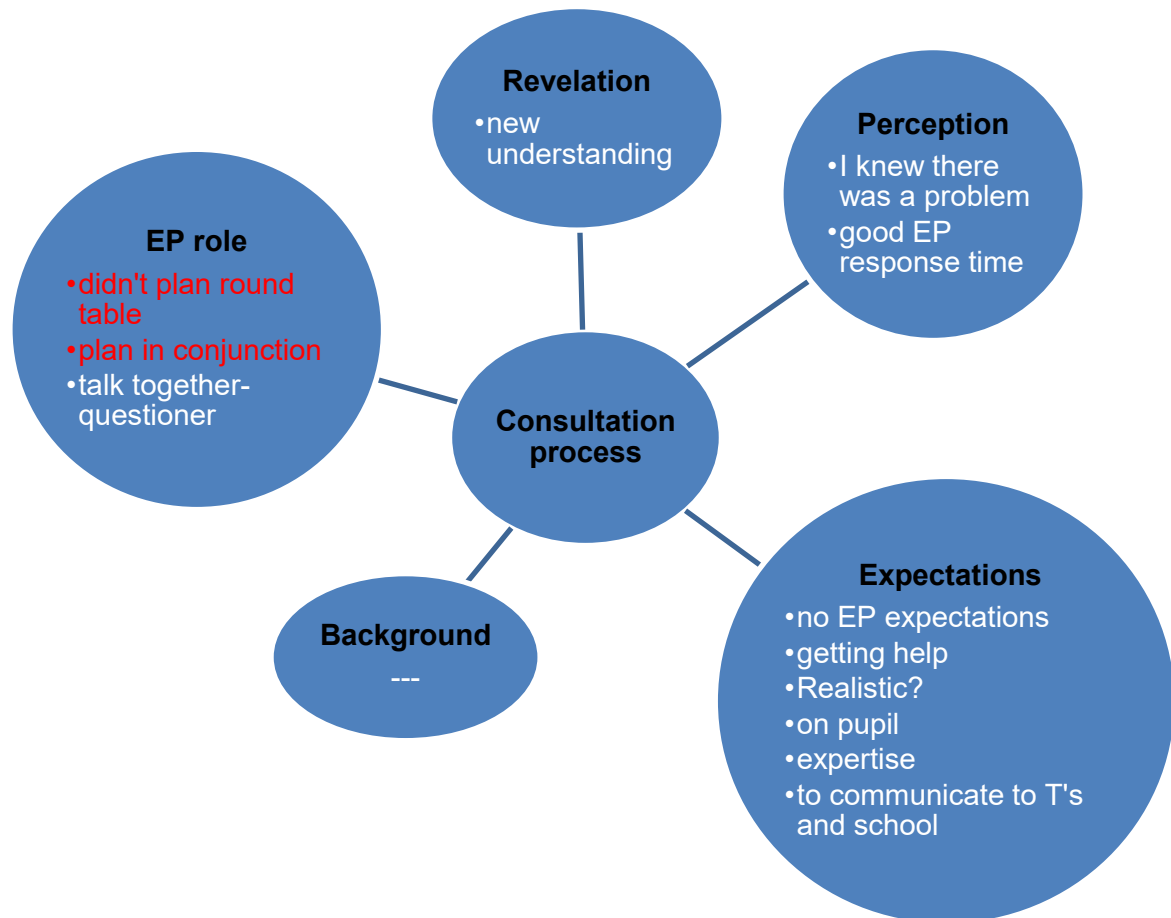**4.9.4.1 Experience of consultation**

Figure 13: Anna's parent, teacher and SENCo perceptions of the consultation process

Anna's case being a negative case example, those codes and sub-themes with responses only relevant to Anna have been shown in red. There were no coded responses for '*background*' and only one response under the '*EP role*' theme that was common to the other cases. Looking at the '*EP role*' responses, there seems to be an inconsistency in the coded responses as two refer to talking/working together while the other is about not planning together. Mr A commented that "in terms of sitting down and having a round table discussion with [EP] and anybody else about a plan…we haven't really done that" (Mr A 48) (*didn't plan round table/EP role*) also remarking that; "the plans that have been put together have been done in consultation and in conjunction with us and the schools" (Mr A 46) (*plan in conjunction/EP role*). Mr A's references indicate a feeling of working together, while the experience in practical terms may have been more that the

information and plan was pulled together by the EP, not as a group. The previous teacher and SENCo both described valuing the EP role in 'talks', the previous teacher describing how; "she met with me and talked about what she'd seen Anna do and how we could help her in the classroom" (Anna's old T 6) (*talk together-questioner/EP role*).

The previous teacher and current SENCo both felt they knew there were problems due to particular instances, such as in Primary school Anna; "made up stories that were quite disturbing" (Anna's old T and SENCo 97) (*I knew there was a problem/perception*) and in Secondary school getting negative marks for homework, effort and detentions (Anna's old T and SENCo 45 and 49). The SENCo was particularly pleased with the EP response time; "I mean the timescale was really short because as soon as I hit the panic button and saw [EP]…" (Anna's old T and SENCo 49) (*good EP response time/perception*). This case study had only one sub-theme under the '*revelation*' theme; Anna's primary school teacher referring to a '*new understanding*', seeing that "Anna's mind was very busy so she struggled to take in the instructions" (Anna's old T and SENCo 6-8) (*new understanding/revelation*), which she reiterated in the qualitative questionnaire regarding developing a new understanding of Anna (Appendix R14).

Mr A described several expectations; five coded responses for expectations '*on pupil*' and three coded under '*realistic?*' which were focused on Anna. Therefore out of the 9 responses under the expectations theme Mr A placed most of them on Anna. The descriptions of expectations on his daughter included "getting her to understand what's expected of her" (Mr A 62) (*on pupil/expectations*) while coded responses under *realistic?* focused on Anna were: "it's not fixed" (Mr A 34) and "as long as Anna continues along the path and is (pause) continues to do the best she possibly can, then I think we're sort of moved in the right direction" (Mr A 74) (*realistic?/expectations*). This last comment could be read as simply hopes for her to achieve,

though in the context of the discussion it felt less like a hope for her to achieve within her difficulties and more of an ultimatum on her doing her best she can possibly do and not wandering off that path. A particularly pertinent description by Mr A to show his perspective was; "I think we've always been hoping for the silver bullet" (Mr A 8) (*realistic?/expectations*). Mr A also hoped the EP would "point the school in the right direction and to help them to understand Anna's needs" (Mr A 6) (*to communicate to T's and school/expectations*).

4.9.4.2 Attachment relationships

T and parent not together
Negative about yp
Pressure on yp - in the headlights
Gets a hard time
Hard to see change – don't know
Negative relationship with parents
TIME
    Volatile time
    Parental time pressures
    Near end
    Short intervention

All together
Outside person doing or other thing helped
Somebody to talk to 1:1
Positive view - relationship with YP

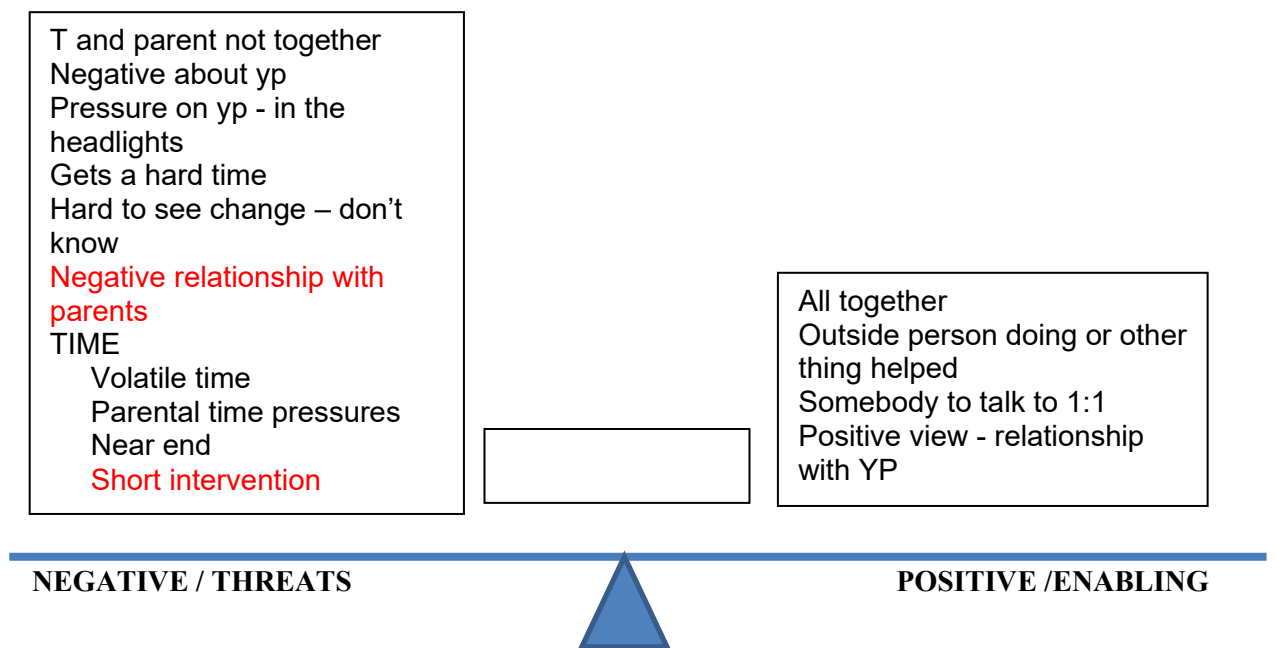**NEGATIVE / THREATS**   **POSITIVE /ENABLING**

Figure 14: Anna's balance of negative/threats to positive/enabling descriptions of her attachment relationships, by parent, teacher and SENCo

Exploring figure 14 and the frequency of coded responses on the code matrix browser (Appendix M19), the majority of the negative responses are by Mr A comparing proportionally 19:3 negative to positive coded responses. Therefore Anna's case had the most negative references out of all the cases; not only in themed content but also in frequency and proportion. '*Negative relationship with parents'* was one sub-theme which contained only responses from this parent, an example being: "a continuous cycle of battle, make up, battle, make up, and the other kids are stuck in the middle of that…it's constant pressure on us" (Mr A 60) (*negative relationship with*

parents/negative). The language of battle explored further in the discussion section. The difficult situation the family was in highlighted by Mr A's description that; "there have been points in the relationship where you know, actually it's been pretty close to breaking down…there are points still, pressure points when it reaches that stage… you have to worry for the safety of the other two…and our mental health" (Mr A 68) (*negative relationship with parents/negative*).

The distribution of 'negative/threats to attachment relationships' were made by Mr A, the time sub-theme expected in a household with a new born baby; "when Anna is kind of full on being difficult, she has to have full on attention from both of us a lot of time" (Mr A 60) (*parental time pressures/negative*). With Mr A also described how it was a '*short intervention*' (Mr A 2) and that "the actual interaction in terms of time has been quite short" (Mr A 46) (*short intervention/negative*). This was a sub-theme that school staff also experienced; "it was too short a period" (Anna's old T and SENCo 56) (*short intervention/negative*). A key quote highlighting the home situation;

> "I guess it's also constant pressure on Anna because she's always. you know, she gets quite a hard time of it, but mostly deserved, and we attack the behaviour quite often because the behaviour is unacceptable and you can't let it get away". (Mr A 60) (dual coded as; *pressure on YP and gets a hard time/negative*)

However Mr A also described how Anna had "managed to moderate [behavioural issues], because if she were exhibiting the behaviours at school that she was exhibiting at home, then you know, there's no doubt that either she'd been excluded or certainly there'd have been involvement earlier" (Mr A 12) (*positive view-relationship with YP/positive*).   Mr A being positive about an outside person doing things that have helped in terms of "short term benefits" (Mr A 26) (*outside person doing or other thing helped/positive*).   While the teacher and SENCo both described in different ways the positivity of developing a relationship with Anna; her year 6 teacher explicitly saying "one of the things that helped me was that actually it was a…building that relationship with her" (Anna's old T and SENCo 56) (*somebody to talk to 1:1/positive*), while the SENCo described positively the EP affirming to "keep going with a good relationship you keep going and from that date on I really went for it and no more negative marks" (Anna's old T and SENCo 49) (*positive view-relationship with YP/positive*).
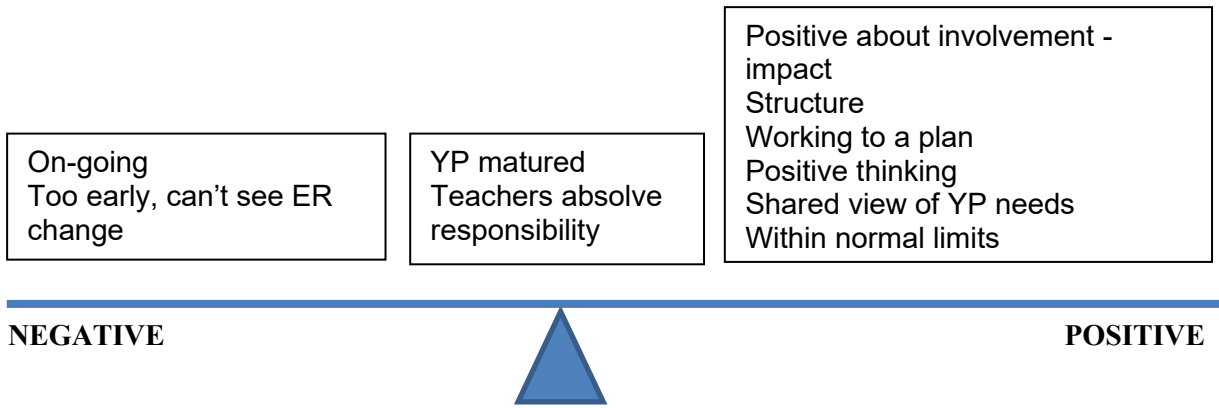
4.9.4.3 Outcomes identified

Figure 15: Anna's balance of positive and negative outcomes

Figure 15 shows the positive balance of '*outcomes*'; there were however a number of negative and neutral outcomes'. EP involvement was said to be "crucial in that getting her back on track" (Mr A 62) (*positive about involvement-impact/positive*) and how "it was incredibly helpful to meet [the EP]" (Anna's old T and SENCo 10) (*positive about involvement-impact/positive*). The

Secondary SENCo described the confirmation that she was "going down the right road" was really helpful (Anna's old T and SENCo 10) (*positive about involvement-impact/positive*). Some of the positive attribution was focused on '*working to a plan*' around Anna from Mr A (72) along with the EP credited as extra emphasis placed on recommendations to send out to Secondary school staff (Anna's Old T and SENCo 82) (*working to a plan/positive*). The sub-theme '*shared view of YP's needs*' was one on which Mr A and the SENCo both remarked describing how "once we knew what we were dealing with, you know, it was okay, we were okay to keep going" (Anna's old T and SENCo 49) (*shared view of YP's needs/positive*). The SENCo describing positively how Anna; "she's really, really done well. She's getting house points, she's getting achievements certificates, she's made friends" (Anna's old T and SENCo 72) (*positive about involvement – impact*), describing Anna in terms of being like any other child.

There were no responses by either the SENCo or old class teacher relating to negative outcomes, while for Mr A he described things as '*ongoing*'; "There's no quick fix for it, and I think the support she'll need will continue" and that "it is continuous" (Mr A 8 and 10) (*ongoing/negative*). There were no comments made by the teachers regarding Anna having a change in her ER skills, therefore suggesting no particular changes observed in the school settings. While Mr A said that "no, I don't think we've seen any major progress" (Mr A 24) (too early, can't see ER change/negative) in relation to ER change.

4.9.4.4 Summary of qualitative headlines

There were no thematic responses relating to '*background*' in this case and few responses for the '*EP role*', suggesting possibly less exploration of these two areas in the consultation. The Year 6 class teacher identified the EP consultation process as supporting her to develop '*a new understanding*' of Anna. For the Secondary SENCo the PE intervention was seen as beneficial

as it particularly affirmed that she knew she was going in the right direction. There were many expectations placed on Anna; mainly by her father and some questioned as to whether they were '*realistic?*' expectations. Exploring the attachment relationships surrounding Anna, the balance was more towards the negative/threats in terms sub-theme and frequency. It was of particular note that Mr A described cycles of battles with Anna and the pressure in the family, especially with regard to '*time*' and a new born baby.

EP involvement/impact was described positively with expressions such as "incredibly helpful" and how it helped to work to a plan. Anna was being described by the Secondary SENCo as being like any other child, and both school staff talked of the positivity of developing a relationship with her. There were no targets focused on ER change and no changes in her ER skills were noted by teachers or by Mr A.

4.9.5 Quantitative data

4.9.5.1 Analysis SMA

The Likert scaling was not sufficiently completed by Anna's parents to allow for an SMA analysis to be conducted; they had only completed one data point prior to intervention and three post intervention (over the 11 week period) – it is for this reason the data has not been reported. The class teacher comprehensively completed the weekly Likert scales with no data points missing – though with the intervention point occurring a little earlier than ideal for the study – there are some interpretation challenges due to only 3 data points prior to intervention, hence baseline data establishment being a challenge.

Anna's teacher ratings of her persistence, compliance and frustration levels showed no statistically significant phase changes, but there were two significant slope changes for persistence; at $p = 0.0320$ (R = -0.851) on a vector two slope which is a flat level and then decrease following intervention, and $p = 0.0192$ (R = -0.863) vector five an overall decrease (see Appendix R17). The class teacher also identified in her qualitative questionnaire the benefits of completing the weekly scales (see R14) as it increased communication with Anna, therefore potentially being an intervention in itself.

Anna's SMA analysis showed statistical significance in a few areas; Anna's anger level showed a significant decrease phase change at $p = 0.0388$ (R = -0.717) along with slope significance on inverted graph vectors three (p=0.0016, R = -0.892) and vector four (p=0.0384, R = -0.718) showing her anger levels decreasing. Her worry and happiness levels did not show any significant phase or slope changes. Therefore suggesting a decrease in her anger level, though not in any other area of ER; though baseline establishment concerns mean the statistical significance should be treated with caution.

**4.9.5.2 BRIEF Questionnaire analysis**

Analysing the data for the BRIEF questionnaires completed by parents, there are only 2 data points as a BRIEF was not completed at the end of the intervention period. Therefore there is data for pre intervention (26/04/2011) and then at the review follow up session – with similar to Jack's case a time delay of nearly 3 months (05/03/2012):
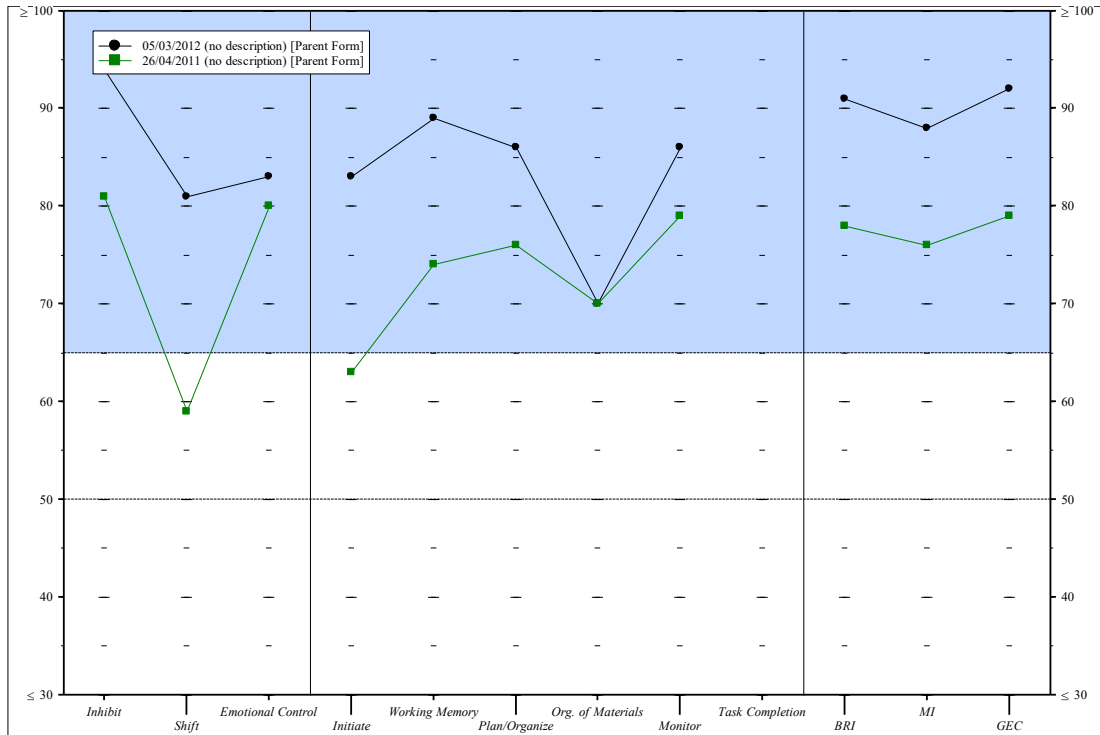
Graph 7: Anna's parent BRIEF questionnaire results

The two BRIEF scores indicate that almost all areas were perceived to have become more difficult for Anna; of particular note was the move into the clinical range of concern for Anna's ability to cope with changes (shift) and start tasks (initiate). It was predicted that there would not be a change to Anna's ER skills and from the parents perspective things in this area, along with other areas of EF, had deteriorated.

Anna's Teacher completed the pre-intervention (16/05/2011) and post intervention (20/07/2011) questionnaires, while the Secondary school SENCo completed the BRIEF after the follow up session (28/02/2012), see following graph:
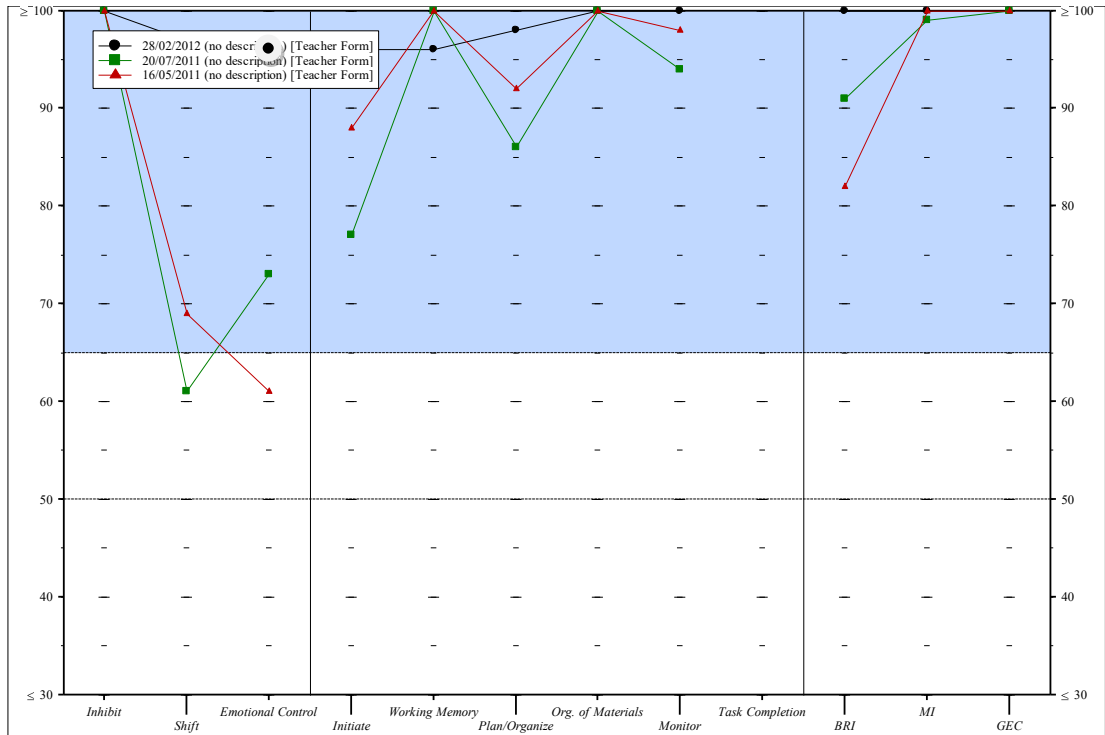
Graph 8: Anna's teacher and SENCo BRIEF questionnaire results

The BRIEF questionnaire shows little or no change on many items: inhibit, working memory, organisation of materials. Emotional control was the only item outside the clinical range of concern at pre-intervention; however moving into the clinical range by the post intervention assessment stage and even further into the range of concern by the follow up session. Shift moved outside the clinical range from pre intervention to post intervention; though then moved back into the clinical range by follow up. The prediction was for no improvement in Anna's ER and is supported; the BRIEF showing deterioration in her emotional control skills, no change in her inhibition skills and an overall deterioration of her ability to cope with changes.

4.9.5.3 Analysis of Anna's pre and post Intervention questionnaires

The results of Anna's pre and post intervention questionnaires are shown in the following table, with raw scores shown and calculated into standardised descriptions where possible:

Questionnaire	Sub-scales	Pre intervention	Post intervention
Emotional Regulation Questionnaire - CA	Reappraisal	2.8	2
	Suppression	4.2	4.2
Emotional Expression Scale for Children	Poor Awareness	20 (normal range)	15 (normal range)
	Reluctance	20 (normal range)	22 (normal range)
SchoolChildren's Happiness Inventory		94 (average range)	85 (average range)

Table 9: Anna's scores on the 3 self report questionnaires: ERQ-CA, EESC and SCHI.

For Anna the ERQ-CA highlighted that she started to use less reappraisal following the intervention, her use of suppression staying at the same level. Anna therefore continued to use suppression to a high level, while her reappraisal of situations lessened, concurring with the BRIEF and indicating that her ER skills deteriorated over this observation period. Her emotional expression awareness and reluctance to express negative emotions both stayed within the normal range while her happiness level also stayed within the average range.

4.9.5.4 Summary of quantitative headlines

Data attrition was a challenge, with insufficient Likert data from parents to conduct an SMA analysis and a missing BRIEF assessment data point. The class teacher and Anna comprehensively completed the Likert scaling, though there is a question over baseline establishment as there were only 3 data points prior to intervention. The teacher SMA ratings indicated a significant slope change decrease in persistence and Anna's SMA analysis indicated a slope and phase decrease in anger level.

Parental BRIEF questionnaires showed almost all areas of EF to have deteriorated; moving into the clinical range on shift and initiate, while the teacher BRIEF ratings indicated a deterioration in Anna's emotional control skills to within the clinical range of concern along with her ability to cope with changes. Anna's responses on the ERQ-CA also concurred and indicated that her ER skills had deteriorated with less use of reappraisal strategies and a continued high level of suppression strategies.

4.9.6 Summation

Anna's involvement occurred during a period of great change for her; SATs week, transition to Secondary school and the arrival of a new sibling. There were concerns regarding Anna's behaviour in school and the EP involvement identified the need for a change in parental approach and development of a more positive relationship at school and home. For the purpose of the research this case was used as a negative case example as ER changes were not the focus of the intervention.

Anna's class teacher identified with the *'revelation'* theme in describing her *'new understanding'* developed. There were also a large number of expectations placed on Anna; some questioned as to whether they were realistic. The balance of negative/threats to positive/enabling factors of Anna's attachment relationships were weighted towards the negative, Mr A describing the relationship like a battle. However EP involvement and outcomes were positively described in terms of working to a plan and the consultative actions identified. Anna felt she was less angry, supported by the SMA analysis. There was no impact on Anna's ER skills perceived by staff or parents, with BRIEF and ERQ-CA quantitative data supporting this and showing a deterioration in her ER reappraisal skills.

Chapter Five – Discussion

5.0 Overview of Chapter

This chapter presents a detailed discussion of the main findings of the study. It combines the qualitative and quantitative findings from each case study with the aim of answering the study's research questions and integrating this with previous academic research. The strengths and limitations of the research are then considered, before illustrating the contribution the study can make to the wider body of knowledge and implications for EP practice. The chapter concludes with directions for future research and a reflective analysis of the research process.

5.1 Introduction/context

While adopted children show considerable improvements in numerous areas of their development after being adopted into new family environments, research suggests that significant developmental delays can still be noticeable several years after adoption (Ames, 1997; and Rushton, 2003). When compared to children living with their birth parents or those that have been adopted within the first weeks of their lives such developmental delays are especially conspicuous for adopted children in relation to executive functions, emotional/social development and emotional regulation (Geddes, 2006; Lansdown et al., 2007; and Merz and McCall, 2011). There are a number of professionals that work to support adopted children and their families; increasingly EPs are among the multi-agency group working to assist this population and help mitigate against the chances of a family breakdown. In an attempt to address these issues, this thesis set out to explore the effectiveness of an increasingly used model of service delivery by EPs (namely consultation) in the development of emotional regulations skills of adopted children and young people. The existing literature base and findings from the systemic reviews presented in Chapter Two indicate a shortage of research in the phenomenon under investigation.

5.2 Summary and discussion of findings

5.2.1 Research Question 1; Consultation process

5.2.1.1 Themes of revelation and perception

Thematic analysis of the data during exploration of the first research question (related to the perception of the most influential aspects of the EP involvement and consultation process) produced five overarching themes; (i) '*revelation*'; (ii) '*perception*'; (iii) '*background*'; '*EP role*'; and (v) '*expectations*'. The theme of '*revelation*' arose from those that described gaining a new understanding/reframing a previous understanding following consultative EP involvement. A link was made between this theme and that of '*perception*' as when they are considered together they can be considered a mindset shift/attitude change.

The EP is recognised as providing an understanding from an outside perspective to help realise those moments of "yes but that's happening because of this" (Mrs B 31), hence one of the most influential aspects of EP involvement was the effect on the way people saw the situation or problem. This enabled moments of revelation and the generation of new understandings that are later linked to effecting change for the young people.

The generating of new understandings and changes in the perspective of consultees are well recognised as parts of the EP consultative approach - cognitive shift or re-framing/reconstruction of a problem (Wagner, 1995). The unique EP contribution was conceptualised as containing aspects that may involve uncovering mediating variables which provide an explanation of events and navigation through the complexities of human data to provide "a simple useful map of the interaction between people factors and aspects of their living/learning environments" (Cameron, 2006, p.293). The discourse used by some to describe their new perspective/understanding could be construed as 'revelatory'; the process was "very enlightening" (Claire's SENCo 82); this is a tone that is less frequently encountered in published research.

In Lucy's case study (where there was a high frequency of responses regarding '*revelation*' and developing '*a new understanding*' from the Year 5 class teacher) the increased awareness of Lucy's difficulties in ER meant the class teacher was better able to support Lucy and recognise Lucy's ER developments. On hand over to the next teacher it is hypothesised that the Year 5 teacher was able to pass on this comprehensive understanding – hence increasing the Year 6 teacher's rating of ER difficulties on the BRIEF at follow up. Therefore the consultative intervention was effective not just for the Year 5 teacher's understanding but also contributed at a systemic level in that it is likely to have supported another staff member to be aware of ER difficulties generally and specifically Lucy's presentation and intervention strategies. Exploring the cases thematically and quantitatively it was possible to demonstrate the systemic support potential to effect change broader than the individual, as per Wagner's (2008) assertion of one of the purposes of the consultative approach.

5.2.1.2 Theme of background

The '*background*' theme identified the need, particularly for parents, to have their and their children's backgrounds/stories acknowledged. It was experienced in the consultations as well as interviews that there was a need in the majority of case studies to acknowledge the background, in order to allow the collaborative process to occur – providing at times a starting point for relationships and development of shared understanding.

The sub-theme '*battle for help*' was identified and related to parents' perception of an ongoing struggle for support and understanding of their child's needs. The terminology used (e.g. battle) is a dominant discourse that is often associated with vulnerable populations (e.g. children with SEN/adopted children) in the context of schools and the wider education system (Duncan, 2003; and Robertson, 2012). Adoptive parents go through a lengthy journey to position themselves as

adopters, and this process is more often than not characterised by ups and downs and aspects very much out of their control (Denby et al., 2011; and Triseliotis et al., 1997). Potentially these experiences may mean that these families are more primed to perceive situations in more absolute terms.

These themes highlight the need for EPs to be aware of, and attend to, the relevant background of a child, young person or situation in order to develop collaborative and effective relationships during consultation. All the case studies presented indicate the importance of understanding and acknowledge what has 'gone before'.

5.2.1.3 Themes of Educational Psychology role and expectations

The creation of the right environment within which a collaborative consultation process can occur is not always easy, especially when there are a number of expectations placed on the EP and different roles to fulfil. This research highlights some of the multitude of ways the EP role can be seen and drew attention to the differences in the perception of the EP role when working through a multi-agency team, as opposed to the EPS (perceived as different to generic EP involvement).

When this was explored further the differences cited were descriptions of benefits and a desirable way of working with the young person and the school. In the researcher's LA the service expectation is to operate from a consultative approach, with autonomy provided to ensure individuality to each case and the EP role approach taken through the Assessment and Intervention team is akin to my approach taken to the generic patch of schools. It is worth stating here my beliefs about the EP role and expertise, a topic of discussion in the profession (Moore, 2005). My perspective is that all those involved bring expert knowledge; the EP brings expert knowledge on psychology and child development, the parents bring an expert knowledge

of the young person, school staff provide expert knowledge of the young person's daily approach to learning and school while the young person provides an expert knowledge of their life. This description is one many EPs will find familiar to their own practice; the implications of such an approach are: the need to attend to group dynamics, to ensure all contribute and gain from those involved, to manage a continuum between directing change and empowering/facilitating consultees and to identify change that needs to be balanced throughout the course of the consultation that can lead to a jointly formed plan of action. For Claire's SENCo she potentially had always asserted her way of working onto EPs in the school, therefore a potential impact is that the SENCo negotiates with her school EP a beneficial way of working that is congruent with her new perspective in seeing the bigger picture and approaching young persons more holistically.

From the descriptions provided in this research an encapsulation of how participants perceived the EP consultative approach would be:

> 'an independent person who allows themselves to be a conduit to the school and can ask questions to create an environment where everyone can talk/plan together to develop a new understanding'

Specific challenges occur when consultees see the EP role in a way that may be beyond the scope of consultative work – potentially creating discord in expectations. The expectations placed on EPs can be high and need to be considered by EPs (Wagner, 2000). This study highlighted a considerable list of expectations that were able to be broken down into 3 groups with text size denoting frequency:

On EP	On pupil	Other
getting help	on pupil	no EP expectations
expertise		Realistic?
to communicate to T's and school		discord with EP
see all perspectives – pull together		
hands on		

Table 10: Splitting the expectations theme into groups

There are a number of expectations on the EP, those that would be anticipated are: *getting help* and having an *expertise*. Two other expectations are in keeping with a general description of the EP role; *to communicate to Teachers and school* and to *see all perspectives – pull together* (Love, 2009). The final expectation to be *hands on*, is different to how many EPs see their work if operating a consultative model of service delivery – this expectation is one which has the potential to create a discord with the EP role perception and hence where the sub-theme *discord with EP* arose. These two sub-themes were only coded for Jack's case, where there was an expectation by parents for something different, with the SENCo also recognising this. Though the themes themselves are pertinent to consider as there are a number of expectations that parents will have on EPs, arising from a range of sources – the management of these is key to avoiding points of discord with parents as any discord has the potential to negatively impact on the working relationship.

There is also a link to another sub-theme – those expectations that are questionable as to whether they are realistic in nature. There is a high frequency of unrealistic expectations on the EP or the pupil – with those expectations on the young person mainly made by parents with a focus on achieving, doing their best or "to understand what is expected" (Mr A 62). While there are also

those expectations relating to the YP which are about seeing effects straight away and change expectations being "beyond recognition" (Mr & Mrs J 104). Parents are often encountered in EP practice who have unrealistic expectations on their children, which often do not cause problems as they are aspirational targets and aims. Although there are also those who have expectations and hopes which are beyond aspirational, sometimes seen with those parents who are still coming to terms with a young child who has been born with particular disabilities and so their life options and hopes for their child need to be re-assessed. I wonder whether for adopted parents the process of re-assessing the hopes for their child is something not easily achieved – by their nature adoptive parents will have had hopes and preferences throughout the adoption process that would need to be re-considered as they may adopt a child a little older or with an early history a little different to how they first imagined. There may therefore for some adoptive parents be a staunch holding onto certain hopes and therefore expectations, despite them not being realistic, recognised by Mr A; "we've always been hoping for the silver bullet" (Mr A 8).

5.2.1.4 Summation

In summation the expectations identified point to the need for role clarification by the EP alongside the identification of the parental and school expectations as a key action to manage an effective consultation and avoid discord or unrealistic expectations that may hinder the consultation process. Expectation recognition alongside background acknowledgment, will aid the relationship building to support a collaborative process to occur within which a consultee can be helped to gather new understandings that shape systemic practice and affect change for the young person. Jack's HOY summing up the systemic potential that Wagner espouses in her work; consultation described by Jack's HOY as providing:

> "something there that I would be able to use and probably use in school that would be useful to other students as well" (Jack's HOY 18)

5.2.2 Research Question 2; Attachment relationships

Attachment relationships and their development/improvement is an area I have needed to keep in mind when working as a part of the Assessment and Intervention team, as it is so frequently an influencing factor. The research question to explore in this section is the description of the attachment relationships surrounding the young people, mainly covered in the individual case studies; hence here the purpose is to take an overall perspective with discussion of some pertinent specific case points.

Exploring the sub-themes they split into three groups of contrary factors that help to aid demonstration of the key constructs identified in the attachment relationship thematic analysis. Additionally these constructs help to indicate the complexity of attachment relationships that function on a number of continuums of threats and negative feelings alongside, and balanced by, strong positive feelings and factors to enable the attachment relationship.

5.2.2.1 Positive/negative attachment relationship grouping
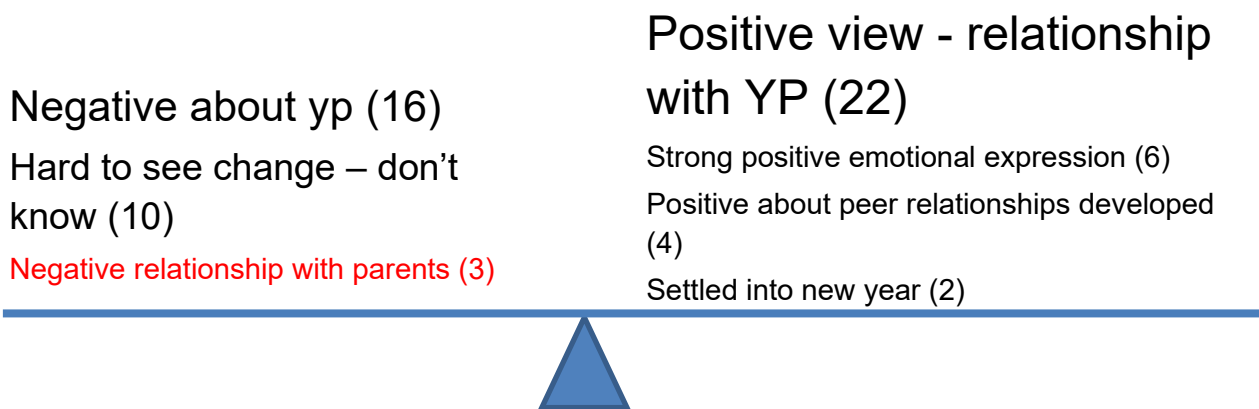
Figure 16: Positive and negative expressions group regarding the attachment relationships

Figure 16 shows those expressions which were directly negative or positive about the relationship or young person, with the frequency shown in brackets. The *hard to see change – don't know* coded responses were debated as to whether they constituted a negative/threat to the attachment relationship or were a neutral item. They were eventually assigned as negative as

changes were observed on the BRIEF assessment and SMA analysis, even if they were small ones. Therefore a more positive position would be that the school staff member or parents were able to recognise small changes that had occurred, hence construing it as negative because not seeing small change poses a danger to the attachment relationship as it can potentially lead to feeling like the relationship is stuck with less hope of change. Lucy's individual case analysis was considerably more positive compared to Anna's attachment relationship descriptions, however this is not to put a greater value on Lucy's experience, but instead recognises parenting and pseudo parenting from school attachment figures will have a balance of positive and negative. Concerns arise when the balance shifts too far either way and was not within the scope of this research to examine as there was an overall reasonably equal balance of negative/positive expressions of type and frequency shown in Figure 16. Parenting is often described as a balance, with research exploring the impact on adolescents' antisocial behaviour of the balance between autonomy and unsupervised wandering (Sentse, 2010). This current research therefore adds an exploratory dimension to the existing literature regarding the balance involved in parenting from an attachment relationship perspective.

5.2.2.2 Strong positive expression

One sub theme warranting a more in depth analysis and inclusion of debate here is the *strong positive emotional expression* sub-theme. This was discussed at length in the code moderation exercise with my supervisor, the original description explored as a key theme. Coded segments such as "I love her" (Lucy T2 21) could be coded as 'attachment'/'motherly approach' or 'strong emotional expressions' where it is seen as a positive reflection of the warmth and connection felt with Lucy or could be construed as less positive as they contain a worrying aspect of being overly fond and possibly containing a power issue. They were eventually interpreted as part of a progression of positive emotional expressions about the young person and therefore coded as 'strong positive emotional expression' under the overriding positive relationship/attachment

theme when analysed alongside responses, such as: "we don't always have a daily cuddle, but if she is reticent to come in I always say you have to come in as I need my daily cuddle" (Lucy T1 29), therefore comments made by both the year 5 and 6 teachers.

It is interesting that there were no other instances identified of these strong emotional expressions of a relationship in the other cases. Some expressions of the relationship will be subsumed under the other codes for specific aspects of a relationship such as 'positive view or relationship with young person', though the strength of emotional expression of the connection was not present in the descriptions of the young people. This is not to stipulate that there isn't an attachment bond or emotional connection; it is instead wondered whether for Lucy aspects about her attachment style and presentation may be to seek a parental figure to care for her and therefore draws staff into a relationship dynamic which crosses over the professional care relationship and tugs at a more primal care role. This can be understood in terms of existing literature on teachers' own attachment style and process of response to young persons' attachment presentation (Riley, 2011). How those relationships are managed so as to allow Lucy to learn to move on, without experiencing it as a major loss, is something that staff were made mindful of and hopefully enacted in the transition to secondary school and is something EPs need to be mindful of when witnessing teacher/young person relationships.

5.2.2.3 Together or not attachment relationship grouping

The next grouping relates to the concept of whether people were working together and therefore considered an enabler to the attachment relationship or if they were not working together and therefore a threat.
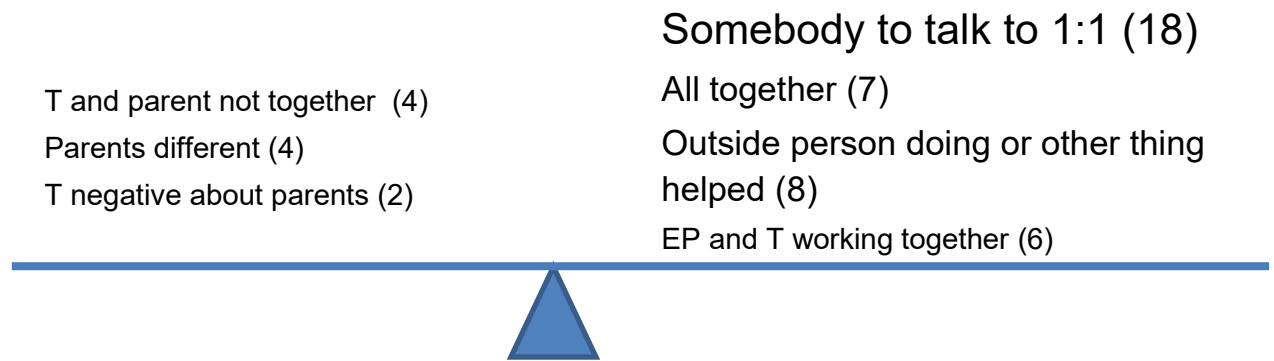
Somebody to talk to 1:1 (18)

T and parent not together (4)

All together (7)

Parents different (4)

Outside person doing or other thing helped (8)

T negative about parents (2)

EP and T working together (6)

Figure 17: Together or not group regarding the attachment relationships

These contrary factors show a high proportion of responses relating to working together, complementary to the themes identified in the consultation process regarding role and collaborative process. There were specific aspects of the parents not working together and also a differing of opinion and less working together with the school HOY in Jack's case in particular – such a situation posing additional challenges to supporting the young person and the potential for discord. Overall the consultations had a positive sway in terms of working together to enable the young person to develop better attachment relationships and showed generally that there was created a collaboration of approach. This links with Gillies' (2000) small scale evaluation of the consultation approach to service delivery , where findings suggested that consultations positively affected problem solving skills, confidence, supporting others and provided focus for meetings, with the collaborative process highlighted as a part of many models of consultation (Miller and Frederickson, 2006). When considering the attachment relationships from this collaborative perspective it is evident why specific interventions such as the mentoring relationships were also often cited as key to supporting change and engagement for the YP.

5.2.2.4 To pressure the young person or not

Pressure on YP - in the headlights (6)
Gets a hard time (3)

Tactical ignoring (6)
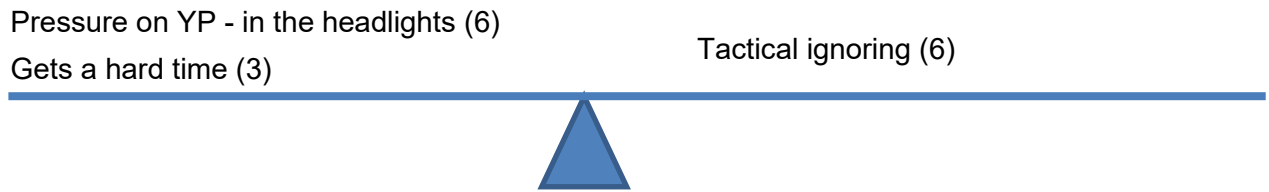
Figure 18: Under pressure or not group regarding the attachment relationships

The final grouping indicates a distinction in the attachment relationship between putting the pressure on the young person, even if this is recognised, and the use of *tactical ignoring* so as to allow the young person some space in challenging interactions. The descriptions relating to the young person getting a hard time were only by parents and were often frank admissions of the situation "obviously the one thing that he hankered on, he didn't get" (Mr & Mrs J 95). There is a challenging balance needed to be managed by parents in wanting to put pressure and expectations on the young person and show that they care, but also needing to allow the young person the space to feel control, develop greater intrinsic motivation and potentially make mistakes (Smit et al., 2008). This is a balancing act all parents need to manage, that can be complicated for adoptive parents as control can be such a key factor when there has been some early attachment disruption.

5.2.2.5 Parental self doubt and wasted time

The two final sub-themes; *Self doubt* and *Wasted time – some parental guilt*, were viewed as neutral in relation to the attachment relationship as they were not a threat or enabling. Each sub-theme was seen as an important factor to consider in the individual case studies as it may hint to potential motivations behind parental or teacher approach to the attachment relationship. They were identified as constructs that have the potential to affect the way the relationship develops and is maintained; "I think we're both feeling guilty that all her time at primary school we didn't have the experience or the knowledge…to get some earlier input…we've wasted 5 years really

in a way, which with professional input might be a different situation for her now" (Mr & Mrs C 99) – in this example a potentially highly important influencing factor regarding how the parents approach the whole process and the support they need, which in the consultation needed to be acknowledged, but also the parents needed to move on from their guilt. Therefore the EP role implication is to identify the best way forward to encourage the parents to channel their efforts into supporting change and not to be defeatist or wallow in guilt.

5.2.3 Research Question 3; Outcomes

The final research question to answer is the identification of the positive and negative outcomes perceived to have been achieved through consultative EP involvement, and in particular any related to ER change. There was a high frequency of positive expressions regarding the EP involvement and/or impact (see figure 3), responses made by all participants involved – therefore strong positive affirmation that EP involvement is perceived as a positive intervention and concurring with existing research in this area (MacHardy et al., 1998). The next highest frequency of responses were related to perceived positive ER changes such as; "she does seem to be able to manage her feeling a lot better" (Mrs B21-23) and "the intervention was effective in terms of supporting his emotional regulation skills from a school perspective" (Jack's HOY 31-34). There were also a few expressions which described the change in ER from the context that the young person didn't react "as she might have done" (Mr & Mrs C 81) or that it "didn't manifest itself" (Mr & Mrs J 90) when referring to how the young person may have previously presented. In Lucy, Claire and Jack's cases the parents and school staff all commented on positive changes in ER, there were no comments by Anna's father or her previous teacher/current SENCo on change in ER skills. Therefore in the positive case studies parents and teachers identified positive changes in ER that were corroborated by the quantitative data in each case. For ease of interpretation the following table has collated the results, with ✓ to mark a positive change in ER, - to show a neutral or no change and ✖ to mark a negative change in ER

(BRIEF data change direction noted along with any considerable changes observed, SMA analysis showing significant slope changes and type, stipulating where a phase change also present and ERQ-CA results):

	Thematic Analysis Parent	Teacher	BRIEF Parent	Teacher	SMA	ERQ-CA
Lucy	✓	✓	✓ Moved out of clinical range	✗	✓ Mrs B compliance increase	- Reappraisal same ✓ Suppression less
Claire	✓	✓	✓	✓ moved out of clinical range	✓ SENCo persistence increase - SENCo compliance increase then plateaux - SENCo frustration decrease then plateaux	✓ Reappraisal increase - Suppression same
Jack	✓	✓	✓	- stayed out of clinical range	- Mr J persistence changes ✓ Jack worry phase and slope decrease ✓ Jack anger decrease - Jack happiness increase then plateaux	✓ Reappraisal increase - Suppression same
Anna	-	-	- stayed in clinical range little change	✗ into clinical range	✗ Teacher persistence plateaux then decrease ✓ Anna anger phase and slope decrease	✗ Reappraisal decrease - Suppression same

Table 11: Outcomes in ER changes across all the measures used for each participant.

As can be seen from table 11 for each of the positive case studies there were thematically identified positive changes in ER supported by a number of quantitative measures, the only quantitative measure showing a decrease in ER skill was for Lucy in her teacher BRIEF analysis, which has been discussed as a result of supporting staff to new understandings of ER and Lucy. While for Anna there were no changes identified in the thematic analysis, some quantitative measures showing a worsening in her ER skills, with her anger level improving, most likely as a result of other particular interventions supporting improvement in this specific area. Anna's negative case example shows no positive ER changes, most measures suggesting no change or a decrease, which therefore gives further support to the assertion that EP consultative involvement can have a positive impact on ER changes when they are the focus of the intervention.

5.2.3.1 Specific interventions

Specific interventions were identified as contributing to ER change, a link identified to the previous section regarding the opportunity to talk to someone 1:1 and the building of the attachment mentoring relationships. Changes also occurred through parents' proactive approach to supporting the young people. *Positive thinking* was identified as a specific intervention to improve things for the young person and family. One specific intervention, the use of a moderation of emotion scale to help better identify emotions, was not specifically mentioned though would be considered a contributory part of the mentoring relationship as this was a focus in some of their activities. Additionally the systemic changes to reduce anxiety in a few of the cases are likely to have contributed, though were also not specifically described. The effective interventions identified are in keeping with the messages and interventions that have recently been produced by Julia Clements (2013) in conjunction with the PAC charity as a good practice guide for schools on understanding and meeting the needs of children who are looked after, fostered or adopted.

5.2.3.2 Consultative approach to work together

Looking across the research questions and the data set another key outcome identified relates to the positive experience of the consultative process to support all parties to work together to a plan. The evidence for this has been detailed under research question 1 where enabling a shared understanding and a structure as to how to support the YP, in line with other research (Gillies, 2000), showed positive outcomes, the young person in some cases being seen as *within the normal limits* of what would be expected of a young person their age by the end of the monitoring period.

5.2.3.3 Negative/incidental outcomes

Those outcomes which were thematically identified as negative were focused not on negative change, but that it was *too early, couldn't see ER change* or that the support process was *ongoing*. There was also a reasonably high frequency of teachers absolving themselves of responsibility (reasons discussed during the individual case studies) and some attributing change to YP maturation. Jack's HOY felt he had "matured" (Jack's HOY 26) (*YP matured/incidental*), while parents made a few comments about him growing up and even going onto assert that he "might well have outgrown whatever it was the problems were from last year" (Mr and Mrs J 50). However this assertion is not in agreement with the school HOY who described how "it could've gone horribly wrong" (Jack's HOY 64) and also not in line with my thinking where Jack had made considerable progress from a position where he was running away from home and staying out all night, to understanding his parents worry, disassociating himself from certain peers and identifying positive targets to work on in school where he was achieving very positive effort marks.

5.3 Limitations of the research study

A number of factors were considered in relation to the degree to which the current research study could be seen as trustworthy. These were discussed in Chapter Three and specified as; (i) credibility; (ii) transferability; (iii) dependability; and (iv) confirmability. The main limitation acknowledged in this study is the issue of transferability. The study design and small sample clearly limits the legitimate generalisation of the findings. In getting to know the young people and their families it was clear that the establishment of homogeneity for such a diverse group of young people was improbable. They each had a unique background and factors of complexity (relating to their birth family experiences of trauma intensity/duration, foster care experiences and age at adoption). The aim of the study was not to draw general conclusions about adopted young people, but to provide a source of rich descriptions about this specific group of young

people, their parents and school staff experiences of consultative EP involvement and identify implications for EP practice; particularly in relation to ER change.

When approaching the study of a phenomenon or conducting research into the effect on a population, there is a temptation to simplify the information into salient points and collate it into similarities/differences. This study took steps to retain the detailed complexity of each case study and try not to oversimplify the situations. To achieve this a complex range of measures were utilised. This complex data set provided a reflection of the young people, their parents, school staff complex dynamics, that needed to be understood without simplification – a stance supported by researchers promoting practitioner based research that resists the simplification of an individual to a medical or diagnostic model (Miller et al., 2008). It was through the adherence to the complexity in each case study that a richer data set could be analysed and more accurate theories and hypotheses generated, with the critical realist recognition of the fallibility of the understandings obtained – namely the seeking of an explanation that makes most sense of the data at this time for this group.

Qualitative research has a reflexive process element (Willig, 2008), and where this study adopts a dual inductive and deductive approach there is the need for researcher bias to be monitored and minimised. The approach taken to ensure bias was limited, as much as possible, was to follow the rigorous approach to coding (outlined in Table 2 showing the moderation and dual coding points), to ensure transparency of the process (Appendices M9 – M16) and keep a research journal of active reflection through the research process. The research journal encouraged reflexivity and consideration of beliefs and values in relation to research, something that supervision and peer discussions also addressed. It is acknowledged in the notes of the research journal that the work of an EP is driven by the desire to effect positive change and therefore a potential area for bias when undertaking research into EP practice, particularly when exploring

the effectiveness of working practices. Acknowledging this and discussing it during supervision limited the impact that it could have on analysis and the research overall.

5.3.1 SMA validity and limitations

Reflecting on the use and applicability of SMA the current research highlighted some challenges, limitations and benefits. A key challenge was the attrition of data that is so often a feature of research into real life practice (Robson, 2002). It is hypothesised that poor base line will have considerably impacted on the SMA statistical analysis – the key challenge to collect enough data points prior to intervention. When designing and reflecting on the number of data points, there is recognition that the monitoring period did not have a buffer built in for participants to miss a few data points. In retrospect the weekly Likert scales needed to run over a longer period of roughly two terms to allow enough data collection and firmer statistical analysis to be conducted. However, the practicality of running a data monitoring period of two terms for school staff was not felt to be practical and when discussed with school staff members they agreed it would be a challenge. An alternative considered would be to collect data on a few occasions pre-intervention, asking staff and parents to reflect over a longer period of time and extrapolate from that data to give a longer period of baseline establishment before weekly scales following the intervention.

Two challenges to using Likert scales in the manner conducted with young people are; (i) the potential the measure has to be an intervention itself; and (ii) the reflectivity skills of the young people. For Lucy, the youngest in the cohort and at the bottom of the accepted age range, it is questionable as to whether she was able to accurately reflect on her mood levels on a week by week basis or if they were more immediate in their measurement of the day. Additionally, for Lucy the collection of weekly Likert scaling information became an intervention in itself – a recognised danger in the study design and highlighted by Lucy's comment about completing the

weekly scales; "it was fun to let people know how I feel". Therefore weekly data collection is hypothesised to have had some positive effect for Lucy that would have been emphasised by the mentoring intervention.

Despite the limitations and criticisms of the Likert scaling and SMA analysis, there was a wealth of information gathered through that weekly process and for some raters (with better baseline establishment) significant slope changes were observed (or not). Statistical analysis was possible on a small number of data points and one case, which has considerable potential and avoids potentially misleading analysis of general pattern change in mean/standard deviation scores. In a case study analysis approach it was additionally useful to collect data systematically on a weekly basis as it provided another dimension of analysis in terms of the motivation of parents and school staff to complete the scales and think about the young person. Finally the weekly ratings and resultant SMA analysis gave the potential to explore points of change – which has significant implications for EP practice.

The use of Survey Monkey avoided some of the dangers inherent of regular collections of data, in that it ensured participants did not construct a few weeks of data at any point in time. In a technological age many participants found it easy to complete, and for the majority it also provided a reminder to complete.

5.3.2 Young Person Questionnaires' validity and limitations

The questionnaires used with the young people (namely the EESC and SCHI) showed little movement between standardised ranges, calling into question their validity as a pre-post intervention measurement of change, particularly in light of comparison with other tools utilised (e.g. the BRIEF) which did identify changes. The value they did provide was as an overall picture of the young person's presentation and beliefs. From a case perspective Lucy's EESC

responses gave value despite her scores showing little change as analysis of individual items showed qualitative changes in her beliefs. Lucy moved from 'extremely true' to 'a little bit true' when responding to; "I do not like to talk about how I feel", also showing movement in the other direction on some items such as regarding that "other people don't like it when you show how you really feel" to balance the overall score. Other changes in expression were seen in feeling it was 'very true' that she "often [doesn't] know why [she is] angry" to only feeling this was 'a little bit true' by the end of the review period. For Lucy therefore she continued to show a poor awareness in her understanding of how to express herself emotionally and a normal level of reluctance to express herself, but had made qualitative changes in her emotional expression beliefs.

The ERQ-CA was a helpful measure as it was specific to ER and showed changes specific to skills in this area. All the cases showed suppression at the same level or less, while Jack and Claire both increased their use of reappraisal – hence showing improvements in ER skills. One limitation in the methodological design in the use of the three questionnaires is that they were not administered again at follow up interview; hence BRIEF may have shown changes and the longer impact on the YP's perceptions not observed. The thematic analysis was conducted on data gathered one term later and this could not be verified against any changes from the YP perspective at that time. Therefore overall although there was careful consideration of the YP questionnaires, the ERQ-CA was most helpful to reveal information regarding ER changes, the other two were more a measure of where the YP was at that time and all may have revealed more information if conducted again at follow up.

5.4 Triangulation methodological approach considerations

The approach taken to data collection of many data sets and therefore understandings from the home, school, young person, other professionals and historical information –offered an opportunity to view these young people's worlds at an intimate level. It also posed a challenge to distil the information into a coherent narrative for the reader of this research. In line with research on triangulation (Denzin and Lincoln, 2005) the methodological approach taken to data triangulation from multiple sources was perceived to be an effective way to explore case studies for vulnerable children, especially where direct involvement/contact may not be appropriate. The triangulation of source information with a thematic qualitative lead allowed many data sources to add to a detailed exploration of the cases and potentiality for common threads to be identified; future research having the potential to explore commonalities with any other groups of young people.

5.4.1 MaxQDA

The use of the computer programme MaxQDA was very beneficial to explore each individual case, freely coding and dual coding with flexibility. The programme also allowed the collation and order of those aspects which could be identified as common among a group who on paper may have things in common, but are also diverse in their experiences. MaxQDA worked well with a thematic analysis approach as it allowed codes to be grouped and then moved around so that they could be explored alongside and in conjunction with other themes, in order to identify the best fit (see data set coded details contained on the CD-ROM). The programme did have limitations, some of which are reported to be overcome with newer versions, though the ease to export the codes and themes into a format which was clear and coherent was less easily achieved. It was also found to be necessary to set up an additional computer screen to be able to display the MaxQDA information alongside writing the research thesis.

5.5 Contributions to profession/implications for EP practice

The findings of this study add to the existing body of literature on the effectiveness of consultative EP involvement (Dennis, 2004; Dickinson, 2000; and Erchul and Sheridan, 2008) in understanding as to why and how this may occur for parents and teachers. The study findings have conveyed a more elaborate understanding of parents' and school staff's experiences and perceptions of consultation and provide a basis for further understanding how school staff and parents can work collaboratively together.

The needs of adopted children are increasingly being recognised years after their adoption and particular attention being given to their emotional needs. This has meant that it is an area of work that EPs are increasingly becoming involved in. Therefore for EPs new to working with this particular cohort this research provides an understanding about some of the complex factors at play in terms of family dynamics and the interplay with school dynamics and agendas. EPs can be prompted to look specifically for, and be aware of, several factors when working with such cohorts:

- The benefits and need to attend to the case background in the consultation meeting in order to establish rapport, help the family feel understood as well as the wealth of potential information it can contain to help answer 'why' questions behind the young people's behaviour and approach to life.

- Contributing to the existing literature regarding the importance of role clarification (Boyle and Lauchlan, 2009; and Midgen, 2011) as well as adding a breakdown of the potential expectations that parents and teachers may hold that need to be explored in order to allow a fruitful collaborative consultation.

- The potential revelatory experience for consultees and how this can have influences beyond the individual family/young person and be transferred to others in the school,

showing the potential to affect key staff members such as SENCos' approach to pupils'
needs in general.

- How the process to gather all parties to work together to an identified plan can be a key
aspect in itself of positive affect.

- To be aware of the attachment relationships surrounding the young person and how they
are described in terms of positive, negative or neutral and the resultant need to support
consultees to ensure the balance is not overly negative.

Additionally there is a menu of interventions that have been collated as useful for working with
adopted young people with ER difficulties, (see Appendix M7) The current research found that
the following interventions were rated as particularly helpful and effective:

1. Developing a one-on-one positive relationship with the young person, fulfilling a number of
potential supportive purposes:

    i. developing a positive nurturing approach to recognising the young person's strengths
    and building of attachment relationships

    ii. gathering their views, helping them feel understood and supporting them to feel more
    in control of events in their lives

    iii. exploring their perceptions of their roles in situations that arise

    iv. supporting them to increase their reappraisal strategies

2. The development and learning of an emotional vocabulary to recognise and describe
feelings (the use of a 'thermometer'/'speedometer' metaphor potentially helpful to aid this)

3. To support the young person to develop their positive thinking skills, through the
identification of three good things each day, which are supported by school staff and parents
to identify and hold onto, thereby supporting the young person to adopt a more positive
perspective.

5.6 Implications for stakeholders and dissemination process

The findings of this study will be disseminated and shared with key stakeholders, namely the Assessment and Intervention team and EPS, and presented more broadly.

5.6.1 Assessment and Intervention Team

This research study has specific implications for the EPs working as a part of the Assessment and Intervention team with adopted YP with ER difficulties. There will be dissemination of the key findings to the EP holding the other seconded post specialism, particularly highlighting the implications for the consultative approach to working with the families and schools, as well as the specific interventions to aid ER development. Therefore the aim is to provide access to effective interventions for those adoptive families seeking support to help maintain placement stability where their children are presenting with difficulties in ER.

The key findings will also be shared with the members of the Assessment and Intervention team at one of the half termly events used to share practice and discuss cases. This will take place in the form of a presentation to the team and a brief written summary. A greater understanding of ER is aimed to be imparted to the broader team in order to identify ways to support parents help their children as well as contribute to the knowledge regarding the qualities and skills carers and teachers need to help children regulate successfully (Walker, 2008).

5.6.2 The Educational Psychology Service

There will be two opportunities to disseminate information to the LA EPS as the service is split into four areas. Therefore there will initially be a sharing session within the local area team as an opportunity to discuss broadly the findings and implications for practice. There will be a focus in this session on the ways to identify children with ER difficulties in the general school population and how to support them. These aspects will also be covered in a whole service day

training slot on the research, which will additionally highlight the methodological approach taken and suggestions for how to conduct practice-based research with small numbers of young people and how SMA may play a role in this.

5.6.3 Broader dissemination

The study of ER changes has relevance for other services working with children with such presenting difficulties, e.g. social care, CAHMS, family support workers, and therefore it is hoped that information can be disseminated via training sessions, discussions and service delivery approaches. It is hoped the research might find a broader audience – via peer-reviewed journals dedicated to EP practice, or possibly social care publications – who might benefit from information about a safe, effective and informative methodological approach for use in research with small numbers of vulnerable children. Additionally the journal focus may be on the use of SMA as a useful tool to examine statistical change of interventions, with the caveats to ensure that a long enough baseline data establishment can be formulated and considering the potential to extrapolate from a few data points so that the monitoring period is not overly demanding on participants. Also the EP community would benefit from sharing the helping and hindering elements and processes to make EP consultative involvement effective as well as the interventions specific to ER development.

5.7 Self-reflections on undertaking research as an EP

My knowledge of attachment theory and theoretical frameworks through which I view the world will have influenced the inferences I made during the Thematic Analysis, however I believe that dual coding, moderation and supervision allowed me to take a broader perspective. It was the consideration of the potential multitude of possibilities, driving psychological and social factors for phrases expressed that made the writing of the thesis a challenge to form into a coherent flowing narrative about four young people and their circumstances. I found conducting research

from a practice based evidence, real world research approach, invigorating to engage with and also frustrating when data attrition was a problem. Additionally I was pleased and bolstered to hear comments regarding the broader impact of EP involvement that had always been a hope of the consultative practice approach adopted.

I experienced authorial tensions whilst undertaking this research relating to Claire (trying not to defend EP position) and Jack with parental comments made regarding the EP role not explained/progress attributed possibly to maturation. I revised many draft descriptions of the parental comments regarding EP role not being explained to them along with justifications and was aware of the need in this circumstance to ensure I bracketed my personal responses from the research findings. I attempted to distance myself from the emotion and avoid defending my position, however as I became more aware of this I realised that it did not add to the research and hence removed the section – this point demonstrating a challenge encountered when conducting research on your own practice. An additional challenge was having three cases which had my involvement and one involving my colleague in the assessment and intervention team. One potential challenge is that I had the dual researcher and clinician in three cases but not the fourth, which happened to be the one in which there wasn't a focus of ER, thereby becoming a negative case example. I feel that the parents had a period away from myself as the supportive clinician as it was a term later and the harshest comments were directed at my practice rather than my colleagues; therefore I feel they were able to manage the duality of my EP / researcher role. However in the negative case example there were a greater number of negative attachment relationship factors identified and less positive outcomes. I reflected on whether my reading of it was biased to the negative, though as it hadn't been identified as a negative case example until after it had been initially coded – I feel that I did not negatively bias the case. Additionally as the outcomes being explored were focused towards ER change then I can see from the consultation records and reviewed interventions that there were positive outcomes for Anna's

case, though they were not the focus of this research area and so were less highlighted. There were therefore challenges posed by the researcher and clinician dual role, but through considered reflection and awareness to restrain from making judgements or comparisons with my colleague's practice, I feel that the research findings have not been compromised.

I found it really beneficial to go back to talk about the consultation with the parents and teachers, providing me with new insights about the process and self-reflection on the way in which I work as an EP. The attending to history behind cases and potential psychodynamic processes at play, something some colleagues pay little heed to, was grounding for myself as a helpful way of working and approaching cases. During this research period I took the opportunity to act up to a senior position in my LA, finding it a challenge to manage work demands and research demands, which resulted in a point of realisation for myself in examining those aspects of the EP role I most enjoy as being the in-depth analysis of young people, families and school systems and the potential to affect change for them.

5.8 Implications for further research

Further research could usefully explore from a methodological perspective the use of SMA, as mentioned under the SMA discussion section, e.g. how the weekly Likert scaling approach could extrapolate baseline data. An additional area then able to be explored through SMA analysis would be the phenomenon witnessed in EP practice of a three week delay in intervention acceptance by a young person and therefore resultant impact. It would be beneficial to explore if there is a research basis for a process of young person acceptance of interventions as they go through a period of initial 'buy in', then a kick against the intervention before coming round to acceptance, or not, of the intervention. If such a phenomenon exists then it could be helpful to reassure staff and parents to persevere with strategies past this three week period.

Further research might usefully include:

- Exploration of whether the consultation themes identified are applicable to other cohorts of adoptive families and non-adoptive families.

- To link in the research on neuropsychology of EF by (Bauer et al., 2009) and those working within the ER field of biological bases such as Gregory Quick and Kevin Oschner (Gross, 2009)

- To explore links across to research such at that by Allen and Miga (2010) on if ER is the construct through which we are measuring attachment in adolescence.

- Exploring the social integration of adopted children and their relationships with peers, that Claire and Lucy were described to have improved, though not why or how, as it is an area recognised as having little literature focus (Midgen, 2011).

- To investigate the origin of 'battle' rhetoric with the specific cases and whether this is specific to adoptive parents, a parental belief in the research's LA or broader to a general parental description.

5.9 Concluding comments

The preceding chapters of this thesis present the findings from a mixed method, multiple case study investigating the effectiveness of consultation and its role in emotional regulation development. The two main objectives of the study were firstly to identify any changes in the emotional regulation skills of the participants, and secondly to explore the contextual and explanatory factors perceived to underlie any changes. To address these objectives the study employed a mixed methods design which incorporated two phases of data analysis conducted on qualitative and quantitative data. By employing qualitative and quantitative methods in combination, the study sought to provide a more comprehensive understanding of the research topic than could be achieved having used either method alone (Creswell and Plano Clark, 2007; and Tashakkori and Creswell, 2007). In addition, the mixing of qualitative and quantitative methods in this study demonstrates how the contextual and in-depth nature of qualitative

findings can be utilised to complement the representativeness and generalizability of quantitative findings (Greene and Caracelli, 2003).

Findings indicate that parents and teachers were keen to engage in consultation and valued the impact that it could have on the young person of focus. EP involvement delivered through the practice framework of consultation was found to have a positive impact on the emotional regulation skill development of the target population. Specific interventions such as mentoring and positive thinking were recognised as supporting the young people's emotional regulation skill development, two young people at follow up described as within the normal limits for a child of their age, supported by quantitative BRIEF data analysis.

Challenges in conducting research on EP practice with adoptive families and young people were encountered, mainly in the form of data attrition. Each case study revealed a wealth of information from a qualitative perspective that was able to be corroborated, in the most part, by the quantitative data analysis; although incomplete quantitative data in some cases meant not all statistical analyses could be conducted and some validity questions were raised.

EP consultative involvement was recognised as supporting consultees to new understandings, achieving moments of revelation and supporting everyone to work together to a plan with a greater shared understanding. The process to achieve a collaborative consultation was explored, identifying the need for the EP to attend and acknowledge background factors for the families and provide clarity of EP role. The need to explore parental expectations on the EP and the young person were noted and necessary to avoid any discord with the EP. The consultative EP intervention framework was recognised as having the potential to effect change for more than the target young person.

Appendices

Appendix L1 – First literature review process

The literature review was carried out using the following search terms, limiters and exclusion criteria (searching in the abstracts with the use of * in order to allow for text variations, for example; consult*ation and consult*ing):

Initially a search of the terms consult* and emotion* regulation produced 9 results, therefore it was decided to broaden the search terms to catch a broader range from which to exclude and limit down through more specific criteria.

Search 1

consult* OR educational psycholo*

> Limited to

- Since 1995 – due to Patsy Wagner's first printed article on consultation being in 1995
- Human population
- Excluding book reviews

Which produced 30441 articles

Search 2

AB emotion* regulat* OR AB emotion* control OR AB self control OR AB dampen emotion* OR AB intensify emotion* OR AB maintain emotion*

> Limited to

- Human population
- Excluding book reviews

Which produced 12254 articles

These two searches were then combined through searching S1 AND S2, which produced 49 results. This was then reduced by selecting only linked texts, producing 21 articles, which reduced further to 14 once duplicates were removed.

Reading through the abstracts of the 14 articles a further 8 were excluded under the following criteria:

5 articles – were referring to an alternative meaning of consultation, such as; therapeutic consultant room, sport consultant or as a citation only.

2 articles – were focused on the wrong age group; being adults and workplace

1 article – in the reference to self control was related specifically to weight loss and obesity.

This left 6 articles to read through in full, following which 3 were excluded for the following reasons:

Articles	Focus
Schutz, P. A. and Davis, H. A (2000) Emotions and Self-Regulation During Test Taking, Educational Psychologist, 35(4), 243–256	The article aimed to explicate a model of self-regulation, drawing on the changes in conceptualisation over the preceding years. It did not have a relation to educational psychology and as it was 13 years old, models have been proposed since that have gained more popularity.
Conduct Problems Prevention Research Group (1999). Journal of Consulting and Clinical Psychology, 67(5), 648-657.	The focus was the impact of the PATHS (Promoting Alternative Thinking Strategies) programme on children in kindergarten in the US. Some of the children were identified as at high risk of conduct problems, though as it was a curriculum delivered by teachers with support from project giving weekly consultation to modify the classroom to be more emotionally understanding, It therefore was a different type of consultation. It was interesting though as it followed a medical model and saw some positive results for peer relations, though also some negative results in terms of teacher ratings of aggression with the teacher's willingness and ability to accept and use such a classroom model being the identified most

	significant effect on classroom outcomes.
Wood, J. J., Drahota, A., Sze, K., Van Dyke, M., Decker, K., Fujii, C., Bahng, C., Renno, P., Hwang, W. and Spiker, M. (2009) Brief Report: Effects of Cognitive Behavioral Therapy on Parent-Reported Autism Symptoms in School-Age Children with High-Functioning Autism, Journal of Autism and Developmental Disorders (39), 1608–1612	The research was specifically focused on children who met criteria for ASD and a anxiety disorder, with the intervention being less consultation focused as it was the EP (or EP in training) providing sixteen weekly sessions to work with the child for 30 min and 60 min with the parents/family) to implement a version of the Building Confidence CBT program, therefore although interesting it was quite removed from the UK approach and quite specific.

Appendix L2 – Second literature review process

The initial search terms used were 'Attachment' and 'Educational Psycholo*' searched within abstracts. Three articles were excluded as a result of them being dissertations and the cultural difference in the use of the term Educational Psychologist, which was the reason for another article's exclusion. There were a further 4 articles that had a different focus, such as; kinship care, attention seeking or were too general. A further 3 were reviews or editorial papers and 1 was a video.

The following table shows the inclusion/exclusion criteria for the second search along with the article frequency in brackets.

'Attachment theory' &

'School'

(240)

Limited to

- English text
- Human
- Full text
- Date post 2000

Then once articles removed for duplication (or if already identified in the Attachment and EP search) the abstracts were read and exclusion applied for the following reasons:

- Age group above school age (3)
- Alternative focus (3)
- Cultural difference / USA alternative focus (6)
- Celebration of editorship (1)
- Review of Bowlby's work (1)
- Teacher relationship seen as a developmental issue(1)
- Book review (1)

7 articles selected for full read through from this search and combined with an additional 8 articles identified through reference search and other avenues resulted in 15 articles in total to be considered.

Table showing 10 articles identified for a full read through, but then excluded for the reasons cited.

Articles	Focus
Feeney, B., Cassidy, J. and Ramos-Marcuse, F. (2008) The Generalization of Attachment Representations to New Social Situations: Predicting Behavior During Initial Interactions With Strangers. Journal of Personality and Social Psychology, 95(6), p.1481-1498	There was a lacking in relevance to educational psychology and school practice in the article
Slater, R. (2007) Attachment: Theoretical development and critique. Educational Psychology in Practice: theory, research and practice in educational psychology, 23(3), p.205-219	There was a general focus, being the theoretical application of attachment theory and potential contribution
Patton, G. C., Glover, S., Bond, L., Butler, H., Godfrey, C., Pietro, G. D. and Bowes, G. (2000), The Gatehouse Project: a systematic approach to mental health promotion in secondary schools. Australian and New Zealand Journal of Psychiatry, 34: 586–593.	This article detailed a particular conceptual framework from a systemic perspective of how a school can support the social and emotional development of young people, termed 'the Gatehouse project'.
Twemlow, S. W., Fonagy, P. and Sacco, F. (2005). A developmental approach to mentalizing communities: I. A model for social change. Bulletin of the Menninger Clinic. 69(4), p.265-281.	The article proposed a developmental model of creating compassionate communities from a social system perspective.

Edwards, O. W. and Sweeney, A. E. (2007) Theory-Based interventions for school children cared for by their grandparents. <u>Educational Psychology in Practice. 23,</u> (2), 2177 – 190.	This highlighted a paucity of research in the UK on this phenomenon along with the inherent difficulties of such placements. It provided clear comparisons with research conducted in other countries and a well referenced argument for affects of attachment difficulties and family functioning with grandparents as the key players. Interventions were reviewed along with a described pilot intervention, though this presented more as a holistic approach to supporting the emotional, social and academic needs of the children rather than a specific attachment focus. It read more as a research review of the validity to attend to this social phenomenon. Peer mentoring was assigned and also in the majority of cases an adult mentor, along with small group counselling and academic tutoring. In addition grandparents were offered counselling and access to contemporary parenting advice. The outcomes from interviews with grandparents and teachers were reported as generally improving the pupils functioning, though any greater detail was not given, instead referenced for reading elsewhere.
Greig, A., Minnis, H., Millward, R., Sinclair, C., Kennedy, E., Towlson, K., Reid, W. and Hill, J. (2008) Relationships and learning: a review and investigation of narrative coherence in looked-after children in primary school. <u>Educational Psychology in Practice, 24,</u> (1), 13–27.	This paper is a combination of a review of attachment theory combined with links made between relationships and; learning, literacy and narrative coherence. The second part of the paper details a double blind design experimental investigation into the narrative coherence scores of the experimental group of 17 looked after children with problematic relationship histories compared to the control group. It was

	a thoughtful paper with the focus seeming more towards literacy than narrative, but highlighted the emotional factors in learning and the need for early intervention. It was a concern that the implications of using a computerised approach to the story stem assessment was not considered and so any comparison of the children's general computer experience was not undertaken and could be a confounding factor.
Day, S. (2010) Listening to young children: An investigation of children's day care experiences in Children's Centres. Educational and Child Psychology, 27(4), p.45-55.	As the National Institute of Child Health and Human Development research (NICHD, 2003) indicated that the more time children spent in a variety of non-maternal care arrangements across the first 4.5 years of life, a sound rationale was established for investigating the experiences of day care. Themes were drawn together to answer research questions relating to how each child was enjoying and experiencing their day care. Findings relating to how the children were experiencing and enjoying their day care showed key were; Relationships and Interactions with Adults; The Importance of Other Children; Early Learning and Play, and Enjoyment and Happiness in Nursery. Key findings were the importance of relationships and interactions with adults and other children in day care.
MacKay, T. Reynolds, S. and Kearney, M. (2010) From attachment to attainment: The impact of nurture groups on academic achievement. Educational and Child Psychology, 27(3), p.100-110.	The article proposes that there is a clear link between attachment and academic achievement, with the focus mainly being on nurture groups and how they address key attachment issues and by doing so have a beneficial impact on academic achievement. An interesting article

	with implications for EP practice though is very focused on nurture groups and therefore dismissed.
Rackett, P. and Holmes, B. M. (2010) Enhancing the attachment relationship: A prenatal perspective. Educational and Child Psychology, 27(3), p.33-50.	The article demonstrates the crucial role early relationships play and how the infant can be affected even in utero, describing the financial implications of insecure attachments alongside the role of EP in attachment work. Therefore providing a review of current antenatal screening tools and interventions used to promote secure attachment in some way and as such the focus is on an age group too young to be of relevance.

Appendix M1 – Letter of introduction to complete a BRIEF questionnaire prior to approach

Tel: **
Fax: **

Private and Confidential

Adoption & Permanency Service
**
**
**
**

Your ref: Our ref:

*DATE

Dear: *Parent/ Carer NAME
Re: *NAME

I am writing to introduce myself as one of the Educational Psychologists (EP) from the Post Adoption Team. As part of your Post Adoption Support Plan It has been identified that EP involvement may be beneficial. The EP role is to work with yourself and the school so that xxxx can be supported to achieve to his/her potential in school.

In order to screen for areas of need prior to allocation either to myself, or my colleague ** **, I would be grateful if you would please complete the enclosed Parent questionnaire and return to me in the envelope provided. The BRIEF questionnaire is a Behaviour Rating Inventory of Executive Function, which measures the child's skills in a variety of areas that research suggests can be hampered by early traumatic life experiences. Executive functions are mental processes that direct a child's thought, action, and emotion. They are skills that relate to several areas of the child's self-control and problem-solving skills for example: planning/organisation, memory, and emotional control.

As a result of triangulating the information from this questionnaire with the one completed by school and possibly the young person, we hope to have a starting point from which to discuss how xxxx can best be supported to learn and thrive.

I look forward to receiving your completed questionnaire(s) and will contact you, following receipt, to arrange the next steps. Please be aware that it may take several weeks before direct involvement may begin.

Yours sincerely

Richard Lewis
Chartered Educational Psychologist

Private and Confidential

Adoption & Permanency Service
**
**
**
**

Dear

Re: *NAME

I am writing to introduce myself as one of the Educational Psychologists (EP) from the Post Adoption Team for *NAME. We have been asked by NAME , Post Adoption Support Worker to undertake some work with NAME and yourselves, as part of the Post Adoption Support Plan. The work and time provided through the team is separate from your school Educational Psychology time allocation, but I may liaise with your allocated EP, if necessary. My role is to work with yourself and the family so that *NAME can be supported to achieve to his/her potential in school.

As an initial involvement, I would be grateful if you would please complete the enclosed questionnaire and return to me in the envelope provided. The BRIEF questionnaire is a Behaviour Rating Inventory of Executive Function, which measures the child's skills in a variety of areas that research suggests can be hampered by early traumatic life experiences. Executive functions are mental processes that direct a child's thought, action, and emotion. They are skills that relate to several areas of the child's self-control and problem-solving skills for example: planning/organisation, memory, and emotional control.

As a result of triangulating the information from this questionnaire filled in by yourself with the one completed by the family and possibly by the child, I hope to have a starting point from which to discuss how *NAME can best be supported to learn and thrive.

I look forward to receiving your completed questionnaire and will contact you, following receipt, to arrange the next steps. Please be aware that it may take several weeks before direct involvement may begin.

Yours sincerely

Richard Lewis
Chartered Educational Psychologist

Appendix M2 – Teacher and parent BRIEF questionnaires

Parent BRIEF Questionnaire

Child's Name _____ Gender _____ Grade _____ Age _____ Birth Date ____ / ____ / ____

Your Name _____ Relationship to Child _____ Today's Date ____ / ____ / ____

N = Never   S = Sometimes   O = Often

1.	Overreacts to small problems	N	S	O
2.	When given three things to do, remembers only the first or last	N	S	O
3.	Is not a self-starter	N	S	O
4.	Leaves playroom a mess	N	S	O
5.	Resists or has trouble accepting a different way to solve a problem with schoolwork, friends, chores, etc.	N	S	O
6.	Becomes upset with new situations	N	S	O
7.	Has explosive, angry outbursts	N	S	O
8.	Tries the same approach to a problem over and over even when it does not work	N	S	O
9.	Has a short attention span	N	S	O
10.	Needs to be told to begin a task even when willing	N	S	O
11.	Does not bring home homework, assignment sheets, materials, etc.	N	S	O
12.	Acts upset by a change in plans	N	S	O
13.	Is disturbed by change of teacher or class	N	S	O
14.	Does not check work for mistakes	N	S	O
15.	Has good ideas but cannot get them on paper	N	S	O
16.	Has trouble coming up with ideas for what to do in play or free time	N	S	O
17.	Has trouble concentrating on chores, schoolwork, etc.	N	S	O
18.	Does not connect doing tonight's homework with grades	N	S	O
19.	Is easily distracted by noises, activity, sights, etc.	N	S	O
20.	Becomes tearful easily	N	S	O
21.	Makes careless errors	N	S	O
22.	Forgets to hand in homework, even when completed	N	S	O
23.	Resists change of routine, foods, places, etc.	N	S	O
24.	Has trouble with chores or tasks that have more than one step	N	S	O
25.	Has outbursts for little reason	N	S	O
26.	Mood changes frequently	N	S	O
27.	Needs help from an adult to stay on task	N	S	O
28.	Gets caught up in details and misses the big picture	N	S	O
29.	Keeps room messy	N	S	O
30.	Has trouble getting used to new situations (classes, groups, friends)	N	S	O
31.	Has poor handwriting	N	S	O
32.	Forgets what he/she was doing	N	S	O
33.	When sent to get something, forgets what he/she is supposed to get	N	S	O
34.	Is unaware of how his/her behavior affects or bothers others	N	S	O
35.	Has good ideas but does not get job done (lacks follow-through)	N	S	O
36.	Becomes overwhelmed by large assignments	N	S	O
37.	Has trouble finishing tasks (chores, homework)	N	S	O
38.	Acts wilder or sillier than others in groups (birthday parties, recess)	N	S	O
39.	Thinks too much about the same topic	N	S	O
40.	Underestimates time needed to finish tasks	N	S	O
41.	Interrupts others	N	S	O
42.	Does not notice when his/her behavior causes negative reactions	N	S	O
43.	Gets out of seat at the wrong times	N	S	O
44.	Gets out of control more than friends	N	S	O

N = Never   S = Sometimes   O = Often

45.	Reacts more strongly to situations than other children	N	S	O
46.	Starts assignments or chores at the last minute	N	S	O
47.	Has trouble getting started on homework or chores	N	S	O
48.	Has trouble organizing activities with friends	N	S	O
49.	Blurts things out	N	S	O
50.	Mood is easily influenced by the situation	N	S	O
51.	Does not plan ahead for school assignments	N	S	O
52.	Has poor understanding of own strengths and weaknesses	N	S	O
53.	Written work is poorly organized	N	S	O
54.	Acts too wild or "out of control"	N	S	O
55.	Has trouble putting the brakes on his/her actions	N	S	O
56.	Gets in trouble if not supervised by an adult	N	S	O
57.	Has trouble remembering things, even for a few minutes	N	S	O
58.	Has trouble carrying out the actions needed to reach goals (saving money for special item, studying to get a good grade)	N	S	O
59.	Becomes too silly	N	S	O
60.	Work is sloppy	N	S	O
61.	Does not take initiative	N	S	O
62.	Angry or tearful outbursts are intense but end suddenly	N	S	O
63.	Does not realize that certain actions bother others	N	S	O
64.	Small events trigger big reactions	N	S	O
65.	Talks at the wrong time	N	S	O
66.	Complains there is nothing to do	N	S	O
67.	Cannot find things in room or school desk	N	S	O
68.	Leaves a trail of belongings wherever he/she goes	N	S	O
69.	Leaves messes that others have to clean up	N	S	O
70.	Becomes upset too easily	N	S	O
71.	Lies around the house a lot ("couch potato")	N	S	O
72.	Has a messy closet	N	S	O
73.	Has trouble waiting for turn	N	S	O
74.	Loses lunch box, lunch money, permission slips, homework, etc.	N	S	O
75.	Cannot find clothes, glasses, shoes, toys, books, pencils, etc.	N	S	O
76.	Tests poorly even when knows correct answers	N	S	O
77.	Does not finish long-term projects	N	S	O
78.	Has to be closely supervised	N	S	O
79.	Does not think before doing	N	S	O
80.	Has trouble moving from one activity to another	N	S	O
81.	Is fidgety	N	S	O
82.	Is impulsive	N	S	O
83.	Cannot stay on the same topic when talking	N	S	O
84.	Gets stuck on one topic or activity	N	S	O
85.	Says the same things over and over	N	S	O
86.	Has trouble getting through morning routine in getting ready for school	N	S	O

Teacher BRIEF questionnaire

Student's Name _____ Gender _____ Grade _____ Age _____ Birth Date ____ / ____ / ____
Your Name _____ Today's Date ____ / ____ / ____
Relationship to Child: ☐ Teacher Class Taught _____ ☐ Counselor ☐ Other_____
How well do you know this student? ☐ Not well ☐ Moderately well ☐ Very well   Have known student for ____ months

N = Never   S = Sometimes   O = Often

1.	Overreacts to small problems	N	S	O
2.	When given three things to do, remembers only the first or last	N	S	O
3.	Is not a self-starter	N	S	O
4.	Cannot get a disappointment, scolding, or insult off his/her mind	N	S	O
5.	Resists or has trouble accepting a different way to solve a problem with schoolwork, friends, chores, etc.	N	S	O
6.	Becomes upset with new situations	N	S	O
7.	Has explosive, angry outbursts	N	S	O
8.	Has a short attention span	N	S	O
9.	Needs to be told "no" or "stop that"	N	S	O
10.	Needs to be told to begin a task even when willing	N	S	O
11.	Loses lunch box, lunch money, permission slips, homework, etc.	N	S	O
12.	Does not bring home homework, assignment sheets, materials, etc.	N	S	O
13.	Acts upset by a change in plans	N	S	O
14.	Is disturbed by change of teacher or class	N	S	O
15.	Does not check work for mistakes	N	S	O
16.	Cannot find clothes, glasses, shoes, toys, books, pencils, etc.	N	S	O
17.	Has good ideas but cannot get them on paper	N	S	O
18.	Has trouble concentrating on chores, schoolwork, etc.	N	S	O
19.	Does not show creativity in solving a problem	N	S	O
20.	Backpack is disorganized	N	S	O
21.	Is easily distracted by noises, activity, sights, etc.	N	S	O
22.	Makes careless errors	N	S	O
23.	Forgets to hand in homework, even when completed	N	S	O
24.	Resists change of routine, foods, places, etc.	N	S	O
25.	Has trouble with chores or tasks that have more than one step	N	S	O
26.	Has outbursts for little reason	N	S	O
27.	Mood changes frequently	N	S	O
28.	Needs help from adult to stay on task	N	S	O
29.	Gets caught up in details and misses the big picture	N	S	O
30.	Has trouble getting used to new situations (classes, groups, friends)	N	S	O
31.	Forgets what he/she was doing	N	S	O
32.	When sent to get something, forgets what he/she is supposed to get	N	S	O
33.	Is unaware of how his/her behavior affects or bothers others	N	S	O
34.	Has problems coming up with different ways of solving a problem	N	S	O
35.	Has good ideas but does not get job done (lacks follow-through)	N	S	O
36.	Leaves work incomplete	N	S	O
37.	Becomes overwhelmed by large assignments	N	S	O
38.	Does not think before doing	N	S	O
39.	Has trouble finishing tasks (chores, homework)	N	S	O
40.	Thinks too much about the same topic	N	S	O
41.	Underestimates time needed to finish tasks	N	S	O
42.	Interrupts others	N	S	O
43.	Is impulsive	N	S	O

<div align="center">N = Never   S = Sometimes   O = Often</div>

44. Does not notice when his/her behavior causes negative reactions	N	S	O
45. Gets out of seat at the wrong times	N	S	O
46. Is unaware of own behavior when in a group	N	S	O
47. Gets out of control more than friends	N	S	O
48. Reacts more strongly to situations than other children	N	S	O
49. Starts assignments or chores at the last minute	N	S	O
50. Has trouble getting started on homework or chores	N	S	O
51. Mood is easily influenced by the situation	N	S	O
52. Does not plan ahead for school assignments	N	S	O
53. Gets stuck on one topic or activity	N	S	O
54. Has poor understanding of own strengths and weaknesses	N	S	O
55. Talks or plays too loudly	N	S	O
56. Written work is poorly organized	N	S	O
57. Acts too wild or "out of control"	N	S	O
58. Has trouble putting the brakes on his/her actions	N	S	O
59. Gets in trouble if not supervised by an adult	N	S	O
60. Has trouble remembering things, even for a few minutes	N	S	O
61. Work is sloppy	N	S	O
62. After having a problem, will stay disappointed for a long time	N	S	O
63. Does not take initiative	N	S	O
64. Angry or tearful outbursts are intense but end suddenly	N	S	O
65. Does not realize that certain actions bother others	N	S	O
66. Small events trigger big reactions	N	S	O
67. Cannot find things in room or school desk	N	S	O
68. Leaves a trail of belongings wherever he/she goes	N	S	O
69. Does not think of consequences before acting	N	S	O
70. Has trouble thinking of a different way to solve a problem when stuck	N	S	O
71. Leaves messes that others have to clean up	N	S	O
72. Becomes upset too easily	N	S	O
73. Has a messy desk	N	S	O
74. Has trouble waiting for turn	N	S	O
75. Does not connect doing tonight's homework with grades	N	S	O
76. Tests poorly even when knows correct answers	N	S	O
77. Does not finish long-term projects	N	S	O
78. Has poor handwriting	N	S	O
79. Has to be closely supervised	N	S	O
80. Has trouble moving from one activity to another	N	S	O
81. Is fidgety	N	S	O
82. Cannot stay on the same topic when talking	N	S	O
83. Blurts things out	N	S	O
84. Says the same things over and over	N	S	O
85. Talks at the wrong time	N	S	O
86. Does not come prepared for class	N	S	O

Appendix M3 – Letter of approach and consent

Post Adoption Support Services
Enquiries to: ** **
Title: Post Adoption Team Manager
E-mail: ███████████

Post Adoption Support Service

███████████
███████████

Direct Line:

Dear Mr and Mrs ___,

I would like to introduce myself as one of the two Educational Psychologists (EP) who work with the Post Adoption Team. My name is Richard Lewis and I am undertaking a research study into the effectiveness of EP involvement through the Post Adoption Team. Following your attendance at the TAP panel, EP involvement was identified and you were sent a Behaviour Rating Inventory of Executive Functioning (BRIEF) questionnaire which myself and ███████████ use as a part of our work with parents and school staff. On this *NAME OF CHILD* was identified as being a potential participant in the study and therefore I would like to invite your *son / daughter* to be part of the project. Their involvement is dependent upon whether you wish for *him / her* to do so; choosing not to take part will not disadvantage them in any way. Before you decide whether you want them to take part, I would be grateful if you read the following information carefully and discuss it with others if you wish. If you would like to informally discuss the project with me, please contact me on ███████████ or email at richard.lewis@█.

Details of Research Study

Research Title: A series of single subject studies investigating the effectiveness of consultative Educational Psychology involvement in supporting the development of emotional regulation skills in the context of a post adoption team.

In recent years there has been an asserted effort to increase the number of children in care placed for adoption. Given the occurrence of challenges that these children face and the difficulties that can arise in families and school environments, the development and evaluation of interventions into how best to support the needs of this group of children is needed to develop support services.

What does EP involvement mean?
In most cases parents, school and the young person will be asked to complete the BRIEF assessment questionnaire. It then may take several weeks to set up the next part of the involvement, which following analysis of the questionnaires, often involves an observation of the young person in school, possibly undertaking individual assessment work and then the consultation in school with parents, staff and possibly the young person. Targets or recommendations set at that consultation meeting would then generally be reviewed in a meeting with parents and school staff a few months after the consultation.

What will the research project involve?
In addition to the EP involvement detailed above your son* / daughter* will be asked in school to complete a questionnaire to explore their happiness in school, their ability to express emotions, as well as ability to regulate their emotional responses. They will then be asked in school by a key staff member to rate how they feel on a scale ranging from 0 to 10 in terms of their anger, anxiety and happiness

levels. This is expected to begin roughly 6 weeks prior to the EP consultation and then continue for another 6 weeks following the consultation meeting, to monitor for changes and length of changes. Over this same period I will ask a school staff member to also weekly to rate your son* / daughter* on a scale ranging from 0 to 10 in terms of their perception of your sons* / daughters* compliance, persistence and frustration levels. This additional information gathered will be used to help inform the consultation meeting in school, as well as used for the research.

At the end of the monitoring period parents, teachers and possibly the student will be asked to complete the BRIEF questionnaire a second time to explore the level of any changes in executive functioning skills. The student will also be asked to complete again the questionnaire exploring their happiness in school, ability to express emotions and regulate emotional responses to see what changes have occurred. There will also be a short questionnaire for parents and staff asking your views on the most beneficial aspect of EP involvement. All the information from the questionnaires and the rating scales will be analysed and feedback provided of the results, which may be useful to better inform future actions.

All questionnaires used in the research project will have names and school details anonymised to ensure confidentiality and anonymity. All data will be collected and stored confidentially in accordance with the Data Protection Act 1998. It will be written up as the thesis for the CPD Doctorate in Educational Psychology undertaken at the Tavistock Centre and there may be the possibility of it being considered for publication in an academic journal with the aim of making support services nationally more effective.

As a parent what do I have to do?
An essential part of EP involvement through the post adoption team will be your contribution to the consultation with school staff. For the research project I will ask you to complete the BRIEF questionnaire at the end of the involvement and a short questionnaire to gather your views about the intervention. If you are agreeable, I would also be very grateful if you could engage in the same weekly scaling as the school staff member, rating at home your sons* / daughters* compliance, persistence and frustration levels from 0 to 10.

What is the next step?
When you have made your decision as to whether to allow your son* / daughter* to participate in the research project, I would be grateful if you could please complete and return the attached consent form in the enclosed stamped addressed envelope. If you decide to support this research project, it is essential that we also gather your sons'* / daughters'* signed consent, with you having the choice as to whether:
1. you provide them with an explanation of the research to the degree that you feel is appropriate and obtain their signed consent, if they agree
2. that a school staff member will explain a simplified version of the research and seek their consent
   I am happy for the research to be discussed with your son* / daughter* in as detailed an explanation as you feel is necessary. I also would like to ensure you are aware you can withdraw from the research at any time and without giving a reason up till the end of the data collection period.

Thank you for taking the time in reading this letter.

Yours sincerely,

Richard S. Lewis
Chartered Educational Psychologist
(HPC registration number PYL16511 can be checked at www.hpc-uk.org)

Parent Statement

I have read the information provided and/or the research project has been explained to me and I agree to provide consent for my son / daughter to participate in the project.

Signed: _____ Date: _____

Name: _____

☐ I would prefer school staff to explain the research to my son /daughter to obtain their consent

----

Student Statement

I have read the information provided and/or the research project has been explained to me and I agree to participate in the project.

Signed: _____ Date: _____

Name: _____

Appendix M4 – ERQ-CA, EESC and SCHI questionnaires

<u>Emotion Regulation Questionnaire (youth)</u>

These 10 questions are about how you feel inside, and how you show your emotions/feelings. Some of the questions may seem similar to one another, but they are different in important ways.

Please read each statement, and then **circle** the choice that seems **most true for you**.

Do not spend too much time on any one item. Remember, this is not a test. There are no right or wrong answers. We really want to know what you think.

1. When I want to feel happier, I think about something different.	Strongly Disagree	Disagree	Half and half	Agree	Strongly Agree
2. I keep my feelings to myself	Strongly Disagree	Disagree	Half and half	Agree	Strongly Agree
3. When I want to feel less bad (e.g., sad, angry or worried), I think about something different.	Strongly Disagree	Disagree	Half and half	Agree	Strongly Agree
4. When I am feeling happy, I am careful not to show it.	Strongly Disagree	Disagree	Half and half	Agree	Strongly Agree
5. When I'm worried about something, I make myself think about it in a way that helps me feel better.	Strongly Disagree	Disagree	Half and half	Agree	Strongly Agree
6. I control my feelings by not showing them	Strongly Disagree	Disagree	Half and half	Agree	Strongly Agree
7. When I want to feel happier about something, I change the way I'm thinking about it.	Strongly Disagree	Disagree	Half and half	Agree	Strongly Agree
8. I control my feelings about things by changing the way I think about them.	Strongly Disagree	Disagree	Half and half	Agree	Strongly Agree
9. When I'm feeling bad (e.g., sad, angry, or worried), I'm careful not to show it.	Strongly Disagree	Disagree	Half and half	Agree	Strongly Agree
10. When I want to feel less bad (e.g., sad, angry, or worried) about something, I change the way I'm thinking about it.	Strongly Disagree	Disagree	Half and half	Agree	Strongly Agree

THE EMOTION EXPRESSION SCALE FOR CHILDREN

Name .... Date..

Age............................ Class.. Please circle: Male / Female

We are going to think about how we feel and act in different situations.

In front of you are some statements with a scale by the side. For each statement you have to decide how true that statement is about you. You can choose from five different responses:
1 = not true at all, 2 = a little bit true, 3 = somewhat true, 4 = very true or 5 = extremely true.

There are no right or wrong answers, you just have to draw a circle around the number that describes you best. Please work on your own.

		Not true at all	A little bit true	Somewhat true	Very true	Extremely true
1.	I prefer to keep my feelings to myself.	1	2	3	4	5
2.	I do not like to talk about how I feel.	1	2	3	4	5
3.	When something bad happens, I feel like exploding.	1	2	3	4	5
4.	I don't show how I really feel in order not to hurt other's feelings.	1	2	3	4	5
5.	I have feelings that I can't work out.	1	2	3	4	5
6.	I usually do not talk to people until they talk to me first.	1	2	3	4	5
7.	When I get upset, I am afraid to show it.	1	2	3	4	5
8.	When I feel upset, I don't know how to talk about it.	1	2	3	4	5
9.	I often do not know how I am feeling.	1	2	3	4	5
10.	People tell me that I should talk about my feelings more often.	1	2	3	4	5
11.	Sometimes I just don't have the words to describe how I feel.	1	2	3	4	5
12.	When I'm sad, I try not to show it.	1	2	3	4	5
13.	Other people don't like it when you show how you really feel.	1	2	3	4	5
14.	I know that I should show my feelings, but it's too hard.	1	2	3	4	5
15.	I often don't know why I am angry.	1	2	3	4	5
16.	It is hard for me to show how I feel about somebody.	1	2	3	4	5

THE SCHOOLCHILDREN'S HAPPINESS INVENTORY

Name .... Date ....

Age .... Class .... Please circle: Male / Female

During the last week in school:		I agree		I disagree	
		A lot	A little	A little	A lot
1.	I had lots of energy.				
2.	I was nervous.				
3.	I wanted to come to school.				
4.	I was cross.				
5.	I was sad.				
6.	I felt relaxed.				
7.	I felt ill.				
8.	I felt that school was a safe place.				
9.	I concentrated.				
10.	I felt sick.				
11.	I felt positive.				
12.	I felt angry.				
13.	I wanted to cry.				
14.	I got on well with everyone.				
15.	I was in a bad mood.				
16.	I enjoyed myself.				
17.	I was tired.				
18.	I felt calm.				
19.	I was interested in working.				
20.	I felt sorry for myself.				
21.	I felt good.				
22.	I was confused.				
23.	I was confident.				
24.	I felt upset.				
25.	I wanted to give up.				
26.	I felt wide awake.				
27.	I had headaches.				
28.	I worked well.				
29.	I was frightened.				
30.	I liked being with other people.				

Appendix M5 – Examples of the weekly Likert scaling activities completed by Parents/teachers and young person, including construct definition information sheets

Information Sheet Young Person

Please read this carefully before answering the questions.

Over this Summer term each week you will be asked to answer 3 questions about how you have been feeling generally that week. Then after half term we will meet to see if there are things that can be changed to make things easier for you in school.

To start, I would like to know what these emotions feel like for you. Look at the cards with the different emotions (angry, worry and happiness) and the descriptions of the emotions. Tick all the descriptions you agree fit with the emotion. Then add any other thoughts, feelings or behaviours you think help describe the emotions for you.

Tick all the descriptions you agree fit with the emotion, and then add any others you think help describe the emotions for you:

Some people describe **Anger** as:

Thoughts:

I hate…

Am angry at people or things

I need to do something

I need to hide away or withdraw

Feeling:

Tense

Annoyed

Frustrated

Behaviour:

Aggressive

Threatening

Say things or do things wouldn't do if was calm

Physically:

Heart beating faster

Sweaty palms

Hot

Tick all the descriptions you agree fit with the emotion, and then add any others you think help describe the emotions for you:

Some people describe **Worry** as:

Feeling:

Fear

Dread

Nervous

Tense

Thoughts:

Things are too difficult

Can't concentrate

It is going to be bad

Need to hide away or withdraw

It is my fault

Physically:

Butterflies in stomach

Stomach ache

Sick

Short of breath

Sweaty

Behaviour:

Might avoid things

May have nightmares

Bad sleep

Irritable at people

Tick all the descriptions you agree fit with the emotion, and then add any others you think help describe the emotions for you:

Some people describe **Happiness** as:

Thoughts:

I can do this

Good things are going to happen

Confidence in themselves

Feeling:

Joy

Satisfaction

Pride

Bliss

Delight

Behaviour:

Smile

Laugh

Sleep well

More tolerant of others

Physically:

Enjoy sensations like;

tastes

smells

listening to music

Please now mark on this scale how you have been generally feeling this week from 'not at all' to 'very' on each emotion:

	Not at all					Very
Angry	0	1	2	3	4	5
Worried	0	1	2	3	4	5
Happy	0	1	2	3	4	5

Is there anything else that you would like to tell me about this week?

……

……

If you have any problems filing in this form, please ask your teacher.

Once you have finished, please seal it in the envelope provided and pass it back to your teacher.

Thank you for taking the time to do this.

Information sheet Teachers

Please read this carefully before answering the next 5 questions.

Over this Summer term each week you will be asked to answer 3 questions about how you see the young persons' approach to the school week days. Then you will be asked whether there is anything you have done differently that past week or know about, that has been done differently.

We will be meeting at the mid point of the summer term to discuss any possible interventions. In order to also gain the young persons' perception can I thank you for collecting their responses and ask that once you have completed this questionnaire for yourself that you then read their responses and input their data so as to avoid it swaying your rating.

Please now mark on this scale what you have seen overall this past week in the young person's levels of persistence, compliance and frustration ranging from 'not at all' to 'very' on each:

Not at all   Very

Definition: Persistence to tasks, not giving up

Persistence   0   1   2   3   4   5   6   7

Definition: Compliance with adult rules; complying with a wish, request, directive or demand

Compliance   0   1   2   3   4   5   6   7

Definition: Can see the frustration with feelings of annoyance at being hindered or criticized

Frustration   0   1   2   3   4   5   6   7

What have you done (or know that others have done) differently this week that might have influenced them?

……

……

Are there any particular circumstances that need commenting on this week?

……

……

Thank you for taking the time to do this and by inputting the young persons' responses all the data can be kept together therefore there is no need to keep the paper copy, which should now be destroyed.

Information sheet Parents

Please read this carefully before answering the next 5 questions.

Over this Summer term each week you will be asked to answer 3 questions about how you see your son's/daughter's approach to the day. Then you will be asked whether there is anything you have done differently that past week. We will be meeting at the mid point of the summer term to discuss any possible interventions with school staff.

Please now mark on this scale what you have seen overall this past week in the young person's levels of persistence, compliance and frustration ranging from 'not at all' to 'very' on each:

Not at all   Very

Definition: Persistence to tasks, not giving up

Persistence   0   1   2   3   4   5   6   7

Definition: Compliance with adult rules; complying with a wish, request, directive or demand

Compliance   0   1   2   3   4   5   6   7

Definition: Can see the frustration with feelings of annoyance at being hindered or criticized

Frustration   0   1   2   3   4   5   6   7

What have you done (or know that others have done) differently this week that might have influenced them?

……

……

Are there any particular circumstances that need commenting on this week?

……

……

Thank you for taking the time to complete this.

Appendix M6 - Self designed qualitative questionnaires completed at the end of the intervention term

Parent / Teacher Evaluation

Name of young person :…………………………………..

Your relation:………………………………………….

What form did EP involvement take?   Observation   ☐
(mark all that apply)   Individual assessment ☐
                                              Number of consultation meeting(s)……………
                                              Review meeting   ☐
                                              Other?..

	Not at all			Satisfied			Very
How satisfied were you with the EP involvement?	1	2	3	4	5	6	7

                                              Not at all   Satisfied   Very
How effective was the intervention as a whole?

                                              Not at all   Satisfied   Very
How effective do you think the intervention was in terms
of supporting his/her emotional self regulation skills?
(defined as regulated to alter the duration or intensity of emotions)

                                              Not at all   Satisfied   Very
To what extent did EP involvement address your concerns?

                                              Not at all   Satisfied   Very
How able were you to implement discussed strategies?

What do you think has changed for the young person?

………

What do you consider to have been the most influential aspect of the EP involvement?

………

Were there any discussion points during the consultation which have stuck with you?

………

Other than EP involvement what support did you receive from the Post Adoption Team during the research period?

………

What would you have liked to see done differently or improved about the involvement?

………

Any other comments?

………

Young person evaluation

Name: …………………………………..

You may have seen an Educational Psychologist in your school several weeks ago, as the people who care about you (your parents and teachers) thought that things could be better for you in school. You were asked if you would take part in some research and have completed some questionnaires and this is the final questionnaire to complete.

You have been weekly completing an activity to rate your feelings of anger, anxiety and happiness. Have you noticed a change in?

	Less		Same		More
Your anger	1	2	3	4	5
Your anxiety	1	2	3	4	5
Your happiness	1	2	3	4	5

During the time you have been completing the rating activity has there been things that?

Your parents have done which helped

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

Your teacher(s) have done that helped

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

You have done to help change your feelings

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

Has there been any things that your parents or teachers have done that didn't help?

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

Any comments you would like to make?

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

Appendix M7 – Six core strategies to support emotional regulation development

The six core strategies which were formulated would vary in their implementation and purposeful approach – examples of the variations are given below:

1. mentoring role: which might fulfil a number of supportive purposes:
    a. discussing upcoming situations or processing past situations
    b. developing a positive nurturing approach to recognising the young person's strengths
    c. gathering their views, and supporting them to feel more in control of events in their lives
    d. exploring their perceptions of their roles in situations that arise
    e. learning to make choices and decisions

2. developing a 'thermometer' / 'speedometer' metaphor for measuring anger or distress,
    which could then be revisited in mentoring sessions, and used as a part of learning an emotional vocabulary to recognise and describe feelings and recognise them, along with their attendant physical signs

3. providing clear and consistent rules and expectations,
    including security about what each day involves, possibly represented visually

4. exploring time out/in options with the school,
    such as who to go to if angry/upset, and how to take movement breaks if needed

5. supporting the young person's approach to their school work, through;
    a. planning and organising equipment and approach
    b. talking and thinking through alternative approaches and ways to complete tasks, and selecting the most effective methods
    c. using calming task focused activities

6. using social or therapeutic stories as a ways to reduce anxiety, or developing scripts to approach difficult situations.

Appendix M8 – Ethical approval form

The Tavistock and Portman NHS Foundation Trust

Research Ethics Committee

Application for Ethical Approval of Research Involving Human Participants

Please read the Notes for Guidance before completing this form. If necessary, please continue your answers on a separate sheet of paper: indicate clearly which question the continuation sheet relates to and ensure that it is securely fastened to the report form.

Applications should be made on this form, and submitted electronically, to your **Course Organising Tutor.** A signed copy of the form should also be submitted to the **relevant course Organising Tutor**. Applications will be assessed by the **Course Organising Tutor** in the first instance, and may then passed to **Trust Head of Quality Assurance and Enhancement**, and then to **The Tavistock and Portman NHS Foundation Trust Ethics Committee**. A copy of your research proposal and any necessary supporting documentation (e.g. consent form, recruiting materials, etc) should also be attached to this form.

A full copy of the signed application will be retained by the **Trust** for 6 years following completion of the project. The signed application form cover sheet (two pages) will be sent to the **Trust Head of Quality Assurance and Enhancement as Secretary of the Trust's Ethics Committee.**

1. | Title of research project: |
   | A series of single subject studies investigating the effectiveness of consultative Educational Psychology involvement in supporting the development of emotional regulation skills in the context of an assessment and intervention team |

2. The title of your research project will be published in the minutes of **The Tavistock and Portman NHS Foundation Trust Ethics Committee** . If you object, then a reference number will be used in place of the title.
   Do you object to the title of your project being published? Yes ☐ / No ☒

3. This research Project is a Student Project ☒

4. Principal researcher (s) (students should also include the name of their supervisor):

Name:	Course:
Richard. S. Lewis	M5 Student
Jeff Matthews	M5 Supervisor/lecturer

5. If external approval for this research has been given, then only this cover sheet needs to be submitted
   External ethics approval obtained Yes ☐ / No ☒

Declaration of Principal Researcher:
The information contained in this application, including any accompanying information, is, to the best of my knowledge, complete and correct. I/we have read **The Tavistock and Portman NHS Foundation Trust Guidelines for Ethical Approval of Research Involving Human Participants** and accept responsibility for the conduct of the procedures set out in this application in accordance with the guidelines, laid down by **The Tavistock and Portman NHS Foundation Trust ethics committee** . I/we have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my/our obligations and the rights of the participants.
Signature(s): ....……… ………..

R. S. Lewis

Name(s) in block capitals: .....RICHARD STEPHEN LEWIS...

Date: ……03/12/10…………………………………………………………………………………….

Supervisor's recommendation (Student Projects only):

I recommend that this research project should be referred to *The Tavistock and Portman NHS Foundation Trust Ethics Committee* .

Supervisor's signature: .…………………………………………………………………………………………….

Outcome:

The Chair of *The Tavistock and Portman NHS Foundation Trust Ethics Committee* has reviewed this project and considers the methodological/technical aspects of the proposal to be appropriate to the tasks proposed. The Chair of *The Tavistock and Portman NHS Foundation Trust Ethics Committee* considers that the Researcher(s) has/have the necessary qualifications, experience and facilities to conduct the research set out in this application, and to deal with any emergencies and contingencies that may arise.

This application is approved on behalf of *The Tavistock and Portman NHS Foundation Trust Research Ethics Committee* .

☐

Signature(s): ....…………………..…………….…

Name(s) in block capitals: ....…………………………

Directorate: …………………………………………………………………………………………………

Date: ……………………………………………………………………………………………………..

☐

The application has not been approved by *The Tavistock and Portman NHS Foundation Trust Research Ethics Committee* .

Signature(s): ....…………………………………..

Name(s) in block capitals: …..…………………….

Date:

Details of the Research

1.
 	
   Title of research project :
 	
A series of single subject studies investigating the effectiveness of consultative Educational Psychology involvement in supporting the development of emotional regulation skills in the context of an assessment and intervention team
   Name of researcher (s) (including title): Mr Richard Stephen Lewis
 	
   Nature of researcher (student): Yes
 	
   Student number: LEW09035608
 	
   Email: Richard.lewisep@yahoo.co.uk
 	
    Name of Supervisor: Jeff Matthews

2.   **Course title:**   **Directorate:** **M5 Professional Doctorate in Educational Psychology   department of education and training**
3.   **Level of the Course programme (delete as Appropriate):**   **(c)   Postgraduate (research or Professional Doctorate)**

4.   **Number of:**
 	
      (a) researchers (approximately): 1
 	
      (b) participants (approximately): 6

5.   Nature of participants (general characteristics, e.g. social workers, primary school children, etc): Families with adopted children (or those who are in the final process of adoption as are being cared for 'post adoption order) that are experiencing difficulties attend the attachment panel to receive an exploration of need and identification of support avenues available. If they have been

identified for EP involvement then they will be asked as a normal part of involvement to complete the Behaviour Rating of Executive Functioning questionnaire. If on analysis of the results the young person is identified to have significant emotional regulation difficulties and is 9 years old or over then the family and young person will be invited to participate in the research. The parents will be invited via letter and telephone communication to participate in the research, provided with letters detailing the purpose of the study, a simplified explanation of the design, the requirements on themselves as well as their right to withdrawal at any time during the data collection period. A key school staff member will also be contacted to provide information.

Due to the additional focus that these participants may feel as a result of being asked to be a part of the study, any distress caused at various points in the research process needs to be considered. Therefore:

- If the participants are overly distressed by the explanation of the research then this would warrant a discussion with parents and expectantly setting up an initial meeting with the young person to introduce myself and the purpose of the research in order to ensure complete transparency is given before seeking / obtaining their consent.
- If during the consultation the young person becomes distressed then this would be managed in the normal course of EP involvement, expectantly; through minimising the stress of the situation, employing calming strategies and approaches, if unable to reassure then involving a trusted adult to support them to calm and process the situation and information they are struggling with.
- If there is distress conveyed during the Likert scaling period via parents or teachers then EP discussion either in person or via the phone would be conducted to explore; where their distress is arising from, whether they can be supported by school staff or parents to a calmer state and whether they should continue to be asked for their weekly ratings.

6. **Probable duration of the research:**

from (starting date): **01/01/11**   to (finishing date): **01/08/12**

7. **Aims of the research including any hypothesis to be tested:**

The aim is to examine the effectiveness of Educational Psychology (EP) consultative involvement for children adopted, or post order in foster placements, to develop their emotional regulation (ER) skills with a second part exploring those aspects of the intervention which were most influential.

Given the severe and continuing difficulties for adopted children and extending the research on attachment and ER, this is a group which deserve access to effective interventions and therefore in this case the need is evident for evaluated impact of EP involvement.

There is an expectation of a measurable change and the aim is to capture multiple outcome measures with a number of questionnaires exploring; executive functioning, ER, emotional expression and happiness in school. These measures administered at the beginning and end of the study will be analysed for change, alongside a Simulation Modelling Analysis of a weekly Likert scaling activity to monitor the young persons' ability to emotionally regulate themselves. Likert measures for the young person are through; their anger, anxiety and happiness levels. While for the parents and teachers the young persons' ER will be measured in terms of persistence, compliance and frustration. A rich picture and can then be aggregated across subjects.

What is hoped to change is parents', teacher's and the young person's perception of competency in ER skills and this is considered the key construct to measure with the additional identification by all parties of the most influential aspects of the EP consultative intervention approach.

8.   Description of the procedures to be used (give sufficient detail for the Committee to be clear about what is involved in the research). Please append to the application form copies of any instructional leaflets, letters, questionnaires, forms or other documents which will be issued to participants:

EP involvement through the assessment and intervention team is prompted by the family's attendance at The Attachment Project Panel, following which the Behaviour Rating Inventory of Executive Function (BRIEF) questionnaire is administered. It is a routine part of EP involvement through the assessment and intervention team and is helpful in determining areas of perceived need prior to direct contact being made. If a significant difficulty is identified on the BRIEF and the young person is 9 years old or over, then they will be approached for involvement. Therefore this research study is employing a purposive sampling method with the following inclusion / exclusion criteria:

Inclusion / exclusion criteria:
- EP involvement identified as necessary through The Attachment Project Panel
- Young person 9 years old or over
- Family Social worker sees no reason why the family should not be approached to join the research
- BRIEF highlighting significant emotional regulation difficulties on the Behavioural Regulation Index
- Consent given
- Sufficient engagement in the Likert scale activity

The study can be explained in full to all participants, ensuring complete transparency. If permission is given by parent(s) and the young person, then the young person will be asked in school to complete 3 short questionnaires. The young person, parent(s) and a key school staff member will also be asked to engage weekly in a Likert scaling activity to monitor the young persons' ability to emotionally regulate themselves. This Likert measure will be introduced a minimum of 6 weeks prior to normal EP involvement, with attention given to the young persons emotional regulations kills, and continue for a minimum of 6 weeks following direct involvement.

Following the final week of self monitoring on the Likert scaling activity the BRIEF questionnaire along with the 3 self report questionnaires will be re-administered to the same key members and parents involved in the Likert scaling to compare and corroborate the measured changes on standardised measures alongside the SMA analysis. At this time an additional self designed questionnaire will be sent out to collate qualitative information from parents, teachers and the young person to investigate their perception of the most influential aspect of EP involvement.

The Questionnaires to be used:
- The Behaviour Rating Inventory of Executive Function (BRIEF)
- The Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) (developed by Gullone and Taffe (2012)
- The SchoolChildren's Happiness Inventory (SCHI) (developed by Ivens, 2007)
- The Emotion Expression Scale for Children (EESC) (Penza-Clyve and Zeman, 2002)
- Self designed EP involvement evaluation questionnaire

The Likert monitoring for the young person will cover 3 areas: their anger, anxiety and happiness levels. While for the parents and teachers the young persons' emotional regulation will be measured in terms of persistence, compliance and frustration. This data set can then be analysed through a simulation modelling analysis having determined the point of change and how likely this change was to have occurred at that time.

9.	Are there potential hazards to the participant(s) in these procedures? **NO** If yes: (a) what is the nature of the hazard(s)? (b) what precautions will be taken?
10.	Is medical care or after care necessary? **NO** If yes, what provision has been made for this?
11.	May these procedures cause discomfort or distress? **NO** If yes, give details including likely duration:
12.	(a) Will there be administration of drugs (including alcohol)? **NO** If yes, give details: (b) Where the procedures involve potential hazards and/or discomfort or distress, please state what previous experience you have had in conducting this type of research:
13.	(a) How will the participants' consent be obtained? Parents and the young people themselves will be asked to give signed consent, following information provided via letter and telephone communication about the nature of the research. (b) What will the participants be told as to the nature of the research? They will be given full accurate details of the research and it will be necessary to ensure that those younger participants are provided with this information at a developmentally appropriate level.
14.	(a) Will the participants be paid? **NO** (b) If yes, please give the amount: £ (c) If yes, please give full details of the reason for the payment and how the amount given in 16 (b) above has been calculated (i.e. what expenses and time lost is it intended to cover):
15.	(a) Where will the research take place?

In schools across the county.

        (b)   What equipment (if any) will be used?

Questionnaires and rating scales.

        (c)   If equipment is being used is there any risk of accident or injury?   NO

        If yes, what precautions are being taken to ensure that should any untoward event happen
          adequate aid can be given:

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16.   Are personal data to be obtained from any of the participants?
        YES

        If yes, (a)   give details:

As per all the questionnaires administered there will be details obtained regarding their views. Other information that is available as a part of the normal EP intervention is the historical information provided by parents to the Attachment Panel.

        (b)   state what steps will be taken to protect the confidentiality of the data?

The family and school anonymity will be ensured through the omitance of any information which would make identification possible and confidentiality provided through access to the data being limited to myself. In terms of data protection information will be stored only on an encrypted memory stick or password protected computer and destroyed on completion of the research.

        (c)   state what will happen to the data once the research has been completed and the results written-up. If the data is to be destroyed how will this be done? How will you ensure that the data will be disposed of in such a way that there is no risk of its confidentiality being compromised?

The questionnaires will be shredded and the electronic data deleted.

---

17.   Will any part of the research take place in premises outside   YES
     The Tavistock and Portman NHS Foundation Trust?

     Will any members of the research team be external e.g. a research assistant to the
     The Tavistock and Portman NHS Foundation Trust?   **NO**

     If yes, to either of the questions above please give full details of the extent to which the participating institution will indemnify the researchers against the consequences of any untoward event:

The Local authority will also be approached for ethical consideration and approval to undertake the research.

18.	**Are there any other matters or details which you consider relevant to the consideration of this proposal? If so, please elaborate below:**

21.	**If your research involves contact with children or vulnerable adults, either direct or indirect (including observational), please confirm that you have the relevant clearance from the Criminal Records Bureau prior to the commencement of the study and the clearance number noted.**
	YES

CRB disclosure number: 001150629331

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22. **DECLARATION**

I undertake to abide by accepted ethical principles and appropriate code(s) of practice in carrying out this research.

Personal data will be treated in the strictest confidence and not passed on to others without the written consent of the subject.

The nature of the research and any possible risks will be fully explained to intending participants, and they will be informed that:

(a) **they are in no way obliged to volunteer if there is any personal reason (which they are under no obligation to divulge) why they should not participate in the research; and**

(b) **they may withdraw from the research at any time, without disadvantage to themselves and without being obliged to give any reason.**

NAME OF APPLICANT: **Signed:**

_____

(Person responsible)

_____   **Date_03/12/10_____**

NAME OF DEAN OF TRAINING: **Signed: _____**

_____   **Date: _____**

Appendix M9 – Semi-structured interview questions

"Thank you for agreeing to be interviewed as part of my research study on the effectiveness of consultative EP involvement on supporting adopted children's emotional regulation skill development. I know we previously discussed the issue of consent and you have (signed) a letter detailing information about the study and that you are happy to take part. Your name(s) and identity will be protected with school details anonymised to ensure anonymity. All data will be collected and stored confidentially in accordance with the Data Protection Act 1998 and when the research is written up the paper copies and recording will be destroyed. I also wanted to reiterate that your participation is entirely voluntary and you are able to withdraw from this interview at any time. So I wanted to just check that you are happy to be interviewed and for the interview to be transcribed." *(wait for verbal confirmation)*

"I have a list of roughly ten questions to ask. They are open-ended, so I hope that they allow you to discuss your thoughts and feelings around EP consultative EP involvement. My hope is that through this we can improve EP consultations and ultimately improve services for children with emotional self regulation difficulties in [target LA] and hopefully beyond."

1. What were your expectations about having EP involvement prior to first meeting an EP?

2. Did they change once you met an EP?

3. What form did EP involvement take?

4. What things do you remember happening following the consultation?

5. As EPs we talk lots about consultation, what is your understanding of the concept of a consultation?

6. How effective do you think the intervention was in terms of supporting …'s emotional regulation skills? Prompt; defined as altering the duration or intensity of emotions

7. Has anything changed over the period of EP involvement – and is it linked to EP involvement (prompt if needed; or what others have done?)

8. Do you feel EP involvement addressed your concerns?

9. What would you have liked to see done differently or improved about the involvement?

(SENCO only question)
10. is … a child you would have previously prioritised for EP involvement
    Is… now a child you would prioritise for EP involvement?

11. Is there anything else you would like to discuss that we haven't covered?

"I hope to be completing my research in the Summer term, but it may be over the Summer. It is up to you whether you would like additional feedback regarding the results of the BRIEF measures and in what form. Do you have any views currently about this?

Thank you so much for taking part

I really hope that things continue to improve for …"

Appendix M10 – Braun and Clarke phases of Thematic Analysis

Braun and Clarke's description of the phases involved in a thematic analysis:

Phases	Description of the process
1. Familiarising yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2). Generating a thematic 'map' of the analysis.
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

(table taken from Braun and Clarke, 2006, p.87)

Appendix M11 - Initial list of points of significance based on research and completion of the first interview

A number of different agencies and people working together

Outside activities/agencies positive / negative

- CAMHS poor

- Did OT over summer and helped

- Finally got post adoption worker

School situation changes:

Socially ;

Playing with a couple of girls

- less friction and change

- needs to build longer relationships

Tells wrong children about adoption

more positive from pastoral sessions

Doing especially well in school

Engaging more

Outbursts still on getting to school, but has decreased

Emotional regulation:

aiding ER development

- focus on the positives
- More mature

Now able to rationalise how and why she is feeling a certain way

- more able to recognise her own emotions
- and why a reaction is not appropriate
- less worry

Time;

too early to see a change myself

near end of term

Other

putting on an act – 2 characters

Concerns of parent that taking turn with sibling as wont get attention

Not talking to parents

Appendix M12 – Design of first rough coding frame

perception of strategic meeting

- positive about involvement
- negative about involvement

social identity

- putting on an act (part as invivo code)
- developed an identity with peers
- less altercations

Revelation

- I see
- Shared view of child's needs
- New understanding

Emotional regulation

- focus on the positives
- More mature

Significant Adults

- 1:1
- attachment
- aligning herself with Mum

Expectations

- Do have an expectation but can't articulate it
- No expectations

School progress

- Engaging more

Time

- Near end of term

Appendix M13 – First coding frame following analysis of Lucy's teachers interviews

background

self doubt

concern for future transition

referral to EP

      after

      before

absolve responsibility

desire for/improve

time

      near end

relationships

      aligning

      positive about child

      negative about child

      somebody to talk to 1:1

      attachment

Revelation

      shared view of child's needs

      new understanding

Perception

      positive about involvement/Impact

      positive thinking

      hard to see change/I don't know

      I see

      "I knew there was a problem"

I understand why

"puts on this act"

expectations

      no EP expectations

      getting help

      Ep expectations

change in ER

Appendix M14 − Rich interview transcript excerpt used for moderation

R: (been previously talking about effectiveness) what things do you remember happening following the consultation?

I: What, the one that we all had together?

R: Hmmm

I: I think that was really useful because it was when you kind of, um... Mum and I throughout the three of us talking were able to see that Lucy puts on this act at school of trying to be cheerful and jolly and lovely and that it...and we saw then that that's why she's so tired at home and bratty because, you know, she's got to put on a front at school so that was really useful and I remember that now because I still teach Lucy, which is my choice, because I love her, so I still get to see her once a day.

R: What do you teach her for now?

I: Literacy now

R: Oh right

I: Yeah, I fixed the groups, yeah. So, I

R: Because you wanted to teach her

I: Yeah, I did, yeah. So yeah, that was really illuminating and there was second thing as well that we saw..... We decided then didn't we to have the weekly mentoring so that Lucy knew that she could talk about what had happened, um, and that was good. I think that was nice for her to know that she had that outlet and the third thing we said that I can remember, um, was for Lucy to think of the positive things that had happened that day so that she had positive things to focus on at home about school, I think, and that was rather than making that switch between home and school and the two characters
        (Lucy T1 19-28)

Code System
background
self doubt
concern for future transition
referal to EP
     after
     before
absolve responsibility
desire for/improve
time
     near end
relationships
     aligning
     positive about child
     negative about child
     somebody to talk to 1:1
     Attachment
Revelation
     shared view of child's needs
     new understanding
Perception
     positive about involvement/Impact
     positive thinking
     hard to see change/I dont know
     I see
     "I knew there was a problem"
I understand why
"puts on this act"
expectations
     no EP expectations
     getting help
     Ep expectations
change in ER

Extract example screen shot shown in MAX.QDA following Lucy's 2 teachers' coded interviews

Appendix M15 – Screen shots of analysis

Screen shots have been included showing the coding framework development as each interview was coded. The interview names are shown on the left panel with their respective number of coded responses. While the coded responses and their frequency is shown on the right panel.

Lucy T 2 last year; interview with Lucy's previous teacher

Additional interview added is with Lucy's current class teacher (Lucy T1 this year)

Additional interview added is with Jack's Head of year (Jack's HOY)

Additional interview added is with Claire's SENCo who is also her teacher (Claire's T/SENCo)

Additional interview added is with Anna's previous class teacher and her current
Secondary school SENCo (Anna's old T and SENCo), therefore completing all the
teacher interviews.

Additional interview added is with Lucy's parent (Mrs B)

Additional interviews added are those with Jack's parents, which were initially transcribed in two parts and so were later amalgamated (Mr and Mrs J part 1 and 2).

Additional interview added was with Claire's parents (Mr and Mrs C).

Additional interview added was with Anna's parent (Mr A), therefore completing all interviews.

Final analysis completed with Mr and Mrs J's two part interviews amalgamated and final coding system applied.

Appendix M16 – Early code system

Code System

 battle for help

 background

 EP Role

  consultation

 Outcomes

  actions T and parent take

  parental consequence

  within normal limits

  actions pupil takes

   matured

  shared view of child's needs

  positive about involvement/Impact

  need to do

  didn't do

  outside person doing or other thing helped

  not 1 single factor

  Revelation

   new understanding

 referral to EP

  before

  after

 absolve responsibility

 time

  volatile time

  near end

 relationships

  chose your battle

  pressure on child

  triangle

  teacher and parent together to help

  teacher and parent not together

  EP and T

  positive about child

  negative about child

  neg about parents

  parents different

  somebody to talk to 1:1

  child relationships

positive thinking

attachment

individual

Perception

hard to see change/I don't know

I see

in headlights

I would know no need measure

Pupil perception off

"I knew there was a problem"

I understand why

"puts on this act" / 2 different children

expectations

no EP expectations

getting help

on pupil

realistic?

pupil thinks P's too big

to communicate to T's and school

EP hands on

EP expectations

change in ER

self doubt

future concerns

desire for/improve

Sets

Appendix M17 – Refined code system with themes developing

      battle for help

      background

      EP Role
            consultation

      referral to EP
            before
            after

      Outcomes
            positive about involvement/Impact
            change in ER
            positive progress at school
            actions T and parent take
            shared view of child's needs
            parental consequence
            within normal limits
            actions pupil takes
            YP matured
            settled new yr
            T's absolve responsibility
            not 1 single factor

Revelation
            new understanding
            I understand why
            I see

Perception
            "I knew there was a problem"
            hard to see change/I don't know
            in the headlights
            self doubt

Time
            volatile time
            wasted time/some P guilt
            good EP response time
            parental time pressures
            too early to say
            near end
            short intervention

Attachment relationships
Sig Adult(s) in tune
            all together
            teacher and parent together to help
            EP and T together
            outside person doing or other thing helped

somebody to talk to 1:1
positive about peer relationships developed
positive view or relationship with YP

Sig Adults not in tune

teacher and parent not together
negative about child
Teacher neg about parents
negative relationship with parents (battle/ risk breakdown)
parents different

Nature of relationships

pressure on child
chose your battle
positive thinking
strong positive emotional expression

SPLIT   "puts on this act" / 2 different children

expectations
no EP expectations
didn't know
getting help
realistic?
on pupil
expertise
to communicate to T's and school
see all perspectives/pull together
EP hands on
discord in EP expectations by P's

Looking to the future
future concerns
desire for/improve
need to do
didn't do

Appendix M18 – Final coding frame

The final coding frame is organised into the thematic analysis structure, with overriding themes in bold and then sub-themes and coding descriptions shown in brackets.

Consultation process

Revelation
- new understanding (generation of new understanding)
- I understand why (expressed an understanding of a situation)
- I see (invivo coding at times, also descriptions of enlightenment)

Perception
- I knew there was a problem (invivo and descriptions of knowing)
- rather than specific action (not one thing that had the impact)
- good EP response time (positive about timescales of EP response)

Expectations
- no Ep expectations (no EP expectations expressed)
- getting help (expectation to get help)
- Realistic? (questionable realistic expectations on the EP)
- on pupil (range of specific expectations on the pupil)
- expertise (the EP to have an expertise that they bring to the consultation)
- to communicate to T's and school (to talk to the teachers and point them in the right direction)
- see all perspectives - pull together (to see all the perspectives and pull them together)
- hands on (to have a hands on roll in working with the young person)
- discord with EP (an identified difference of expectation on the role of the EP)

Background
- battle for help (to have to fight to get support)
- deep history impact (deep rooted history continuing to impact on the young person)

EP role
- different to normal EP role (describing a difference in the TAP EP role to the school EP role)
- independent observer (to act as an independent observer)
- school conduit (to merge the agendas of school and parents, including if there are multiple school opinions)
- didn't plan round table (that there wasn't a meeting to plan the next steps altogether)
- don't know (expressing a not knowing of the EP role)
- plan in conjunction (did plan altogether)
- talk together- questioner (to take on a role of asking and answering questions and help others question what they are doing)

Attachment Relationships

Positive/Enabling

- All together (everyone getting together and coming together to help)
- EP and T working together (the EP and the teacher working together and coming from the same perspective)
- Outside person doing or other thing helped (outside person doing something or another thing helped)
- Somebody to talk to 1:1 (having someone to talk to on a 1:1 basis helped)
- Positive about peer relationships developed (there has been positive peer relationship development)
- Positive view - relationship with YP (positive descriptions of the young person or the relationship with them)
- Settled into new year (they have settled into their new school year)
- Strong positive emotional expression (positive expressions of the young person which are using language markedly stronger than positive view of the young person, e.g. love, perfect)
- Tactical ignoring (to use the strategy to ignore some things/behaviours)

Negative/Threats

- T and parent not together (descriptions of teachers and parents not having the same view or having differnet views)
- Negative about YP (negative expressions about the young person)
- T negative about parents (teachers making negative expressions regarding the parents approach)
- Negative relationship with parents (describing a negative relationship between the parent and young person, a cycle of battles)
- Parents different (descriptions of parents having different opinions or approaches)
- Pressure on YP - in the headlights (describing the young person being put under pressure)
- Gets a hard time (describing the young person getting a hard time)
- Hard to see change – don't know (that it is hard to see any changes or not knowing if there has been any change)
- TIME
  - Volatile time (that it was a difficult/volatile period of time)
  - Parental time pressures (there is a pressure on the parents time available)
  - Near end (that it was near the end of term)
  - Short intervention (that the intervention was short or short period of time)

Doubt

- Self doubt (critical of themselves as teachers or paretns)
- Wasted time - some parental guilt (expressions of guilt)

Outcomes

Positive

- Structure (putting in some type of structure to help)
- Dissemination of info (giving out info to staff)
- Working to a plan (that those involved are working to a single plan)
- Positive progress at school (there has been positive progress at school)
- Positive thinking (the focus on thinking positively and identifying positives has helped)
- Parent proactive work (the parents have proactively taken on things to do following the consultation)
- Shared view of YP needs (that a shared view of the young person's needs have been developed)
- Within normal limits (that the young person is presenting within the normal parameters of behaviour expectations)
- YP trying (that the young person is trying hard in something)

Negative

- On-going (that it is an ongoing/continuous process)
- Too early, can't see ER changes (that it is too early to see or that they can't see changes in emotional regulation)

Incidental

- YP matured (that the young person has changed because they have got older and matured)
- Teachers absolve responsibility (the teacher absolves themself of responsibility)

Looking to the future

- Future concerns (concerns about the future)
- Desire for/improve (want for something or to improve something)
- Need to do (what is felt to need to happen next)
- Didn't do (things that didn't get done)

Miscellaneous codes:

- Puts on this act - 2 different children (that the young person can be like 2 different children)
- Parents don't realise - could have gone bad (that the parents don't realise just how bad things could have gone without the guidance)

Specific Question codes:

- Would you have referred YP to school EP before?
- Would you refer now to an EP

Those codes in red are identified as only ones present in the negative case example.

Appendix M19 – Code matrix browser

Code System	Mr A	Mr & Mrs C	Mr and Mrs J	Mrs B	Anna's old T and SENCo	Claire's T/SENCo	Jack's HOY	Lucy T1 this year	Lucy T2 last year
Misc									
"puts on this act" - 2 diff...	1				4			2	8
P dont realise - could ha...							3		
specific questions									
referal to EP									
before					1	2	1		1
after					1	1	1	2	1
Consultation Process									
background		3		1		3	4	2	1
battle for help		1	1						
deep hist impact						1		2	
EP Role									
independent observer		1							
different to normal ...						5			
school conduit		2				1			
didnt plan round table	1								
don't know			1						
plan in conjunction	1								
talk together-		1		1	3	1	1		
Revelation									
new understanding		4	1		1	4	1		
I understand why						1			4
I see						1			5
Perception			1						
"I knew there was a...					3			1	5
rather than specific ...		1	1						
good EP response time		1			1		1		
expectations		1							
no EP expectations		1			1	2			2
getting help		1	1		1	1			1
realistic?	3	2	6					2	
on pupil	5	6						5	
expertise					1	2	1		
to communicate to T...	1		2						
see all perspectives ...		1						2	1
EP hands on			3						
discord in EP expect...			3					3	
relationships					1			1	
Positive									
all together		2		1		2		1	1
EP and T working to...								6	
outside person doin...	2	1	1	3	1				
somebody to talk to 1:1		3		3	1			5	6
positive about peer ...				2		1	1		
positive view-relatio...	1	1	2			2	2	7	6
settled new yr									2
strong positive emot...								4	2
tactical ignoring			1					5	
Negative									
teacher and parent ...	1		1				2		
negative about YP	2	3	8					2	1
Teacher neg about ...							2		
negative relationshi...	3								
parents different			4						
pressure on yp - in t...	1		2			3			
gets a hard time	1		2						
hard to see change ...	3	1	1				1	1	3
time									
volatile time	3	2		1					
parental time pr...	2								
near end	1		1	1					2
short intervention	2			1					
doubt									
self doubt		1							1
wasted time/some P		2							
Outcomes	1					1	2		
Positive									
positive about invol...	6	1	3	3	6	6	8		4
change in ER		3	5	4		1	1		1
structure				1	1				
dissemination of info		1							
working to a plan	1					2	2		
positive progress at ...						2	1		
positive thinking					1				1
P proactive work		1		1		1			
shared view of yp's ...	1			1	3				2
within normal limits					2	3			
YP trying			2						
Negative									
ongoing	2					1			
too early, cant see ...	1	1							
Neutral-Incidental									
YP matured			4		3	4	1		
T's absolve					1	4		2	3
Looking to the future									
future concerns	1						1	1	
desire for/improve	2	9	7	1	2	5			2
need to do	2						3		
didn't do	1	1	2		3	2			

Appendix R1 – Lucy's report

Specialist Teaching & Educational Psychology Service

Further Information
Notes to support school planning, intervention and evaluation

Open to professional staff and parents/carers. Please ensure parents/carers are aware that this is a document open to other professionals within The Local Authority.

Pupil Name: Lucy   **D.O.B:** **/**/01

Address: **Age:** 10 years 2 months

                                                                  Date(s) Seen: **/06/11

School: Primary School   **SEN Stage:** SA

Following consideration at the post adoption panel it was decided that Educational Psychology involvement may be beneficial to explore Lucy's approach to learning activities and executive functioning skills.

Lucy's history gives the indication of why she can present so differently between the home and school settings, as historically school was the safe place for her and not a place that she wanted to jeopardise regardless of how difficult things were. There is a referral process undergoing to the CAHMS team to help support the family as a whole. Lucy is currently achieving around the 3b to 4c level across subject areas, so there are no particular concerns about her achievement, despite the recognition she may be able to achieve better grades, especially if she finished projects.

Observations
Lucy was observed during a literacy lesson on persuasive writing. She presented with some hypersensitivity difficulties with her back being to the majority of the class, turning on a few occasions to things that happened behind her. She generally demonstrated good attention skills and offered sensible, thoughtful answers to contribute to the class discussion of what could be included in the writing piece. When working as a part of a group she found the confidence of two peers in her group difficult to manage and was less able to assert her opinions. Though as a part of this group Lucy did voice her strength in bubble writing and offered to do this, but this was taken on by a peer.

Lucy presented with some rigidity of thought in her approach to coming up with a range of ideas and also struggled to focus on the positive selling points rather than safety aspects of the advert they were creating. Further observation of Lucy demonstrated that she had a nice relationship with one of her peers on her table.

BRIEF Protocol Summary

The Behaviour Rating Inventory of Executive Function (BRIEF) assessment was completed by the class teacher as well as Lucy's parents. It is designed to provide a better understanding of a child's self-control and problem-solving skills by measuring eight aspects of executive functioning. The executive functions are mental processes that direct a child's thought, action, and emotion, particularly during active problem solving. It highlighted Lucy's particular difficulties across a number of areas, see appendix for graph showing the disparity between the class teacher and parents scores, where Lucy is presenting with greater behavioural / emotional difficulties in the home environment.

Index/Scale	Teacher completed on 22/03/2011 Percentiles	Parents completed on 20/03/2011 Percentiles
Inhibit	75	94
Shift	96	95
Emotional Control	90	≥ 99
Behavioural Regulation Index (BRI)	94	98
Initiate	45	97
Working Memory	50	91
Plan/Organize	58	96
Organization of Materials	80	77
Monitor	30	93
Metacognition Index (MI)	40	96

The scores are percentiles showing where Lucy's position is in relation to the severity of her difficulties in each area in a rank order of 100 children of the same age, for example; on the teacher's rating of Lucy's difficulties with her ability to inhibit she would be rated as having more difficulty than 74 out of 100 children of her age. Those scores above 91 are considered within the range of concern.

The executive functions are mental processes that direct a child's thought, action, and emotion, particularly during active problem solving. Specific skills include (a) selecting appropriate goals for a particular task, (b) planning and organizing an approach to problem solving, (c) initiating a plan, (d) inhibiting (blocking out) distractions, (e) holding a goal and plan in mind, (f) flexibly trying a new approach when necessary, and (g) checking to see that the goal is achieved. The executive functions are also responsible for controlling a child's emotional responses, thereby allowing for more effective problem solving.

Ratings of Lucy's executive function, as exhibited in her everyday behaviors, revealed one or more areas of concern. Lucy is described as having difficulty managing her behavior and emotions. She is also described as having difficulty with planning and organizing her approach to problem-solving tasks. Specifically, concerns are noted with Lucy's ability to inhibit impulsive responses, adjust to changes in routine or task demands, modulate emotions, initiate problem solving or activity, sustain working memory, plan and organize problem solving approaches, and monitor her own behavior. Otherwise, Lucy's ability to organize her environment and materials is described as appropriate for her age. (see appendix for a more detailed analysis of each area of executive function)

Individual work

To explore Lucy's cognitive skills and non-intellectual behaviours, individual assessment was undertaken consisting of a dynamic assessment task. Dynamic Assessment analyses the strategies and cognitive skills used by the pupil in problem solving and focuses on the processes rather than the products or outcomes of learning, in order to understand how the pupil is learning and enhance their cognitive development. In contrast to standardised assessment, the assessor is able to intervene with the pupil in order to suggest the next steps in learning and to see how the pupil is able to learn and apply new strategies.

Lucy was presented with the Complex Figure Drawing Task which examines the capacity to integrate stimuli on the levels of perception, spatial organisation and planning, in a visual-graphic modality. Lucy was required to copy a complex geometric figure onto a blank sheet of paper and following a short period of distraction recall the figure from memory. This process would then normally be repeated after a mediation phase to help determine how well instruction and guidance can be incorporated into practice, though on this occasion Lucy was able to accurately recall all the details of the figure, demonstrating that her visual memory skills are well developed and that she is able within a calm environment to sequentially work through tasks, plan her approach and systematically recall the parts. Lucy was critical of her performance saying that she thought she rushed it a bit and also that the lines could be straighter and neater. Showing some lacking in confidence and a possible negative outlook.

This was explored further with the use of the blob playground picture on which Lucy was initially asked to describe the scene. She focused on the negative behaviours in the picture; the people left out, ones looking sad and another that was "falling out of the tree" (although in the picture the figure is sitting in the tree). Asking Lucy about which character she identified with she indicated the character being pushed over as she is the smallest in the class. She was also able to identify a friend who was shocked at her being pushed over as "she never gets into arguments". Lucy also identified the boys playing football and a nice group of girls and named the peer pushing her over. Lucy was then asked which character she was when she was in year 4 and she identified a happy playing character, while she thought in year 6 she might be the one being helped up as she was hurt. What Lucy wanted for year 6 was to be like the one playing again and that for this to happen the teachers in the playground would need to walk around more.

Lucy said that she enjoys break times and spoke about a couple of her friends in school. She said that she does not like science as some of the comprehension questions can be a bit hard, so this was something that she would like to change "have easier science". Lucy would also like a snack machine in school that you don't have to pay for. Discussing what Lucy would like to change or would wish for, thoughts were quickly raised regarding her birth family. Lucy said that she would like to go back and see her old family, particularly the brother she hasn't met. Lucy went on to talk about the foster family they spent a year with and how they do visit them. Then the conversation went back onto her old family, highlighting that this is playing on her mind. Lucy said that her old family would need to change a lot to be able to visit. Lucy then said about how she likes it in her home now and that she gets lots of time to play with her parents as they get the grandparents to do the washing up.

Consultation

Meeting with Mrs L and the class teacher Ms …we discussed that the main issues seem to arise on leaving school. Lucy puts on a front at school to try and hide and contain herself, but this results in them building up during the day and so results in outbursts at home. Lucy will shout and scream, becoming angry at finding things difficult or any building frustration, even with fun

computer games. Although it is positive to hear that Lucy does not throw things as much anymore, she does continue to direct her anger at her mother or Sister. Lucy will often not engage with homework and it is evident that she is tired when leaving school as it is emotionally challenging for her. During the school day Lucy shows some hypersensitivity and needs reassurance as to what is happening during the day.

Socially Lucy can be unapproachable at times when she finds it too much to put on a smile and then peers avoid her, but this can also then become self perpetuating so that she is approached less by peers to engage with activities. Lucy generally has more superficial friendships and is with peers that engage in changeable friendships, she seems to be struggling to build up trusting relationships. She shows difficulty in recognising what to do in some social situations and as she is still younger in her egocentric presentation this can make building more meaningful friendships difficult. In addition when things go wrong in the friendships she often blames herself and can slip back into a mantra that she is bad.

We discussed the conversation and thoughts that Lucy raised regarding her birth family. It was recognised that Lucy struggles to make sense of the mixture of emotions relating to her birth family and was felt that she is not really in touch with how she feels about her history, which contributes to the struggles she has in identifying her emotions, particularly the anger she feels. It was wondered whether her confusion of her feelings and the feeling that something has been lost is a factor in her taking things from people she likes and some of the obvious lies that she can make up.

Agreed action points/recommendations

To move to School Action plus on the grounds of developing Lucy's social and emotional self regulation skills, including the development of her executive functioning skills.

To develop a key adult relationship with Lucy, meeting with her once per week to ask her about 1 bad things and 2 good things that she can remember from the week. The aim being to support her to hold onto more positive occurrences and develop a more positive outlook. This approach should be mirrored at home.

Through this key adult relationship Lucy should be supported generally in initially daily discussions either following or prior to each break period to support her in how to either approach the break, prompt for how she is going to play with or to check in with her how break was. In these short sessions the key adult should guide her to begin to recognise her emotions herself, while the adult is currently naming them for her and providing guidance as to how to calm herself. In these sessions they initially should be about discussing the social interactions during the break periods and should build up to target setting for Lucy, for example; a target could be to approach a peer during break to play a specific game, this can then be evaluated as to how it felt, the impact etc.

To help support these discussions as well as help Lucy to better recognise her emotions and resultantly reduce the frequency and severity of outbursts at home, a couple of mentoring session by the key adult should take place to discuss an anger scale, from for example; 0 – 5 on which Lucy can be supported to describe the thoughts, physical feelings and behaviours associated with each level of the anger scale and then a separate column to discuss strategies to help calm down, for example; from a 4 to a 3, trialling strategies such as having a drink of water and breathing

exercises such as "3 breaths; breathing in as if smelling a strawberry and out as if blowing out a candle".

With regard to homework that is causing such difficulties at home and impacting on the relationships, to limit to the time specification of the school homework guidance and to make the judgement as to whether it needs to be further structured for Lucy to be able to engage with it, provide it in a typed or dictated format so that it becomes a collaborative process or to make the judgement to not undertake it. Lucy may benefit from using mind maps or tables to try and present her homework as this is a learning approach that she is likely to engage better with.

To ensure that Lucy is carefully prepared for the end of term, describing what the class will be like, who will be the teacher and the expectations and things that will stay the same in the school. In addition Lucy will need a greater level of attention in the final week of school and at those times when the timetable is relaxed and less structured.

To ensure there are pre-lesson introductory sessions for those subjects which are going to be a challenge for her to understand emotionally and which may have strong emotions attached. A particular one in the immediate future is the sex education lesson, but many other lower level topics will need to be sensitively approached.

For the class teacher to be vigilant of Lucy's emotional responses, with time given in the hand over to identifying the signs of her anxiety for the new teacher and the strategies that have worked to help Lucy to calm, for example; feely object/ breaking down the task into small parts following the whole class introduction/ advise to take a 2 minute movement break to get a drink of water.

To be aware of her seating position in class, seating with her back to a wall and in sight line of the door to avoid her hyper awareness of those entering the room and peers impacting on her performance.

Name: Richard S. Lewis   **Signed:**

Designation: Chartered Educational Psychologist   **Date:**   11/07/11

Address:

Copies to: Parents, School, EP File, TAP file

Appendix BRIEF assessment information and explanation

Protocol Summary Profile of BRIEF™ *T* Scores

The Behavior Rating Inventory of Executive Function (BRIEF) is a questionnaire completed by parents and teachers of school-aged children. It is designed to provide a better understanding of a child's self-control and problem-solving skills by measuring eight aspects of executive functioning. The executive functions are mental processes that direct a child's thought, action, and emotion, particularly during active problem solving. Specific skills include (a) selecting appropriate goals for a particular task, (b) planning and organizing an approach to problem solving, (c) initiating a plan, (d) inhibiting (blocking out) distractions, (e) holding a goal and plan in mind, (f) flexibly trying a new approach when necessary, and (g) checking to see that the goal is achieved. The executive functions are also responsible for controlling a child's emotional responses, thereby allowing for more effective problem solving.

Measuring executive function behaviors in children can be challenging. The use of behavior rating scales, such as the BRIEF, can be helpful in understanding a child's executive functioning.

Ratings of Lucy's executive function, as exhibited in her everyday behaviors, revealed one or more areas of concern. Lucy is described as having difficulty managing her behavior and emotions. She is also described as having difficulty with planning and organizing her approach to problem-solving tasks. Specifically, concerns are noted with Lucy's ability to inhibit impulsive responses, adjust to changes in routine or task demands, modulate emotions, initiate problem solving or activity, sustain working memory, plan and organize problem solving approaches, and monitor her own behavior. Otherwise, Lucy's ability to organize her environment and materials is described as appropriate for her age.

Ratings of Lucy's behavior across the eight specific domains of executive functioning generated the following results:

1. *Inhibit* is the ability to resist impulses and to stop one's behavior at the appropriate time. Lucy's ability to inhibit is described as an area of concern. Children with similarly reported concerns often have trouble resisting impulses and considering the potential consequences of their actions before they act. Children with similar difficulties may display high levels of physical activity, inappropriate physical responses to others, a tendency to interrupt and disrupt group activities, and a general failure to "look before leaping."

2. *Shifting* is the ability to make transitions, tolerate change, problem-solve flexibly, and switch or alternate one's attention from one focus or topic to another. Lucy is described as having difficulties with shifting. This might include difficulty moving from one activity to another or shifting her attention or focus from one thing to another. Problems with shifting can compromise problem solving efficiency. Caregivers often describe children who have difficulty with shifting as being somewhat rigid or inflexible, and as preferring consistent routines. In some cases, children are described as being unable to drop certain topics of interest or unable to move beyond a specific disappointment or unmet need.

3. *Emotional control* reflects the influence of the executive functions on the expression and regulation of one's emotions. Lucy is described as having difficulty expressing and regulating her emotions appropriately. She may overreact to events and may demonstrate sudden emotional outbursts or emotional explosiveness. She may also experience sudden or frequent mood changes and excessive periods of feeling upset. Children with emotional control difficulties often have overblown emotional reactions to seemingly minor events. For example, such children may cry easily or become overly silly with little provocation. They may also have temper tantrums with a frequency or a severity that is inappropriate for their age.

4. *Initiation* is the ability to begin a task or activity without being prompted to do so. Key aspects of initiation include the ability to independently generate ideas, responses, or problem-solving strategies. Lucy is described as having difficulty with her ability to start, or "get going", on tasks, activities, and problem-solving approaches as compared to other children her age. Initiation difficulties typically do not reflect noncompliance or disinterest in a specific task. Children with initiation problems typically want to succeed at and complete a task, but they have trouble getting started. They may need extensive prompting or cuing in order to begin a task or activity. Children with initiation difficulties are at risk for being viewed as "unmotivated."

5. *Working memory* is described as the capacity to hold information in mind in order to complete a task, encode and store information, or generate goals. Working memory is essential for carrying out multistep activities, completing mental manipulations such as mental arithmetic, and/or following complex instructions. Lucy reportedly has difficulty holding an appropriate amount of information in "active memory" for further processing, encoding, and/or mental manipulation. She may have difficulty sustaining working memory, which may make it difficult for her to remain attentive and focused for appropriate lengths of time.

Children with working memory difficulties may have trouble remembering things (e.g., instructions, phone numbers) even for a few seconds. They may lose track of what they are doing as they work or forget what they are supposed to do when they are sent on an errand. They often miss important information such as complex instructions for an assignment because it exceeds their working memory capacity.

Working memory is also needed to sustain attention. Children with working memory difficulties may not "stick to" an activity for an age-appropriate amount of time and may fail to complete tasks.

6. *Planning and organization* are important components of problem solving. Planning involves setting a goal and determining the best way to reach that goal, often through a series of steps. Organization involves the ability to bring order to information and to appreciate main ideas or key concepts when learning or communicating information, either orally or in writing. Lucy is described as having planning and organizational difficulties. She may underestimate the time required to complete a task and/or the level of difficulty inherent in a task. Lucy may also have trouble determining and carrying out the multiple steps needed to reach a goal. She may have good ideas but is unable to express them adequately on tests and written assignments. Children with planning difficulties often feel overwhelmed by large amounts of information. They may approach tasks in a haphazard fashion, and often get caught up in the details while missing the "big picture." Parents often report that such children typically wait until the last minute to begin a long-term project or assignment for school.

7. Another aspect of organization is the ability to order and organize things in one's environment, including the maintenance of orderly work, play, and storage spaces (e.g., school desks, lockers, backpacks, and bedrooms). This type of organization involves organizing, keeping track of, and cleaning up one's belongings, as well as making sure beforehand that the materials needed for a task are available. Lucy is described as being reasonably well organized and generally able to maintain the orderliness of things in her environment. She is typically able to find her belongings or her materials when she needs them.

8. *Monitoring* can be viewed as consisting of two components: *Task-oriented* monitoring (or work-checking habits) and *Self-monitoring* (or interpersonal awareness). Task monitoring reflects a child's ability to check his or her own performance during or shortly after finishing a task to ensure that he or she has accurately or appropriately attained the desired goal. Self-monitoring reflects a child's awareness of the effect that his or her behavior has on others. Lucy reportedly demonstrates difficulty with monitoring overall. Children such as this tend to be appropriately cautious in their approach to tasks or assignments, and they regularly check for mistakes in their work. They are also described as being reasonably observant of their own behavior and the impact this behavior may have on their social interactions with others.

Appendix R2 – Lucy recommendations and actions

Agreed strategy (from original consultation)	Score and any relevant comment
1. To move to School Action plus on the grounds of developing Lucy's social and emotional self regulation skills, including the development of her executive functioning skills.	**5** - Fully implemented, Lucy now works on her IEP targets in sessions
2. To develop a key adult relationship with Lucy, meeting with her once per week to ask her about 1 bad thing and 2 good things that she can remember from the week. The aim being to support her to hold onto more positive occurrences and develop a more positive outlook. This approach should be mirrored at home.	**5** – HTLA runs pastoral support sessions with Lucy since the beginning of term and a key adult relationship has been built up with the range of approaches noted as coving targets 2, 3 and 4 through these support sessions
3. Through this key adult relationship Lucy should be supported generally in initially daily discussions either following or prior to each break period to support her in how to either approach the break, prompt for how she is going to play with or to check in with her how break was. In these short sessions the key adult should guide her to begin to recognise her emotions herself, while the adult is currently naming them for her and providing guidance as to how to calm herself. In these sessions they initially should be about discussing the social interactions during the break periods and should build up to target setting for Lucy, for example; a target could be to approach a peer during break to play a specific game, this can then be evaluated as to how it felt, the impact etc.	
4. To help support these discussions as well as help Lucy to better recognise her emotions and resultantly reduce the frequency and severity of outbursts at home, a couple of mentoring session by the key adult should take place to discuss an anger scale, from for example; 0 – 5 on which Lucy can be supported to describe the thoughts, physical feelings and behaviours associated with each level of the anger scale and then a separate column to discuss strategies to help calm down, for example; from a 4 to a 3, trialling strategies such as having a drink of water and breathing exercises such as "3 breaths; breathing in as if smelling a strawberry and out as if blowing out a candle".	**5** – an agreement was made with the teacher and she is now going to homework club.
5. With regard to homework that is causing such difficulties at home and impacting on the relationships, to limit to the time specification of the school homework guidance and to make the judgement as to whether it needs to be further structured for Lucy to be able to engage with it, provide it in a typed or dictated format so that it becomes a collaborative	

process or to make the judgement to not undertake it. Lucy may benefit from using mind maps or tables to try and present her homework as this is a learning approach that she is likely to engage better with.	**5**
6. To ensure that Lucy is carefully prepared for the end of term, describing what the class will be like, who will be the teacher and the expectations and things that will stay the same in the school. In addition Lucy will need a greater level of attention in the final week of school and at those times when the timetable is relaxed and less structured.	**5**
7. To ensure there are pre-lesson introductory sessions for those subjects which are going to be a challenge for her to understand emotionally and which may have strong emotions attached. A particular one in the immediate future is the sex education lesson, but many other lower level topics will need to be sensitively approached.	**5**
8. For the class teacher to be vigilant of Lucy's emotional responses, with time given in the hand over to identifying the signs of her anxiety for the new teacher and the strategies that have worked to help Lucy to calm, for example; feely object/ breaking down the task into small parts following the whole class introduction/ advise to take a 2 minute movement break to get a drink of water. 9. To be aware of her seating position in class, seating with her back to a wall and in sight line of the door to avoid her hyper awareness of those entering the room and peers impacting on her performance.	**5 –** she now sits with her back to the wall and close to the teacher
Pupil progress against targets. Please score 1-5. 1=not at all, 3=as expected/good enough, 5 = fully met or beyond expected progress	

Target	Score/comment
1.	n/a
2. 3. and 4	**5 -** Lucy has been engaging with these sessions and is keen to attend, asking when she is next meeting with Mrs..(support mentor / teacher). Lucy seems more positive in conversations and is better able to rationalise how and why she is feeling a certain way. Mrs B feels that this has made a big difference with Lucy being more positive. Though there is some concern that Lucy may not be acting out as her sister is presenting more challenges at the moment. In addition Lucy is not opening up to her parents at the moment, but is to some other less appropriate people such as on first meeting her uncle's girlfriend.
5.	There are not the arguments as this pressure is taken off Lucy at home, though she can still panic and have a tantrum when approaching homework, but she is now better able to think through tasks once she has calmed
6.	This was undertaken but not able to be scored as previous teacher was the main contributor and she was not in this meeting.
7.	n/a
8.	**5 -** Lucy now has some strategies and an anger scale card that she has not needed to use.
9.	n/a

Appendix R3 – Lucy's qualitative questionnaires

Lucy's parents qualitative questionnaire responses

1. What form did EP involvement take? (mark all that apply)
Observation, Individual assessment, Consultation

2. Please answer the following questions:

	1 Not at all (1)	2 (2)	3 (3)	4 Satisfied (4)	5 (5)	6 (6)	7 Very (7)
How satisfied were you with the EP involvement?							X
Comments:							

3. .

	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Very (7)
How effective was the intervention as a whole?				X			
How effective do you think the intervention was in terms of supporting his/her emotional self regulation skills? (defined as regulated to alter the duration or intensity of emotions)				X			
Comments:							

4. .

	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Fully (7)
To what extent did EP involvement address your concerns?							X
How able were you to implement discussed strategies?					X		
Comments:							

1. What do you think has changed for the young person?
starting to try to think more positively
2. What do you consider to have been the most influential aspect of the EP involvement?
the school has finally listened our concerns about behaviour at home and hopefully realise what they do at school impacts that
3. Were there any discussion points during the consultation which have stuck with you?
we started to work through volcano in my tummy * I've been reading some children's CBT book to try & find tools that might help Lucy
4. Other than EP involvement what other support did you receive during the research period?
teacher took on weekly meeting to discuss week
5. What would you have liked to see done differently or improved about the involvement?
No Response
6. Any other comments?
No Response

Teacher qualitative questionnaire responses

1. What form did EP involvement take? (mark all that apply)

Observation, Individual assessment, Review Meeting

2. Please answer the following questions:

	1 Not at all (1)	2 (2)	3 (3)	4 Satisfied (4)	5 (5)	6 (6)	7 Very (7)
How satisfied were you with the EP involvement?						X	

Comments:

3. .

	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Very (7)
How effective was the intervention as a whole?						X	
How effective do you think the intervention was in terms of supporting his/her emotional self regulation skills? (defined as regulated to alter the duration or intensity of emotions)							X

Comments:

4. .

	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Fully (7)
To what extent did EP involvement address your concerns?						X	
How able were you to implement discussed strategies?						X	

Comments:

1. What do you think has changed for the young person?

Lucy is beginning to identify the positive aspects of her day/ week.

2. What do you consider to have been the most influential aspect of the EP involvement?

As above.

3. Were there any discussion points during the consultation which have stuck with you?

Lucy's efforts to be happy and upbeat at school can be quite tiring for her and affect her home life.

4. Other than EP involvement what other support did you receive during the research period?

NA

5. What would you have liked to see done differently or improved about the involvement?

None

6. Any other comments?

No Response

Appendix R4 – Lucy's SMA analysis

Lucy's Parents responses for Persistence
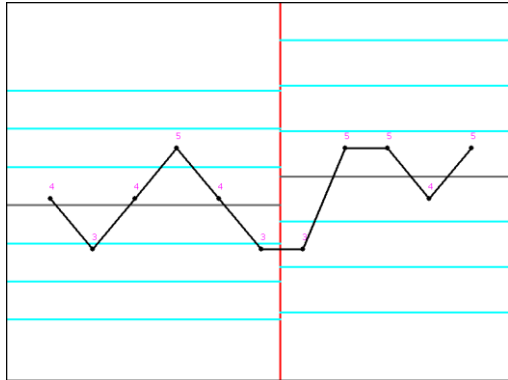
Test for Level Change   R = +0.356, p = 0.3408

```
Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 11
N-size of simulations = 11
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 3.83333
PHASE-B Mean = 4.4
Last point Z-Score = 1.0937

SPC: Last data point analysis:
p = 0.282
p(corrected) = 0.999999

Test for Level Change
Level Vector = |0|0|0|0|0|0|1|1|1|1|1|
R = +0.356, p = 0.3408


Slope Vector 1
|1|2|3|4|5|6|6|5|4|3|2|
R = -0.195, p = 0.6058


Slope Vector 2
|0|0|0|0|0|0|1|2|3|4|5|
R = +0.494, p = 0.1820


Slope Vector 3
|1|2|3|4|5|6|7|7|7|7|7|
R = +0.262, p = 0.5018


Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|11|
R = +0.399, p = 0.2876


Slope Vector 5
|1|2|3|4|5|6|1|2|3|4|5|
R = +0.124, p = 0.7386


_____
```


Examples of slope patters, which are inverted if R value is negative.

Level change

Slope Vector 1

Slope Vector 2

Slope Vector 3

Slope Vector 4

Slope Vector 5
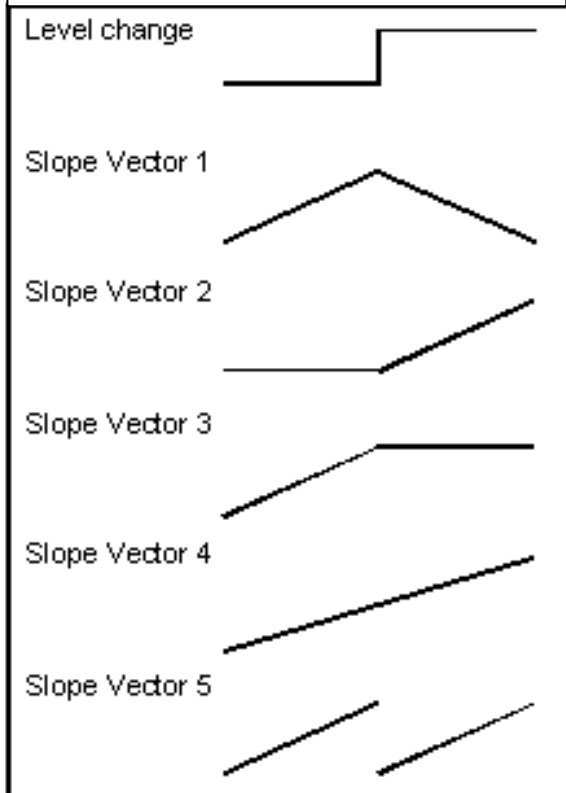
Lucy's Teacher responses for Persistence
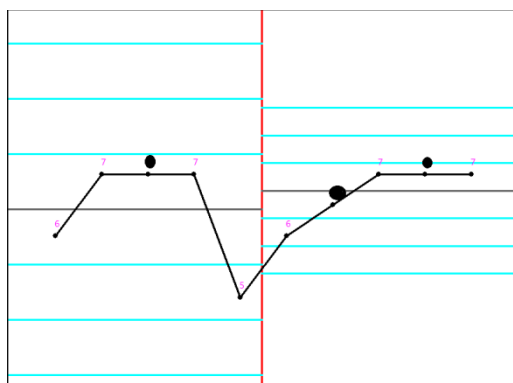
Test for Level Change   R = +0.231, p = 0.6102
_____

```
Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 10
N-size of simulations = 10
Number of simulations = 5000
Error Mean = 0
Error StDev = 1


PHASE-A Mean = 6.4
PHASE-B Mean = 6.7
Last point Z-Score = 0.65678

SPC: Last data point analysis:
p = 0.515
p(corrected) = 0.999999

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = +0.231, p = 0.6102

Slope Vector 1
|1|2|3|4|5|5|4|3|2|1|
R = -0.490, p = 0.1956


Slope Vector 2
|0|0|0|0|0|1|2|3|4|5|
R = +0.405, p = 0.3224


Slope Vector 3
|1|2|3|4|5|6|6|6|6|6|
R = +0.021, p = 0.9638


Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = +0.228, p = 0.5956


Slope Vector 5
|1|2|3|4|5|1|2|3|4|5|
R = +0.054, p = 0.8992
```

_____

Solid dots indicate missed data points that were extrapolated by calculating the mid point between the proceeding and subsequent points

Examples of slope patters, which are inverted if R value is negative.
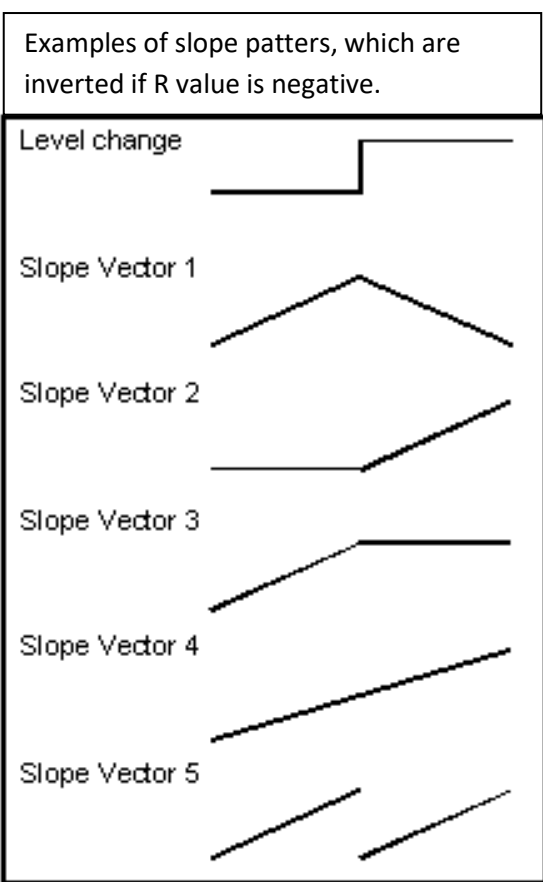
Lucy's Parents responses for Compliance
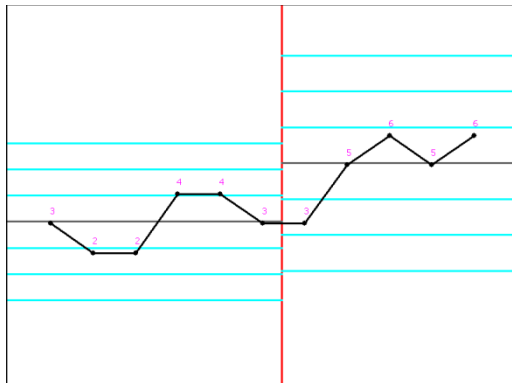
Test for Level Change   R = +0.722, p = 0.1312

```
Simulation Modeling
Pearson - R
_____


Valid N-Size of sample = 11
N-size of simulations = 11
Number of simulations = 5000
Error Mean = 0
Error StDev = 1


PHASE-A Mean = 3.0
PHASE-B Mean = 5.0
Last point Z-Score = 1.446

SPC: Last data point analysis:
p = 0.2508
p(corrected) = 0.999999

Test for Level Change
Level Vector = |0|0|0|0|0|0|1|1|1|1|1|
R = +0.722, p = 0.1312


Slope Vector 1
|1|2|3|4|5|6|6|5|4|3|2|
R = +0.030, p = 0.9476


Slope Vector 2
|0|0|0|0|0|0|1|2|3|4|5|
R = +0.832, p = 0.0398


Slope Vector 3
|1|2|3|4|5|6|7|7|7|7|7|
R = +0.708, p = 0.1344


Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|11|
R = +0.834, p = 0.0400


Slope Vector 5
|1|2|3|4|5|6|1|2|3|4|5|
R = +0.300, p = 0.4042


_____
```

Examples of slope patters, which are inverted if R value is negative.

Lucy's Teacher responses for Compliance

Test for Level Change   R = +0.439, p = 0.2582

```
Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 10
N-size of simulations = 10
Number of simulations = 5000
Error Mean = 0
Error StDev = 1


PHASE-A Mean = 6.0
PHASE-B Mean = 7.0
Last point Z-Score = 1.24808

SPC: Last data point analysis:
p = 0.2176
p(corrected) = 0.999999

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = +0.439, p = 0.2582


Slope Vector 1
|1|2|3|4|5|5|4|3|2|1|
R = -0.434, p = 0.2628


Slope Vector 2
|0|0|0|0|0|1|2|3|4|5|
R = +0.608, p = 0.1000


Slope Vector 3
|1|2|3|4|5|6|6|6|6|6|
R = +0.268, p = 0.5056


Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = +0.473, p = 0.2230


Slope Vector 5
|1|2|3|4|5|1|2|3|4|5|
R = +0.186, p = 0.6138

_____
```

Examples of slope patters, which are inverted if R value is negative.

Level change

Slope Vector 1

Slope Vector 2

Slope Vector 3

Slope Vector 4

Slope Vector 5
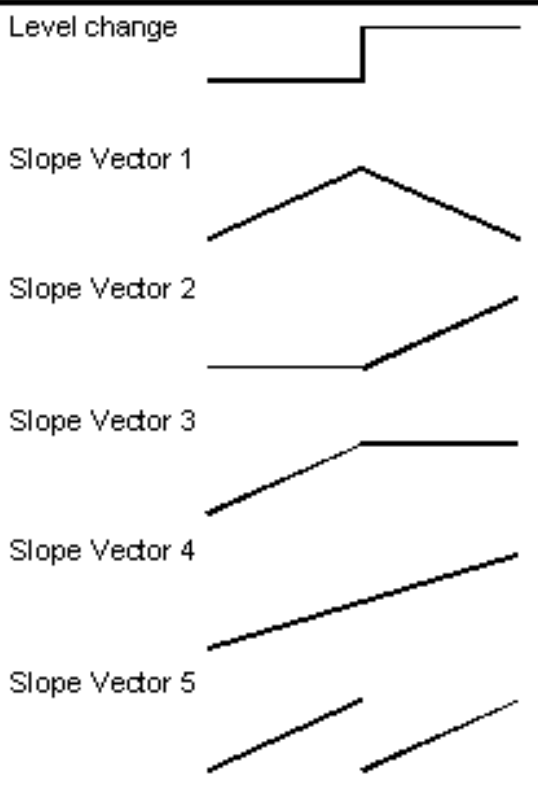
Lucy's Parent's responses for Frustration

Test for Level Change   R = -0.214, p = 0.6124

```
Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 10
N-size of simulations = 10
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 4.1
PHASE-B Mean = 2.9
Last point Z-Score = 1.53093

SPC: Last data point analysis:
p = 0.207
p(corrected) = 0.999999

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = -0.387, p = 0.5022


Slope Vector 1
|1|2|3|4|5|5|4|3|2|1|
R = +0.525, p = 0.2708


Slope Vector 2
|0|0|0|0|0|1|2|3|4|5|
R = -0.770, p = 0.0938


Slope Vector 3
|1|2|3|4|5|6|6|6|6|6|
R = -0.358, p = 0.5230


Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = -0.640, p = 0.2126


Slope Vector 5
|1|2|3|4|5|1|2|3|4|5|
R = -0.616, p = 0.0754

_____
```

Examples of slope patters, which are inverted if R value is negative.
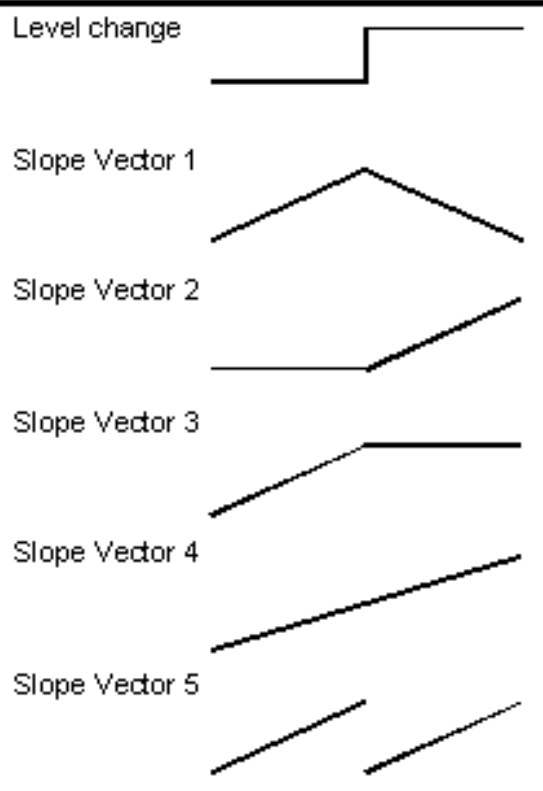
Lucy's Teacher responses for Frustration
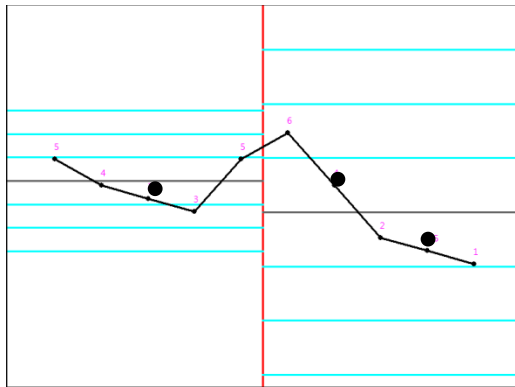
Test for Level Change   R = -0.387, p = 0.5022

```
Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 10
N-size of simulations = 11
Number of simulations = 5000
Error Mean = 0
Error StDev = 1


PHASE-A Mean = 4.2
PHASE-B Mean = 2.33333
Last point Z-Score = 1.45693

SPC: Last data point analysis:
p = 0.249
p(corrected) = 0.999999

Test for Level Change
Level Vector = |0|0|0|0|0|0|1|1|1|1|1|1|
R = -0.430, p = 0.4570


Slope Vector 1
|1|2|3|4|5|5|4|3|2|1|0|
R = +0.521, p = 0.2982


Slope Vector 2
|0|0|0|0|0|1|2|3|4|5|6|
R = -0.801, p = 0.0656


Slope Vector 3
|1|2|3|4|5|6|6|6|6|6|6|
R = -0.392, p = 0.4754


Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|11|
R = -0.674, p = 0.1668


Slope Vector 5
|1|2|3|4|5|1|2|3|4|5|6|
R = -0.608, p = 0.0848

_____
```
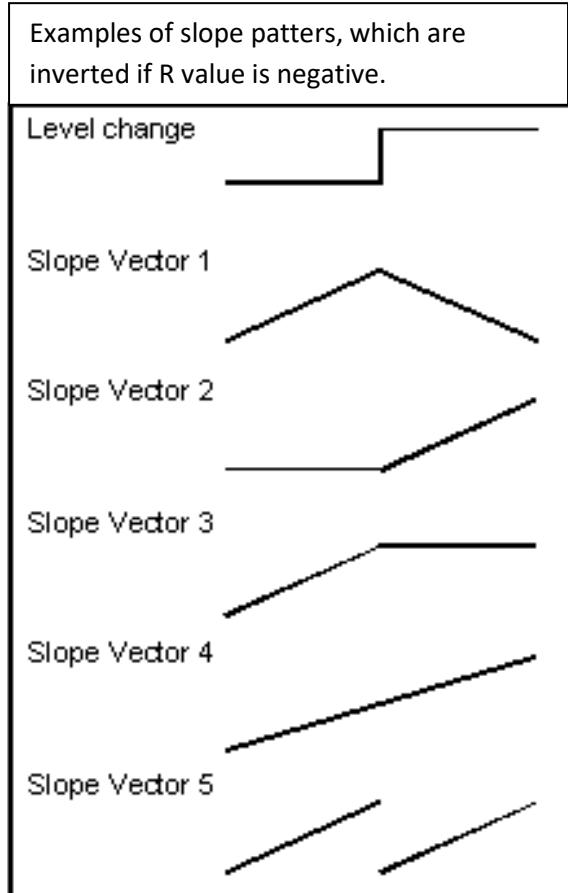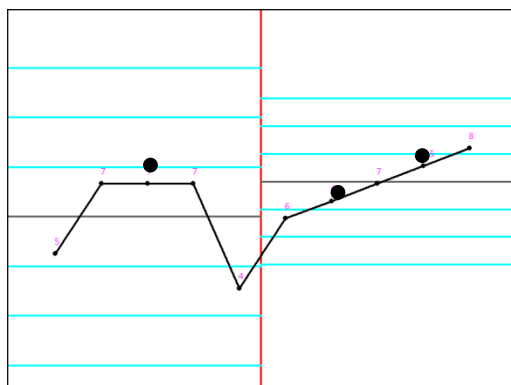
Examples of slope patters, which are inverted if R value is negative.

Level change

Slope Vector 1

Slope Vector 2

Slope Vector 3

Slope Vector 4

Slope Vector 5

Lucy's Angry Ratings Slope Change

_____

```
Simulation Modeling
Pearson - R
```
_____


```
PHASE-A Mean = 3.3
PHASE-B Mean = 3.0
Last point Z-Score = 0.20305

SPC: Last data point analysis:
p = 0.8452
p(corrected) = 0.999999

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|
R = -0.168, p = 0.6018


Slope Vector 1
|1|2|3|4|5|5|4|3|
R = +0.048, p = 0.8822


Slope Vector 2
|0|0|0|0|0|1|2|3|
R = -0.149, p = 0.6554


Slope Vector 3
|1|2|3|4|5|6|6|6|
R = -0.054, p = 0.8806


Slope Vector 4
|1|2|3|4|5|6|7|8|
R = -0.079, p = 0.8204


Slope Vector 5
|1|2|3|4|5|1|2|3|
R = +0.172, p = 0.6570
```

_____

Examples of slope patters, which are inverted if R value is negative.

Level change

Slope Vector 1

Slope Vector 2

Slope Vector 3

Slope Vector 4

Slope Vector 5
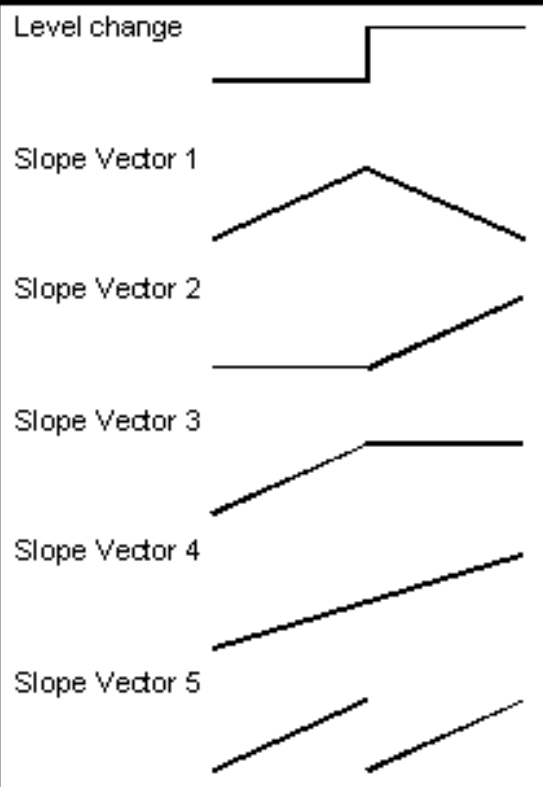
Lucy's Worry Ratings Slope Change
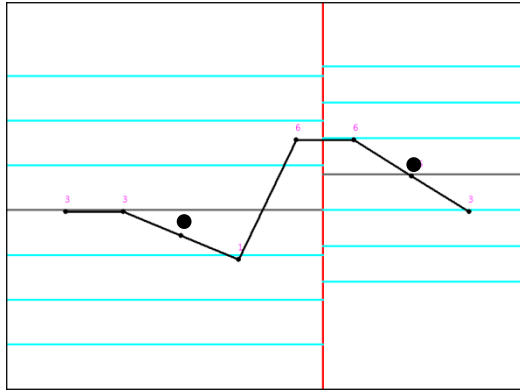

```
_____

Simulation Modeling
Pearson - R
_____


PHASE-A Mean = 3.0
PHASE-B Mean = 4.5
Last point Z-Score = 0.31223

SPC: Last data point analysis:
p = 0.7618
p(corrected) = 0.999999

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|
R = +0.431, p = 0.4148


Slope Vector 1
|1|2|3|4|5|5|4|3|
R = +0.553, p = 0.2606


Slope Vector 2
|0|0|0|0|0|1|2|3|
R = +0.179, p = 0.7436


Slope Vector 3
|1|2|3|4|5|6|6|6|
R = +0.503, p = 0.3456


Slope Vector 4
|1|2|3|4|5|6|7|8|
R = +0.397, p = 0.4666


Slope Vector 5
|1|2|3|4|5|1|2|3|
R = -0.102, p = 0.8212
_____
```

Examples of slope patters, which are inverted if R value is negative.

Level change

Slope Vector 1

Slope Vector 2

Slope Vector 3

Slope Vector 4

Slope Vector 5
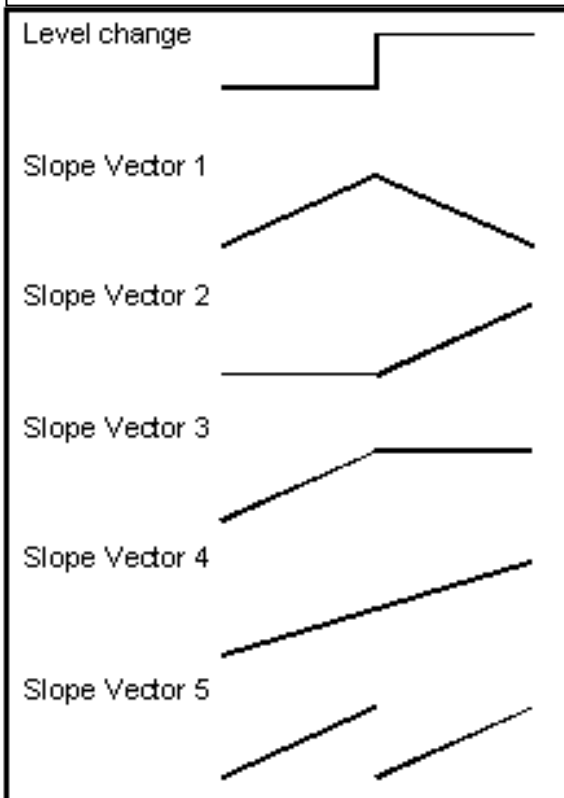
Lucy's Happiness Ratings Slope Change
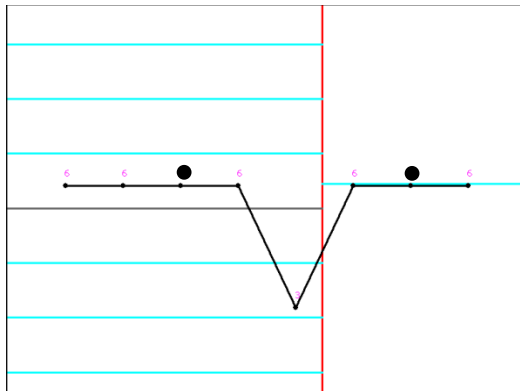

```
_____

Simulation Modeling
Pearson - R
_____


PHASE-A Mean = 5.4
PHASE-B Mean = 6.0
Last point Z-Score = 0.35355

SPC: Last data point analysis:
p = 0.7234
p(corrected) = 0.999999

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|
R = +0.293, p = 0.4284


Slope Vector 1
|1|2|3|4|5|5|4|3|
R = -0.466, p = 0.1816


Slope Vector 2
|0|0|0|0|0|1|2|3|
R = +0.260, p = 0.4778


Slope Vector 3
|1|2|3|4|5|6|6|6|
R = -0.180, p = 0.6116


Slope Vector 4
|1|2|3|4|5|6|7|8|
R = -0.082, p = 0.8230


Slope Vector 5
|1|2|3|4|5|1|2|3|
R = -0.682, p = 0.0554

_____
```
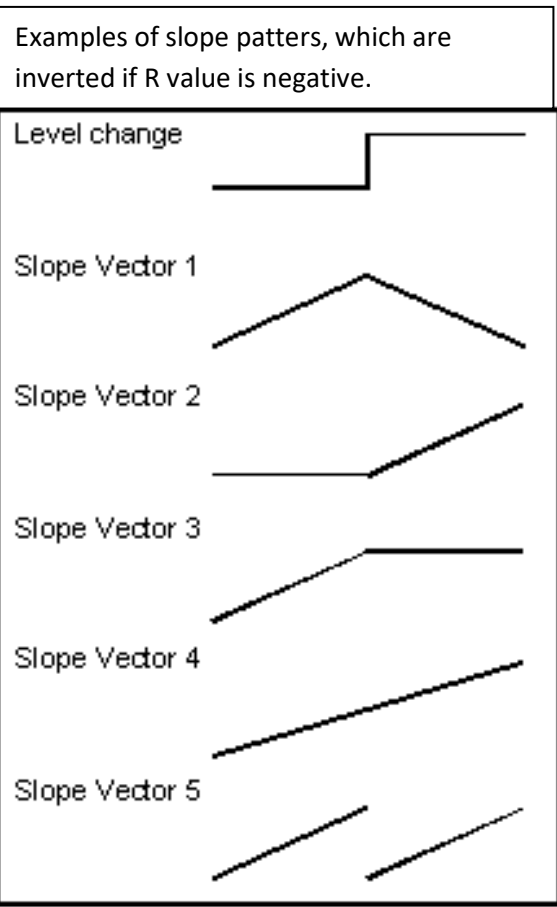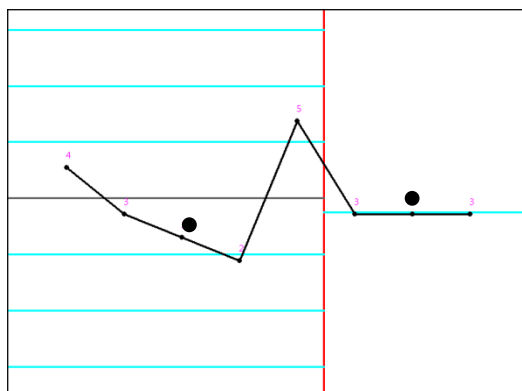
Examples of slope patters, which are inverted if R value is negative.
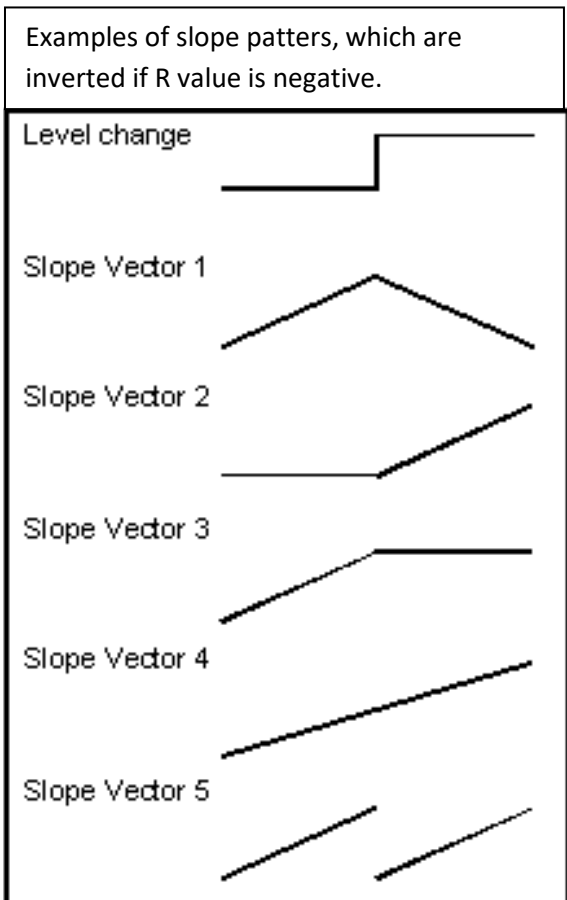
Appendix R5 – Claire's 1st consultation record

Specialist Teaching & Educational Psychology Service

Further Information
Notes to support school planning, intervention and evaluation

Open to professional staff and parents/carers. Please ensure parents/carers are aware that this is a document open to other professionals within The Local Authority.

Pupil Name: Claire C   **D.O.B:** **/**/98

Address: **Age:** 13 years

                                                        Date Seen: **/06/11

School: Secondary School

Following consideration at the post adoption panel it was decided that Educational Psychology involvement may be beneficial to explore Claire's approach to learning and executive functioning skills.

Background
Claire is 2nd oldest of * birth siblings who were removed from the family. Claire was taken into foster care when she was 5 years old along with her younger sister *** following non accidental injuries to ***'s back and an ongoing period of neglect. Claire and *** remained with the same foster family for roughly 2 ½ years. This foster placement although long was not ideal with decisions to move discussed, Claire struggling to build a positive relationship with the foster mother and a period of bet wetting beginning at this time.

Claire was adopted by Mr and Mrs C when she was 8 years old and following advice implemented from enuresis clinic she was no longer wetting the bed and was settling into the family within 4 months. Claire was very overweight when she joined the family and her teeth were in poor health. Following a period of regime change Claire's weight is now within a normal range, though she continues to have some issues with food as previously deprived of food when younger she can seek it and use it as a comfort and substitute. Claire is now beginning to not overfill her cereal bowl to point where she can't put milk in, as she now recognises the need to take some out or can be encouraged to have a second bowl if hungry.

Observations
Claire was observed during an English lesson where there were 13 pupils to 3 members of staff in the lower ability stream. On the occasion of observation it was unfortunate that the class teacher was un-expectantly absent therefore cover staff took the lesson with some confusion regarding whether work had been provided. This resulted in it taking time for the lesson to get started and Claire managed well with this unstructured period. She selected a book to read despite having her own, with a reading level towards the top of the class. She was also able to take cues from peers to get books for them. Although her social awareness was observed to be less well developed at another point when she made a request from staff at an inappropriate time. She therefore is showing a mixed profile on her social interaction skills, responding appropriately at times while at other times missing the cues or presenting as overly excited.

Claire generally presented as task focused for the majority of the lesson, seemingly finding this a safe place among some of the bustle of the all male class group. On one occasion she was distracted a little by a peer, but not overly. She was confident to talk in front of the class, but with this heightened level of arousal she struggled to take in the verbal information and in her recall she confused the day of the week; saying that the plan was to watch the DVD on the Monday, but meaning that Friday lesson.

In the task Claire was required to plan and write a letter. She was keen to offer answers to question prompts, but when writing her plan she used the scaffolding given by the teacher and then found it difficult to add to the description. Claire demonstrated that with support and prompts from the teacher individually or as a part of the class, she was able to engage well with the task, but when less supported she found it difficult to structure her approach.

BRIEF Assessment

The behaviour rating of executive function (BRIEF) assessment was completed by Mrs *** the SENCo and Claire's class teacher as well as Claire's parents. This highlighted her difficulties across a number of areas. The scores are percentiles where Claire's position is in relation to the severity of her difficulties in each area in a rank order of 100 children of the same age, for example; on the teacher's rating of Claire's difficulties with her ability to inhibit she would be rated as having more difficulty than 95 out of 100 children of her age. Those scores above 95 are considered areas of concern.

Index/Scale	Parents completed on 07/11/2010	Teacher completed on 11/11/2010
Inhibit	≥ 99	95
Shift	≥ 99	≥ 99
Emotional Control	97	98
Behavioural Regulation Index (BRI)	≥ 99	97
Initiate	90	85
Working Memory	≥ 99	95
Plan/Organize	98	89
Organization of Materials	43	---
Monitor	≥ 99	96
Metacognition Index (MI)	97	---

-- missing items therefore unscored

The Behavior Rating Inventory of Executive Function (BRIEF) is a questionnaire completed by parents and teachers of school-aged children. It is designed to provide a better understanding of a child's self-control and problem-solving skills by measuring eight aspects of executive functioning. The executive functions are mental processes that direct a child's thought, action, and emotion, particularly during active problem solving. Specific skills include (a) selecting appropriate goals for a particular task, (b) planning and organizing an approach to problem solving, (c) initiating a plan, (d) inhibiting (blocking out) distractions, (e) holding a goal and plan in mind, (f) flexibly trying a new approach when necessary, and (g) checking to see that the goal

is achieved. The executive functions are also responsible for controlling a child's emotional responses, thereby allowing for more effective problem solving.

Ratings of Claire's executive function, as exhibited in her everyday behaviors, revealed one or more areas of concern. Claire is described as having difficulty managing her behavior and emotions. She is also described as having difficulty with planning and organizing her approach to problem-solving tasks. Specifically, concerns are noted with Claire's ability to inhibit impulsive responses, adjust to changes in routine or task demands, modulate emotions, initiate problem solving or activity, sustain working memory, plan and organize problem solving approaches, and monitor her own behavior. Otherwise, Claire's ability to organize her environment and materials is described as appropriate for her age. See Appendix for further details.

In addition to the BRIEF questionnaire, Claire also completed 3 other questionnaires exploring her thinking, happiness and emotional regulation skills. On The Emotion Expression Scale for Children her scores would indicate that she has a very poor awareness of her own emotions and also some reluctance to express her emotions. On another scale she demonstrated that she does use re-appraisal thinking to try and alter her thoughts thereby altering her mood and she scored within the average range on The Schoolchildren's Happiness Inventory.

Individual work
Working with Claire I initially asked her to tell me the good and bad things about her school. Claire said that the good thing was the rules; no bullying and that there should be respect for teachers and young people. Claire then went on to speak about friends that she has at school and said that they cheer her up when she talks to them. Claire described a few friends and also said that she is no longer friends with some girls who were mean to a particular pupil with Downs syndrome.

Claire was quick to bring up her birth family and to talk about her sister *** and how they were not cared for, but particularly that *** was the one with cuts and bruises. Claire also spoke of remembering only one foster carer and how she didn't play with her sister as she didn't know her that well. If Claire was given 3 wishes, with 2 having to relate to school then she would wish for reasonably appropriate things:
1. less subjects at school, specifically no English or Maths because they are difficult
2. not so many strict teachers
3. for her sister to not be so annoying

The Richard Butler Self Image Profile was used to explore Claire's perception of her herself as well as her capacity to think about change. The profile consists of 25 attributes on which Claire was asked to rate where she was and then where she would like to be on a scale from 0 'not at all' to 6 'very much'. Claire demonstrated the perception to recognise the positive / negative attribute split and wanted to be more like the positive and less like the negative attributes. There is also one neutral item "feel different from others" on which Claire rated her self as a 4 out of 6 and wanted to be a 2 out of 6. This led to a discussion about what makes her feel different and she raised her adoption as well as her ability in art, but that she doesn't think she is good at art. Therefore she set a target for herself to check with her art teacher and see if she feels she is good at art then for Claire to agree that she is good at it.

I then asked Claire to identify the attributes with the biggest gap between where she was and where she wanted to be. Claire identified with being moody and said that she was less moody when she talked about what she was thinking. Claire then spoke about a student mentor scheme that had been set up recently (start of June), but that she didn't often talk to the student at the

moment as she is doing her GCSES. Another attribute that Claire identified that she wanted to change about herself was her shyness, saying she should be more brave in activities like abseiling with guides. Claire also felt that she should be less lively during lessons and more funny by telling people jokes.

Claire presented as in a transitional phase of feeling like she shouldn't show or say her feelings, whilst also feeling that sometimes she does want to say how and what she is feeling to her parents. Claire gave the specific example of reading her life story book and how her parents might ask her what she is feeling and she ran through the interaction of her not knowing what to say and her parents pressing or her saying she missed her birth family and then her parents being sad. Claire struggled with the recognition that we can have more than one emotion and that this would be true for herself and her parents. Together we identified how her parents could ask her and be curious with her about how she is feeling, but to understand that she may not be able to answer and for that to be OK.

Consultation

A consultation was held with Mr and Mrs C and Mrs *** (SENCo/class teacher). There were several areas of concern discussed, one being the attachment disorder that Claire presents with and how this and her early trauma now impacts on her approach to life in that she has these things on her mind a lot of the time and easily jumps back to fight/flight responses as a result. The link with Claire's executive functioning skills was discussed and how she struggles with her processing skills and sequential approach to everyday tasks, such as stacking chairs. This led to a discussion regarding the checklist that is currently set up to help Claire to prepare herself in the mornings and how this could be modified to be more visual and chunked into sequential sections. It was raised that Claire finds it difficult to retain and assimilate more than two verbal instructions as well as becoming frustrated when she can't express herself and so a query regarding a speech and language therapy assessment was raised by the SENCo. It is not clear that there is a specific difficulty in this area or whether this is as a result of her poor awareness of her own emotions and difficulty to emotionally express them.

We discussed Claire's responses to the Richard Butler profile and how on some sections she was not able to accurately portray herself, not seeing herself as being easily upset. In addition Claire describes having good friendships, but it was felt that she struggles with the subtlety of social interactions, is not streetwise and so although she looks comfortable with her peers in the canteen it was not an accurate picture of how she finds it difficult to develop strong friendships. Mr and Mrs C described how Claire presents as somewhat immature for her age and was likened to her 9 year old sister's level.

It was pleasing to hear that Claire was thought to have developed a lot over this past year at school where they see less frustrations. She was thought to be more resilient and also calmer in the classroom environment. Claire's decoding reading skills are good, though she has some difficulty with reading comprehension skills. She has made progress in her school achievements, though at a level which is lower than hoped in English. It was discussed that Claire seems to be taking a passive approach to learning and so this was thought to be holding her back, with her not thinking through tasks for herself, identifying the sequential parts to tasks or making the inferential thinking around topics.

Summary

Claire had a difficult start to life which has had an ongoing impact on her approach to life. She has difficulties with emotional regulation skills, including the recognition of her own emotions. She finds it difficult to approach tasks sequentially and is stronger in her visual modality than her

auditory skills. She has made good progress in her ability to manage frustrations during the school day, though needs to become a more active learner to overcome the next hurdle in her academic achievements. An aspect of current focus is the development of her social interaction skills, supporting her to develop meaningful friendships as well as manage the anxieties that this will entail and support her to better recognise her emotions.

Agreed action points/recommendations

1. For Claire to move to school action plus to support the development of her executive functioning skills and support her emotional needs and reduce her passivity to learning activities in order to help her to achieve greater academic success.

2. In school to provide a mentor with a support teacher (rather than a peer) to meet with Claire initially weekly in order to help her plan for the week and also to self reflect on the previous week. Claire should be encouraged to discuss positive and negative aspects of the week and given the time to develop an attachment relationship with another adult. An additional part to this role would be exploring with Claire what a friend is and how to keep friends.

3. To help Claire to develop her memory capabilities, through finding ways to visually chunk information and practice the skill to sequentially approach tasks. School could engage in this through group sessions or individual discussions.

4. Claire needs to become a more active learner and engaged with the learning process through verbally talking through tasks prior to attempting them.

5. At home to amend the morning checklist to be in a more pictorial form, into separate lists for the bedroom and bathroom and broken into sequential tasks of 2 or 3 items.

6. For Mr and Mrs C to continue with their approach as guided by [CAMHS worker] where consequences are immediate and an increased level of communication. One aspect of which Claire asked was that at those times when Claire is struggling with organising her thoughts and feeling that it is OK to ask her what she is feeling, but to then be curious with her rather than engaging in direct questioning as she knows she will find it difficult to find the words to explain. Also it was discussed how sending Claire to her room to think through actions is likely to be counter productive to getting an answer and reinforces separation as a punishment, therefore during those times of questioning to consider giving her space to think through her response through for example; "I'm going to make a tea and then maybe we can talk about it".

7. To try and help Claire to develop greater flexibility of thought through games such as "guess what I'm thinking" and so then given 1 clue at a time or board games such as 'guess who'.

8. It may be beneficial to support Claire to recognise the positives throughout the day and a more positive perception of the world, through asking her to identify 2 positive things each day to feedback to parents. Claire may still need to voice negative concerns, but this limited and less than the positives she should look for.

Signed: **Date:** 19/07/11

Name: Richard S. Lewis

Appendix R6 – Claire's 2ⁿᵈ consultation record and target reviews

Specialist Teaching & Educational Psychology Service

Further Information
Notes to support school planning, intervention and evaluation

Open to professional staff and parents/carers. Please ensure parents/carers are aware that this is a document open to other professionals within The Local Authority.

Pupil Name: Claire C   **D.O.B:** **/**/98

Address: **Age:** 13 years

                                            Date Seen: **/11/11

School:

Following consultative involvement on the 24ᵗʰ June 2011 discussions were held regarding exploration of Claire's cognitive profile. It was deemed appropriate to follow up the work in June with an observation of Claire in a more structured learning situation and explore her cognitive strengths and weaknesses.

Observations

Claire was observed during a Science lesson and presented a more confident than on the previous period of observation. Claire was able to ask the teacher for clarification and also to seek out resources that she needed to complete the task. Claire was in a class of roughly 13 pupils with one support teacher and the class teacher. She presented as working at a similar level and speed to peers. At one point a peer turned to Claire to check what a particular scientific word meant as well as what they needed to do on the task. Claire was able explain part of the task and then sought out the teacher to clarify for them both the next steps.

It was pleasing to see Claire's confidence to put up her hand to answer questions, though on a couple of occasions when she was selected she then forgot what the answer was. This was handled sensitively by the teacher and it was not drawn attention to. On one of the occasions Claire had obviously thought of the right answer, as when a peer gave the correct response she acknowledged this, and was able to feel some success at having thought of the answer and not deflate at not having been able to give it.

Individual work

Meeting with Claire it was decided to undertake individual assessments using the British Ability Scales (2ⁿᵈ edition) (BAS). It is important to note that tests of intelligence or general ability such as the BAS can only estimate a child's ability as shown at the time of testing. Assessment of a child's cognitive ability takes place within a much wider, more interactional context.

Scale	Abilities Measured	Percentile* Range (95% chance true score within this range)	Percentile* (Approx)
Word Definitions	Expressive language: explanation of word meanings.	3 – 27	12
Verbal Similarities	Verbal reasoning and verbal knowledge.	21 – 73	46
Pattern Construction	Non-verbal reasoning and spatial visualisation in reproducing designs with coloured blocks.	18 – 46	31
Matrices	Inductive reasoning: identification and application of rules governing relationships among abstract figures.	34 – 79	58

* Percentile scores indicate the child's position in a rank order of 100 children of the same age. Scores between 25 and 75 are within the average range, those below 9, within the Low range and below 3 are within the Very Low range, while those above 90 are within the high range and those above 97 within the very high range.

As can be seen from the above table Claire generally scored within the average range. Two verbal scales were completed as on the first scale, Word Definitions, Claire was less relaxed and her word finding and word confusions had a large impact resulting in her scoring in the below average range. In fact those difficulties affected her scores on both verbal scales, but was most pronounced on the Word Definitions scale on which she was able to describe what 'transparent' meant, but had difficulty with words such as 'victorious' and 'unique'. Claire took her time to formulate her responses, though on the Verbal Similarities scale she was quicker to respond and on this scale, which is more a measure of verbal reasoning skills, she scored well within the average range.

Her spatial reasoning skills were assessed using the Pattern Construction scale on which she was able to identify the separate parts and rotate and revolve each cube in turn to be able to make the pattern. Claire was also able to look outside of the task and spot a cube displaying the correct orientation and select this to incorporate into the pattern. Claire scored within the average range and on another occasion of testing may perform at a higher level as her speed was the only aspect which held her back on achieving a higher score. In addition the Matrices scale, a non-verbal reasoning measurement tool gives a clear indication of her cognitive skills being within the average range, where she scored above the mid-point at the 58th percentile.

 In addition to the Core scales, the following Diagnostic scales were administered:

Scale	Abilities Measured	Percentile* Range (95% chance true score within this range)	Percentile* (Approx)
Recall of digits forward	This scale is primarily a measure of attention span and also taps into auditory memory. It requires the oral recall of sequences of numbers	2 – 18	7
Recall of digits backwards	This scale taps into verbal working memory and, possibly, visualisation.	2 – 24	8

* Percentile scores indicate the child's position in a rank order of 100 children of the same age. Scores between 25 and 75 are within the average range, those below 9, within the Low range and below 3 are within the Very Low range

The diagnostic scales were completed as previously Claire's difficulties with auditory memory had been identified, but this allowed the extent of these difficulties to be examined. As can be seen from the above table Claire scored within the low range on both scales, the second Recall of Digits Backwards being a measure more related to working memory on which Claire repeated the digits forwards to reverse the order.

Claire felt that this year she is finding Science lesson difficult and is still getting used to the extra lesson in the school day. Claire said that she is enjoying art and that she is now finding it helpful to draw things when she is angry. Claire said that she felt drawing or creating cards depending on her emotion, helps her to feel more cheerful and helps if she is feeling sad.

Consultation

A consultation was held with Mr and Mrs C, Mrs *** (SENCo/class teacher) and Claire for the initial part. The results of the cognitive assessments were fed back and discussed. There was a concern raised that Claire lost her planner recently and that she found it difficult to go to her form teacher for a new one, but was able to go to her English teacher with whom she feels she has developed a relationship. Therefore it was recognised that Claire needs to be supported to develop a relationship with her form tutor as unfortunately her form teacher from last year who normally follows the students through to year 11 left the school.

There was additional discussion regarding if issues arise during break times, then for Claire to be made aware that there are staff available to try and help resolve situations and should be sought out. It was also offered that Claire could go to learning support, though in general it was felt that there are sufficient staff available on duty. The other discussion points surrounded the reviewing of the agreed actions and recommendations.

Review of previously agreed action points/recommendations

1st action point relating to move to school action plus, executive functioning and reducing Claire's passivity to learning activities - achieved with Claire now increasingly engaged in learning tasks and her effort recognised by teaching staff. Claire is now willing for her mother to work with her and she does her half hour work session every morning.

2nd action point regarding providing a mentor – was discussed and Claire has now seen ** from learning space on roughly 4 occasions on a bi-weekly basis. It was raised as a concern that this may not be enough to build up a relationship with Claire and that greater frequency in the initial instance may be necessary, as well as the need for a school staff member to also build a relationship so that they are available during the week. Therefore this related back to the form teacher having a concerted effort to build a relationship with Claire. The focus of the mentor meetings will be on developing Claire's ability to engage with peers, resolve conflicts, develop and repair relationships with the recognition that her language difficulties can impact on her misunderstanding social situations at times. While the role for the form tutor may be more based on giving Claire a feeling of security through the recognition that someone is looking out for her and cares about how she is getting on, on a day to day basis. This relationship would need some individual attention given to Claire on a regular and most likely daily basis for the first few weeks and then it can be reduced in frequency.

3rd action point relating to developing Claire's memory capabilities – it has tried to be addressed solely through the curriculum, with staff now going to be emailed to be aware of this. In addition a new action is that there will be a targeted approach to developing her memory through practising a range of strategies in a small group situation.

4th action point was again about engagement, though specifically extending her language skills and understanding by talking through tasks – this has been happening with support staff in talking through how to approach the task, what to do sequentially and then checking back with her about how she is progressing part way through the lesson.

5th action point was revision of the home morning checklist – this is an area in which Claire's skills have progressed and she no longer needs it to be in a more pictorial form or particularly sequentially.

6th action point related to Mr and Mrs C's continued therapeutic approach - which they recognised has been challenging to keep in mind all the time when situations arise. They felt that things were improving and that there are good and bad days.

7th action point was helping Claire develop greater flexibility of thought through games at home – which has not been possible at the moment as they feel so overloaded with homework currently.

8th action point was supporting Claire to recognise the positives throughout the day and a more positive perception of the world – this was felt to be in place and that Claire is now much more positive. It was thought that Claire is now buying into the positive reinforcement and the use of merits to exchange for food (chocolate) has been a good motivator for her.

Signed: **Date:** 29/11/11

Name: Richard S. Lewis

Appendix R7 – Claire's qualitative questionnaire

Claire's parents qualitative questionnaire responses

1. What form did EP involvement take? (mark all that apply)

Observation, Individual assessment , Consultation

2. Please answer the following questions:

	1 Not at all (1)	2 (2)	3 (3)	4 Satisfied (4)	5 (5)	6 (6)	7 Very (7)
How satisfied were you with the EP involvement?				X			

Comments:

3. .

	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Very (7)
How effective was the intervention as a whole?					X		
How effective do you think the intervention was in terms of supporting his/her emotional self regulation skills? (defined as regulated to alter the duration or intensity of emotions)					X		

Comments:

4. .

	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Fully (7)
To what extent did EP involvement address your concerns?						X	
How able were you to implement discussed strategies?					X		

Comments:

1. What do you think has changed for the young person?

It is too early in the process to give an accurate evaluation.

2. What do you consider to have been the most influential aspect of the EP involvement?

The EP involvement is ensuring that the school is recognising Claire's issues.

3. Were there any discussion points during the consultation which have stuck with you?

Other than that this confirms our evaluation.

4. Other than EP involvement what other support did you receive during the research period?

Sessions already previously agreed with (senior social worker).

5. What would you have liked to see done differently or improved about the involvement?

No Response

6. Any other comments?

Unfortunately the delays in starting this assessment mean that only in the autumn can proper evaluation take place.

Appendix R8 – Claire's SMA analysis

Claire's Parents responses for Persistence
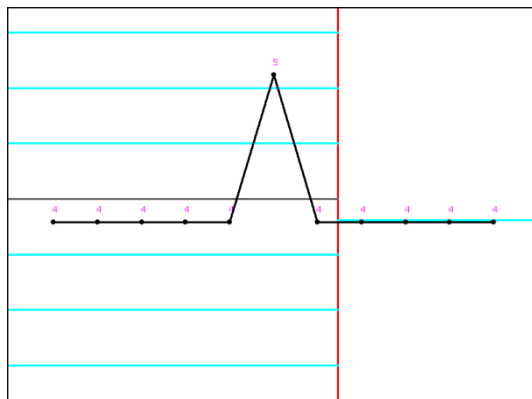

```
Test for Level Change
Level Vector = |0|0|0|0|0|0|0|1|1|1|1|
R = -0.239, p = 0.4334


Simulation Modeling
Pearson - R

_____

Valid N-Size of sample = 11
N-size of simulations = 11
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 4.14286
PHASE-B Mean = 4.0
Last point Z-Score = 0.30151

Test for Level Change
Level Vector = |0|0|0|0|0|0|0|1|1|1|1|
R = -0.239, p = 0.4334

Test for Slope Change
Slope Vector 1
|1|2|3|4|5|6|7|7|6|5|4|
R = +0.245, p = 0.4082

Slope Vector 2
|0|0|0|0|0|0|0|1|2|3|4|
R = -0.209, p = 0.4946

Slope Vector 3
|1|2|3|4|5|6|7|8|8|8|8|
R = +0.069, p = 0.8136

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|11|
R = 0.000, p = 1.0000

Slope Vector 5
|1|2|3|4|5|6|7|1|2|3|4|
R = +0.429, p = 0.1688
```

Examples of slope patters, which are inverted if R value is negative.
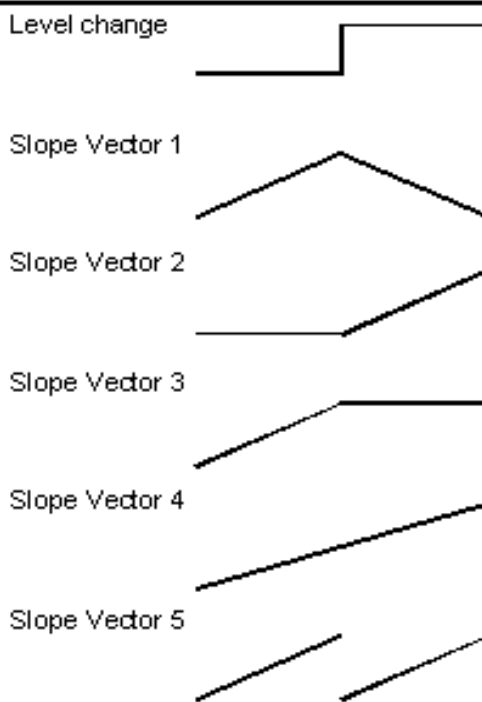
Claire's Parents responses for Compliance
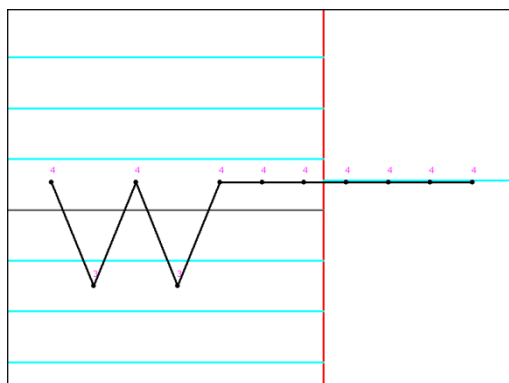

```
Test for Level Change
Level Vector = |0|0|0|0|0|0|0|1|1|1|1|
R = +0.356, p = 0.1864


Simulation Modeling
Pearson - R
_____


Valid N-Size of sample = 11
N-size of simulations = 11
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 3.71429
PHASE-B Mean = 4.0
Last point Z-Score = 0.44947

Test for Level Change
Level Vector = |0|0|0|0|0|0|0|1|1|1|1|
R = +0.356, p = 0.1864

Test for Slope Change
Slope Vector 1
|1|2|3|4|5|6|7|7|6|5|4|
R = +0.388, p = 0.1402

Slope Vector 2
|0|0|0|0|0|0|0|1|2|3|4|
R = +0.311, p = 0.2600

Slope Vector 3
|1|2|3|4|5|6|7|8|8|8|8|
R = +0.463, p = 0.0782

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|11|
R = +0.447, p = 0.0864

Slope Vector 5
|1|2|3|4|5|6|7|1|2|3|4|
R = +0.114, p = 0.7088
```

Examples of slope patters, which are inverted if R value is negative.
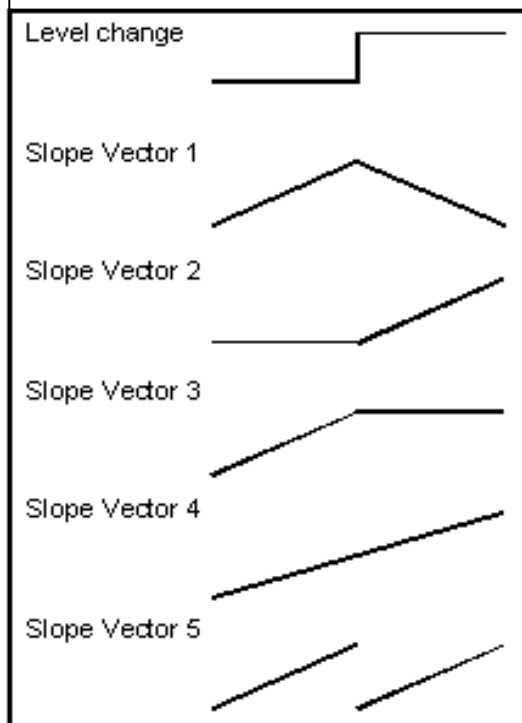
Claire's Parents responses for Frustration
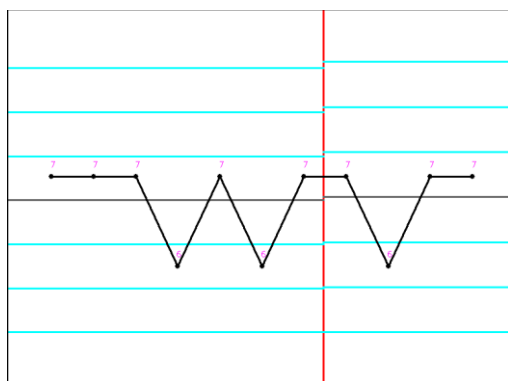

```
Test for Level Change
Level Vector = |0|0|0|0|0|0|0|1|1|1|1|
R = +0.039, p = 0.8622



Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 11
N-size of simulations = 11
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 6.71429
PHASE-B Mean = 6.75
Last point Z-Score = 0.58387

Test for Level Change
Level Vector = |0|0|0|0|0|0|0|1|1|1|1|
R = +0.039, p = 0.8622

Test for Slope Change
Slope Vector 1
|1|2|3|4|5|6|7|7|6|5|4|
R = -0.257, p = 0.2454

Slope Vector 2
|0|0|0|0|0|0|0|0|1|2|3|4|
R = +0.108, p = 0.6458

Slope Vector 3
|1|2|3|4|5|6|7|8|8|8|8|
R = -0.134, p = 0.5572

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|11|
R = -0.065, p = 0.7784

Slope Vector 5
|1|2|3|4|5|6|7|1|2|3|4|
R = -0.178, p = 0.5048
```

Examples of slope patters, which are inverted if R value is negative.
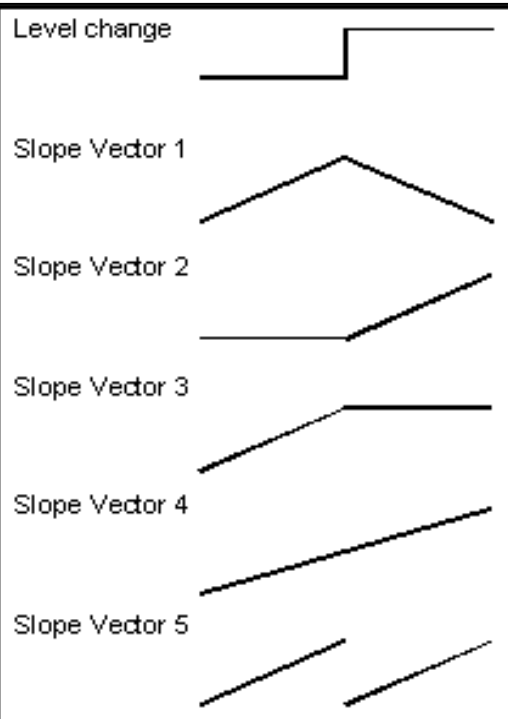
Level change

Slope Vector 1

Slope Vector 2

Slope Vector 3

Slope Vector 4

Slope Vector 5

Claire's SENCo/Teacher responses for Persistence
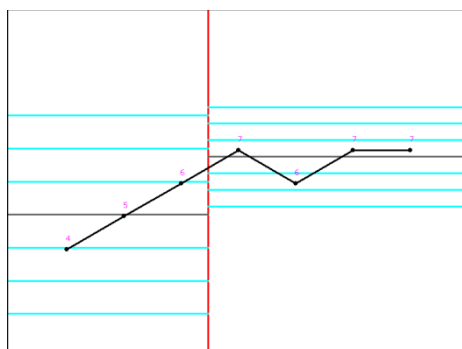

```
Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = +0.810, p = 0.0844


Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 7
N-size of simulations = 7
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 5.0
PHASE-B Mean = 6.75
Last point Z-Score = 0.86603

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = +0.810, p = 0.0844

Test for Slope Change
Slope Vector 1
|1|2|3|3|2|1|0|
R = 0.000, p = 1.0000

Slope Vector 2
|0|0|0|1|2|3|4|
R = +0.714, p = 0.1968

Slope Vector 3
|1|2|3|4|4|4|4|
R = +0.950, p = 0.0040

Slope Vector 4
|1|2|3|4|5|6|7|
R = +0.869, p = 0.0456

Slope Vector 5
|1|2|3|1|2|3|4|
R = +0.519, p = 0.2762
```

Examples of slope patters, which are inverted if R value is negative.
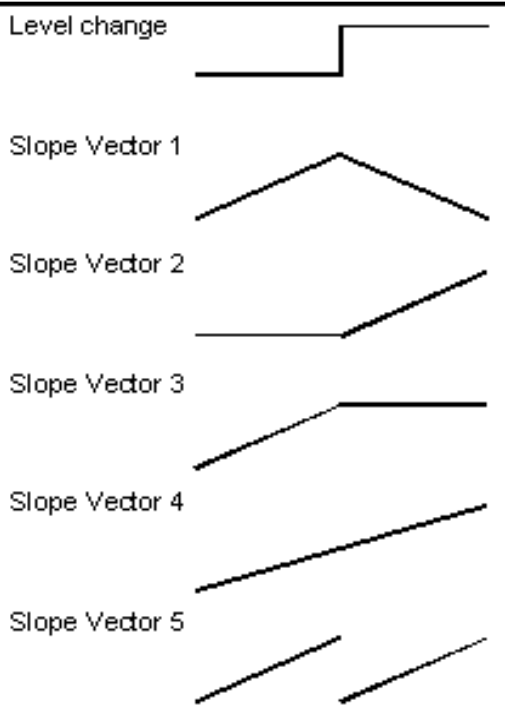
Claire's SENCo/Teacher responses for Compliance
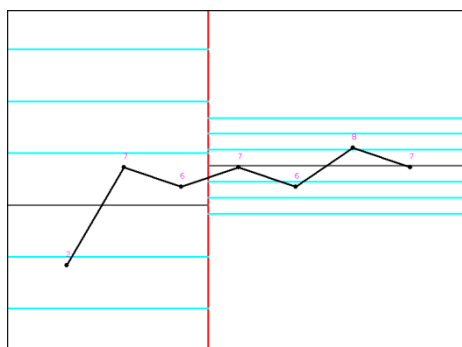

```
Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = +0.548, p = 0.1572


Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 7
N-size of simulations = 7
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 5.0
PHASE-B Mean = 7.0
Last point Z-Score = 0.43916

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = +0.548, p = 0.1572

Test for Slope Change
Slope Vector 1
|1|2|3|3|2|1|0|
R = +0.099, p = 0.8122

Slope Vector 2
|0|0|0|1|2|3|4|
R = +0.505, p = 0.2010

Slope Vector 3
|1|2|3|4|4|4|4|
R = +0.763, p = 0.0298

Slope Vector 4
|1|2|3|4|5|6|7|
R = +0.672, p = 0.0662

Slope Vector 5
|1|2|3|1|2|3|4|
R = +0.515, p = 0.2132
```

Examples of slope patters, which are inverted if R value is negative.
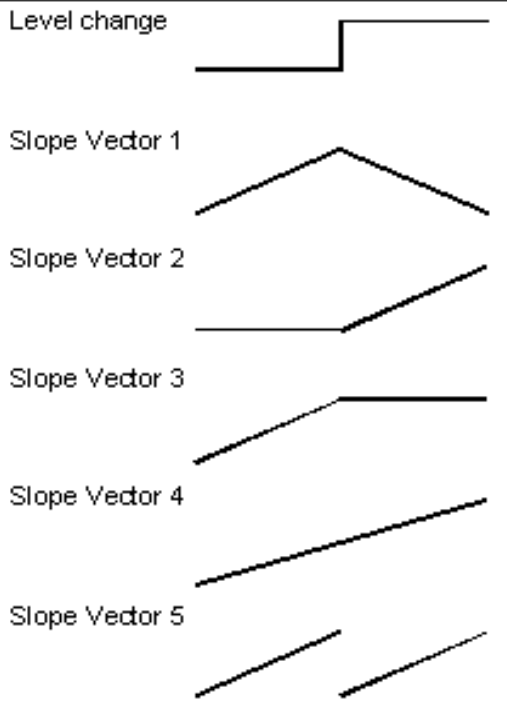
Claire's SENCo/Teacher responses for Frustration
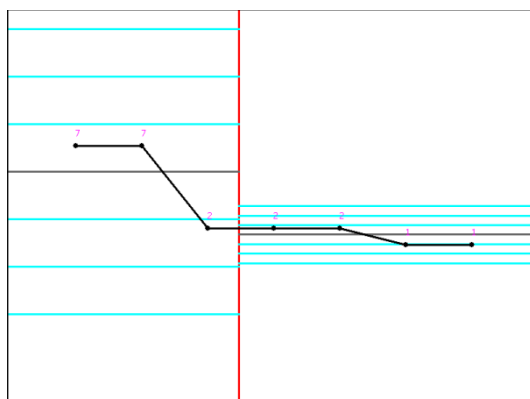

```
Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = -0.767, p = 0.1366


Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 7
N-size of simulations = 7
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 5.33333
PHASE-B Mean = 1.5
Last point Z-Score = 0.80178

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = -0.767, p = 0.1366

Test for Slope Change
Slope Vector 1
|1|2|3|3|2|1|0|
R = +0.016, p = 0.9748

Slope Vector 2
|0|0|0|1|2|3|4|
R = -0.710, p = 0.2344

Slope Vector 3
|1|2|3|4|4|4|4|
R = -0.931, p = 0.0132

Slope Vector 4
|1|2|3|4|5|6|7|
R = -0.866, p = 0.0598

Slope Vector 5
|1|2|3|1|2|3|4|
R = -0.576, p = 0.2248
```

Examples of slope patters, which are inverted if R value is negative.
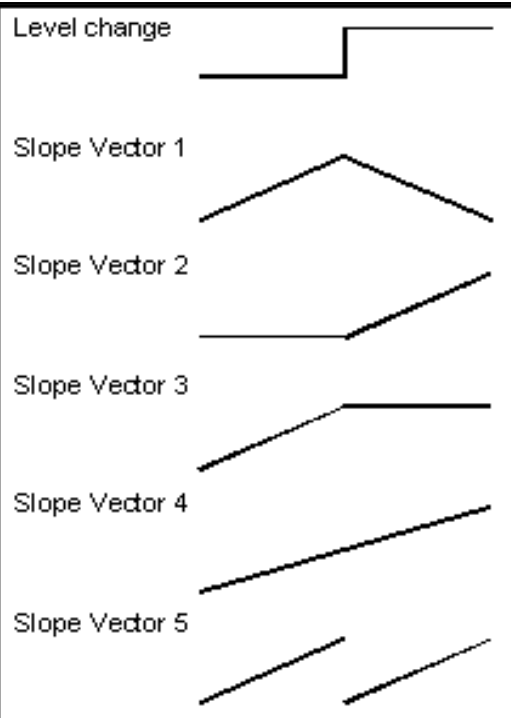
Claire's responses for Angry
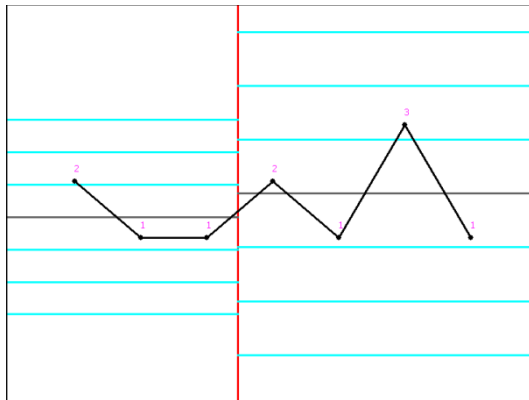

```
Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = +0.283, p = 0.3310


Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 7
N-size of simulations = 7
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 1.33333
PHASE-B Mean = 1.75
Last point Z-Score = 0.72627

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = +0.283, p = 0.3310

Test for Slope Change
Slope Vector 1
|1|2|3|3|2|1|0|
R = -0.163, p = 0.6040

Slope Vector 2
|0|0|0|1|2|3|4|
R = +0.168, p = 0.5606

Slope Vector 3
|1|2|3|4|4|4|4|
R = +0.075, p = 0.7874

Slope Vector 4
|1|2|3|4|5|6|7|
R = +0.098, p = 0.7182

Slope Vector 5
|1|2|3|1|2|3|4|
R = -0.218, p = 0.5810
```

Examples of slope patters, which are inverted if R value is negative.
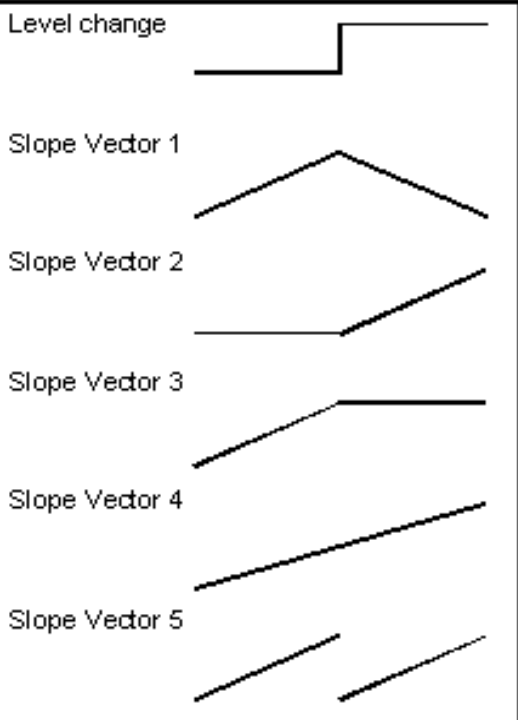
Claire's responses for Worry
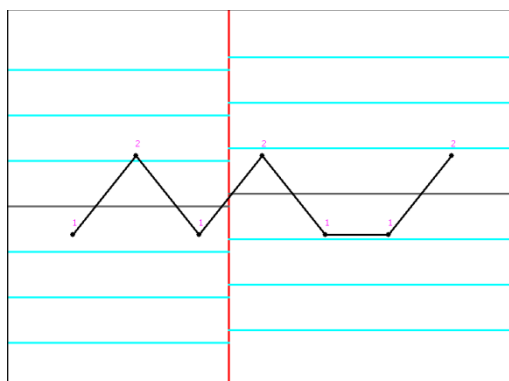

```
Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = +0.167, p = 0.5402


Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 7
N-size of simulations = 7
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 1.33333
PHASE-B Mean = 1.5
Last point Z-Score = 1.06904

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = +0.167, p = 0.5402

Test for Slope Change
Slope Vector 1
|1|2|3|3|2|1|0|
R = -0.040, p = 0.8930

Slope Vector 2
|0|0|0|1|2|3|4|
R = +0.138, p = 0.6102

Slope Vector 3
|1|2|3|4|4|4|4|
R = +0.147, p = 0.5394

Slope Vector 4
|1|2|3|4|5|6|7|
R = +0.144, p = 0.5942

Slope Vector 5
|1|2|3|1|2|3|4|
R = +0.040, p = 0.9244
```

Examples of slope patters, which are inverted if R value is negative.
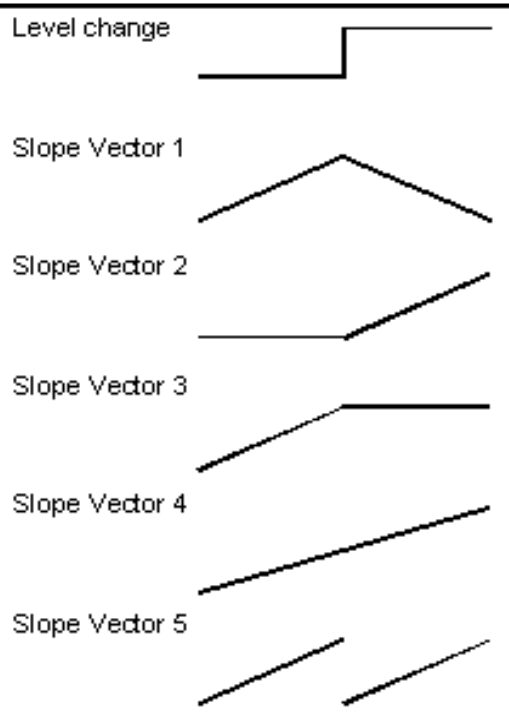
Claire's responses for Happy
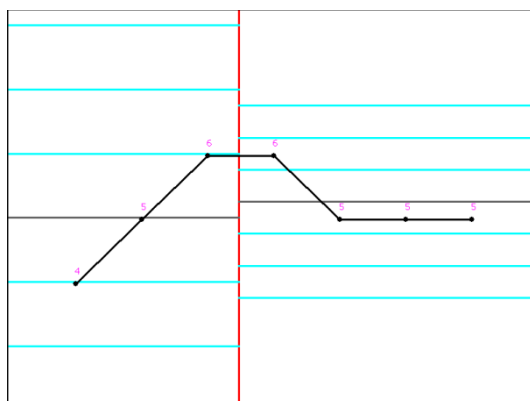

```
Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = +0.194, p = 0.7600

Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 7
N-size of simulations = 7
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 5.0
PHASE-B Mean = 5.25
Last point Z-Score = 0.20702

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|
R = +0.194, p = 0.7600

Test for Slope Change
Slope Vector 1
|1|2|3|3|2|1|0|
R = +0.713, p = 0.1110

Slope Vector 2
|0|0|0|1|2|3|4|
R = -0.064, p = 0.9204

Slope Vector 3
|1|2|3|4|4|4|4|
R = +0.568, p = 0.2746

Slope Vector 4
|1|2|3|4|5|6|7|
R = +0.224, p = 0.7220

Slope Vector 5
|1|2|3|1|2|3|4|
R = +0.155, p = 0.7428
```

Examples of slope patters, which are inverted if R value is negative.
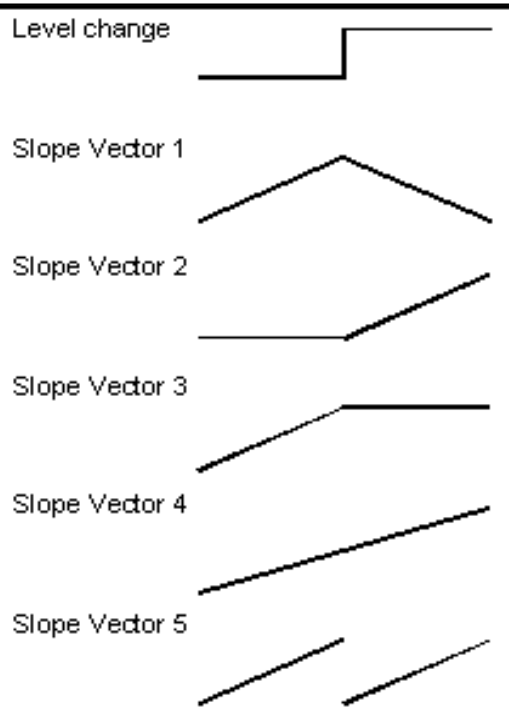
Appendix R9 – Jack's 1st report

Specialist Teaching & Educational Psychology Service

Further Information *Notes to support school planning, intervention and evaluation*

Open to professional staff and parents/carers. Please ensure parents/carers are aware that this is a document open to other professionals within The Local Authority.

Pupil Name: Jack J

D.O.B: **/**/97

Address:

Age: 14 years

Date(s) Seen: **/06/11, **/06/11, **/08/11 and **/09/11

School: Secondary School

SEN Stage: SA → SA+

Background

Following consideration at the post adoption panel it was decided that Educational Psychology involvement may be beneficial to explore Jack's approach to learning and executive functioning skills. Jack had a difficult start to life being removed from his birth family when he was 5 years old. Jack keeps contact with his paternal grandparents and as his birth father lives near them he has some limited contact with him, though has not had contact with his birth mother for a few years as she is out of touch with those family members.

There were a range of concerns raised by both parents and school staff about how Jack was managing the Secondary school environment and social interactions. Though the immediate concern that needed to be managed was the disappearance of Jack on the 14Th June 2011. It transpired that he had run away from home with a friend (F) and they spent the evening sleeping in the park. They had planned to run away together on a previous occasion, but had decided not to in the preceding days as things were improving in their households. On the occasion of the 14th Jack and F walked around a lot and then close to midday they walked back to F's house. This caused considerable worry among all parents and was confusing as there had not been a row to prompt the behaviour, which further worried Mr and Mrs J. Coincidentally they were missing on the first occasion of planned observation of Jack in class, he had not been told that I was due to visit, but this meant I had time to talk to Mrs H (HOY) and Mrs J over the phone to explore how to deal with the immediate aftermath.

Observations

Observation of Jack in an Art lesson on the 21st June 2011, showed a boy who was reasonably task focused and was jovial with peers. He found was observing or interacting with peers who were off task and joined in with them at times, but generally remained focused on the task at hand. Once Jack had completed one part of the task set he then sat and waited for the teacher to prompt the next stage rather than seeking this out. He had not gathered enough of the explanation by the teacher at the start to recognise which parts of the project folder he should be collating, though this was common among the group.

During the lesson he helped a fellow pupil who didn't know what to write as they were struggling with understanding the question, which Jack was able to explain to them. He then went on to give those on his table examples of what they could put in their folders about what they had learnt.

A brief discussion was held with the class teacher following the lesson and she said that a previous concern of hers was that Jack was often late to the lesson, this was flagged with senior staff and the situation was thought to have hopefully been resolved. She felt that it was a reasonably normal approach to the lesson for Jack, though not a normal lesson and he can often be very distracted or distract others. He was thought to be drawn to the lower ability peers, despite being more able than them.

BRIEF Assessment

The behaviour rating of executive function (BRIEF) was completed by Jack's parents and form tutor. This highlighted his difficulties across a number of areas. The scores are percentiles where Jack's position is in relation to the severity of his difficulties in each area in a rank order of 100 children of the same age, for example; on the parents rating of Jack's ability to inhibit 'resist impulses and stop his behaviour at appropriate times' he would be rated as having more difficulty than 85 out of 100 children of his age. Those scores above 90 are considered within the range of concern.

Index/Scale	Parents completed on 17/03/2011	Head of Year completed on 22/03/2011
Inhibit	86	65
Shift	91	---
Emotional Control	≥ 99	*85*
Behavioural Regulation Index (BRI)	*96*	---
Initiate	*≥99*	*78*
Working Memory	*≥99*	---
Plan/Organize	*96*	*82*
Organisation of Materials	*87*	*87*
Monitor	*≥99*	*70*
Metacognition Index (MI)	*≥99*	---

--- unable to score as not enough items answered on

The Behaviour Rating Inventory of Executive Function (BRIEF) is a questionnaire completed by parents and teachers of school-aged children. It is designed to provide a better understanding of a child's self-control and problem-solving skills by measuring eight aspects of executive functioning. The executive functions are mental processes that direct a child's thought, action, and emotion, particularly during active problem solving. Specific skills include (a) selecting appropriate goals for a particular task, (b) planning and organizing an approach to problem solving, (c) initiating a plan, (d) inhibiting (blocking out) distractions, (e) holding a goal and plan in mind, (f) flexibly trying a new approach when necessary, and (g) checking to see that the goal is achieved. The executive functions are also responsible for controlling a child's emotional responses, thereby allowing for more effective problem solving.

Ratings of Jack's executive function, as exhibited in his everyday behaviours, revealed several areas of concern at home while scores in school were outside the range of concern. Jack is described as having difficulty managing his behaviour and emotions. He is also described as having difficulty with planning and organizing his approach to problem-solving tasks. Specifically, concerns are noted with Jack's ability to modulate emotions, initiate problem solving or activity, sustain working memory, plan and organize problem solving approaches, and monitor his own behaviour. Otherwise, Jack's ability to inhibit impulsive responses, adjust to changes in routine or task demands, and organize his environment and materials is described as appropriate for his age. For a further detailed description of each area of executive functioning please see Appendices.

First Individual Meeting

Meeting with Jack on the 21st June he was able to freely discuss his concerns and his desires. He was very open and raised his overriding worry and desire to know; what has happened to his birth mother, whether she is OK and what has she been doing since he was 5 years old. Jack has some clear memories of his birth family, where music and his playstation were his entertainment and escape. He remembers boyfriends who were violent towards his birth mother and himself as well as his birth mother being violent towards him. Jack was able to express some understanding of his birth parents positions; a young birth mother with low self esteem and a birth father who needed to look after his own mother. He expressed some annoyance at them and whether this means he has been able to already move away from the anger that should rightly be felt is not clear, it was felt he may need to revisit over time the range of emotions to fully feel like he has moved on.

Jack described having flashback type memories that pop into his head, sometimes with images and other times with more raw emotion. At these times he can feel a wave of anger coming over himself and at home is able to calm himself using music or playing his guitar. If at school he has the opportunity at break times to go to the music room or talking to his friends can help, though he had less well developed strategies to distract or calm himself at school. Jack spoke of a couple of other friends to F, though generally these were described in past tense or who he was a friend with in previous years.

Jack spoke of the close friendship that he has with F and that they are able to confide in each other everything and how they share a common challenge of being bullied. He described how their goal to run away was to achieve a feeling of freeness and how this was achieved. Since that time he felt that his parents were now thinking of things differently and that he has promised not to do it again. This led to a discussion regarding his parents and Jack felt that he and his mother clash and how they are both "fiery". Jack described how they can get into arguments about small things and insults are thrown and that he hates how his parent "moan" at him. Jack described the relationship as being better with his father as they "thought the same way because they are male" and that his mum just doesn't understand. In this discussion Jack seemed able to describe the feelings and situation with impressive clarity, he had obviously spent some time thinking through events and so therefore they had clarity of interpretation, though mainly only from his perspective. One aspect on which he had reflected, but not fully resolved or adjusted himself to avoid doing, was his expression that he was trying to hurt his mother so as to give her a taste of what he feels/felt.

Working with Jack we completed the Richard Butler Self Image profile on which he was asked to rate himself on 25 attributes; 12 positive and 12 negative items, with one neutral item 'feel different from others'. Jack was then asked to rate where he would like to be on each of the items and the difference between the responses was discussed as a part of the process of

supporting him to locate the control within himself to affect change. Jack engaged reasonably with this process, he generally indicated himself as being close to the mid point on the numeric range from: 0 = not at all to 6 = very much. He was also clearly able to identify the positive and negative attributes and desired to be more like the positive and less like the negative items. On the neutral item he identified himself as feeling very different (a 5 out of 6) and wanting to be a 0 out of 6.

We discussed how Jack could be happier as he felt he was a 2 out of 6 on this item and also to be more confident, saying his self esteem needs to be higher. He felt that he thinks negatively, "like his mother", and although he repeated her message that he is too hard on himself, he also felt that he needs to be. Therefore for Jack to try and improve his happiness levels he felt he needed to look for the positives during the day and that he needs to communicate more with his mother. He said that they should try and make time, maybe do more things together but task focused such as help with cooking, but also thinking that his mother needed to do more things for herself.

Another item discussed was 'worry a lot' on which Jack identified himself as at a 5 out of 6 and wanting to be a 0 out of 6. He said that he worries about what his parents will do and how they will be if he gets more detentions for homework being not in. Jack said that he was always tense physically and that he needs to be more relaxed with clear rules and boundaries that he can talk through because he felt that talking helps.

Consultation
A consultation was held with Mrs H (HOY) and Mr and Mrs J. The instance of Jack running away was discussed as well as how to manage the two young peoples' relationship. It was discussed how to encourage them to feel able to raise concerns and feel the freedom without needing to run away. The need for action regarding any bullying had already been discussed on the day they were found safely, but this was also recounted to explore whether there were any other ways to support the young people to feel safer in school and manage the aftermath of rumour regarding their night together.

Jack wants to be treated like an adolescent, but it was discussed how honesty and trust need to be built up as it can be difficult following instances of serious worry when he has run away. Mr and Mrs J described Jack's lying and it was wondered whether this is an approach that he uses to try and find out what his parents position is on certain aspects. Although at other times it is to cover situations such as when he has brought things home that he found left in the changing rooms. Whether he also feels the need to fill himself is not clear, but maybe the case as he was said to have squandered his money on sweats previously.

Mr and Mrs J were very honest in their recognition that they need to be able to come together and present a united front to Jack. They explained that Mrs J can have a tendency to explain or talk through things in too much detail and Jack can find it hard to take in this information. It was pleasing to hear of how Jack is able to talk with them both quite openly and how he is the one who will often try and repair relationship with parents following a disagreement.

2nd and 3rd individual meetings
There were 2 meetings with Jack at home during the summer holidays (on the 03/08/11 and the 06/09/11). These meetings were to further explore with Jack his feelings and approach to managing his anger, feelings towards his family and approach to life. He spoke about how things generally had become better and that part of this was due to him not being under pressure

from schoolwork. Though he also felt that his mother was now approaching things in a better way and that he was being treated more like an adolescent.

We discussed his relationship with F, which was now officially as boyfriend and girlfriend. We discussed the increased freedom he was offered in F being allowed to visit, but also about his role in their relationship and finding the balance between the desire to help her and be supportive, but also allow her to help herself. As the summer progressed Jack and F saw less of each other and therefore needed to re-evaluate their relationship when back in school alongside him re-establishing other friendships that have been put to the side.

2nd Consultation

Following the individual discussion with Jack regarding rewards and sanctions, this led to a consultation with Mrs J to discuss these aspects together. We discussed our hopes that on return to school the motivation of GCSE years, Jack's own desire and alternative lessons/teachers would be enough for him to engage better with education. Though it was also felt that additional factors may be useful as a reward as these had already been offered. We therefore discussed the reward that had been offered of a guitar on the basis that he performed better and had more cooperation in school and at home. We discussed what this would involve and tried to quantify this for Jack so that if he didn't cooperate or things don't go smoothly on one day how would this affect his chances of getting his reward. This therefore led to the agreement being provisionally agreed that is set out in the actions and recommendations.

Agreed action points/recommendations

The following main action points were agreed:

1. To create a feeling of security for Jack, through meeting with Mrs H, or an alternative member of staff, on a regular weekly or bi-weekly basis to engage in a discussion regarding how things are progressing and see whether any targets can be set and progress discussed. This will also allow the opportunity to address any issues that are arising in terms of peer relationships. This would also provide the opportunity for positive feedback to be provided to parents on this more frequent fortnightly basis.

2. For all staff to be made aware of Jack difficulties across the areas of executive function as well as his negative approach and self esteem issues, which can trigger negative behaviours.

3. To be aware that Jack may need to have the space to explore the full range of emotions necessary to be able to make sense of his early experiences, so that he is able to process and go through the phases of being angry with his birth parents and to hopefully move on from this. It is hoped that he may eventually move to a position of calmer acceptance or understanding about his early experiences and therefore find any flash back memories less emotionally charged and more manageable.

4. For Jack to explore using breathing techniques to help him calm himself alongside the use of pressure static pressure pushing using his fingers or hands rather than the use of punching things as a way of release.

5. For Jack to see if any of the friendships that he previously established can be re-established.

6. Jack benefits from clear boundaries and expectations on his behaviour, therefore it should be monitored whether a behaviour contract would be useful that shows clear expectations regarding what will constitute detentions etc.

Targets that Jack set for himself:

1. To go into the new school year with a different attitude, taking more responsibility and so not reacting to insults that may be thrown.

2. To try and keep his head down in lessons and to help others less or say that he is also not sure so that he doesn't get so distracted.

3. If he achieves after progress monitoring no D's and a maximum of 2 detentions then the reward of the guitar has been met.

4. For Jack to draw up a list of descriptors of what constitutes levels from poor to good behaviour which he will consider whether he would like teachers to monitor him on for a period at the beginning and end of term.

5. To look for the positives during the day and see if he can communicate more with his mother.

6. To try and use the planner system that his mother helped design with him.

Signed: **Date:** 14/10/10

Name: Richard S. Lewis

Designation: Chartered Educational Psychologist

Address:

Copies to: Parents, School, TAP File, EP File

Appendix

Ratings of Jack' behaviour across the eight specific domains of executive functioning generated the following results:

1. **_Inhibit_** is the ability to resist impulses and to stop one's behaviour at the appropriate time. Jack is described as being able to resist impulses and to consider the potential consequences of his actions before acting. He reportedly demonstrates appropriate self-control as compared to other children his age.

2. **_Shifting_** is the ability to make transitions, tolerate change, problem-solve flexibly, and switch or alternate one's attention from one focus or topic to another. Jack is described as generally able to shift his attention from task to task or from place to place without difficulty. He is able to think of or to accept different ways of solving problems, and he is flexible in performing his day to day activities.

3. **_Emotional control_** reflects the influence of the executive functions on the expression and regulation of one's emotions. Jack is described as having difficulty expressing and regulating his emotions appropriately. He may overreact to events and may demonstrate sudden emotional outbursts or emotional explosiveness. He may also experience sudden or frequent mood changes and excessive periods of feeling upset. Children with emotional control difficulties often have overblown emotional reactions to seemingly minor events. For example, such children may cry easily or become overly silly with little provocation. They may also have temper tantrums with a frequency or a severity that is inappropriate for their age.

4. **_Initiation_** is the ability to begin a task or activity without being prompted to do so. Key aspects of initiation include the ability to independently generate ideas, responses, or problem-solving strategies. Jack is described as having difficulty with his ability to start, or "get going", on tasks, activities, and problem-solving approaches as compared to other children his age. Initiation difficulties typically do not reflect noncompliance or disinterest in a specific task. Children with initiation problems typically want to succeed at and complete a task, but they have trouble getting started. They may need extensive prompting or cuing in order to begin a task or activity. Children with initiation difficulties are at risk for being viewed as "unmotivated."

5. **_Working memory_** is described as the capacity to hold information in mind in order to complete a task, encode and store information, or generate goals. Working memory is essential for carrying out multistep activities, completing mental manipulations such as mental arithmetic, and/or following complex instructions. Jack reportedly has difficulty holding an appropriate amount of information in "active memory" for further processing, encoding, and/or mental manipulation. He may have difficulty sustaining working memory, which may make it difficult for him to remain attentive and focused for appropriate lengths of time.

Children with working memory difficulties may have trouble remembering things (e.g., instructions, phone numbers) even for a few seconds. They may lose track of what they are doing as they work or forget what they are supposed to do when they are sent on an errand. They often miss important information such as complex instructions for an assignment because it exceeds their working memory capacity.

Working memory is also needed to sustain attention. Children with working memory difficulties may not "stick to" an activity for an age-appropriate amount of time and may fail to complete tasks.

6. **_Planning and organisation_** are important components of problem solving. Planning involves setting a goal and determining the best way to reach that goal, often through a series of steps. Organisation involves the ability to bring order to information and to appreciate main ideas or key concepts when learning or communicating information, either orally or in writing. Jack is

described as having planning and organisational difficulties. He may underestimate the time required to complete a task and/or the level of difficulty inherent in a task. Jack may also have trouble determining and carrying out the multiple steps needed to reach a goal. He may have good ideas but is unable to express them adequately on tests and written assignments. Children with planning difficulties often feel overwhelmed by large amounts of information. They may approach tasks in a haphazard fashion, and often get caught up in the details while missing the "big picture." Parents often report that such children typically wait until the last minute to begin a long-term project or assignment for school.

7. Another aspect of **organisation** is the ability to order and organize things in one's environment, including the maintenance of orderly work, play, and storage spaces (e.g., school desks, lockers, backpacks, and bedrooms). This type of organisation involves organizing, keeping track of, and cleaning up one's belongings, as well as making sure beforehand that the materials needed for a task are available. Jack is described as being reasonably well organized and generally able to maintain the orderliness of things in his environment. He is typically able to find his belongings or his materials when he needs them.

8. *Monitoring* can be viewed as consisting of two components: *Task-oriented* monitoring (or work-checking habits) and *Self-monitoring* (or interpersonal awareness). Task monitoring reflects a child's ability to check his or her own performance during or shortly after finishing a task to ensure that he or she has accurately or appropriately attained the desired goal. Self-monitoring reflects a child's awareness of the effect that his or her behaviour has on others. Jack reportedly demonstrates difficulty with monitoring overall. Children such as this tend to be less cautious in their approach to tasks or assignments, and they often do not notice or check for mistakes in their work. They are often unaware of their own behaviour and the impact this behaviour has on their social interactions with others. Caregivers often describe children with task-oriented monitoring difficulties as rushing through their work, as making careless mistakes, and as failing to check their work for mistakes.

Appendix R10 – Jack's 2nd Consultation Report

Pupil Name:	Jack J
DoB:	

School:

NCY	10

Team Member:	R. Lewis
Team: (Delete)	Ed Psych
Date:	**/12/11

COP/Stage	**SA+**	**Participants in Consultation: Mr Lewis, Mr and Mrs J and Ms H**
		Objectives for Consultations: To evaluate and discuss progress since June 2011

Information:
We met to discuss the progress that Jack has made, update the current situation as well as evaluate the intervention as a whole. The first point of discussion concerned that there had been a miss communication regarding the involvement of the Educational Psychology service, perceived by parents as a 1:1 direct intervention role with Jack to develop his executive functioning skills. This may have transpired as the initial involvement occurred over the phone in the middle of a time when Jack had stayed away from home for the evening and as such the consultative role the service provides was not explained at that time and subsequently not clearly explained. There was additional concern expressed by parents regarding the timescales of involvement and a clerical error in the sending out of the report.

We went on to discuss current concerns with it being noted that Jack is still not using his planner. Mr and Mrs J report that he is capable, though this is not a priority for him. Therefore it was raised that this does not help Jack in getting his homework in on time or the completion of it. Though it was also wondered what impact this currently has on him for him to feel the need to be more motivated to engage in the organisational systems set up for him.

One action previously proposed by Jack was to draw up a list of descriptions of what constitutes poor to good behaviour and consider whether he would like teachers to monitor him on these for a set period. Jack decided not to engage with this and this was discussed as being Jack's choice as it was recognised as putting him under increased pressure from the scrutiny.

With regard to Jack's progress there has been a positive change and both parents and the school recognise this. His recent entries under the school behaviour monitoring indices indicate that he is doing well with very few detentions and a very positive 92% effort level. On the recent progress monitoring information teaching staff made comments that they would like to see more from Jack, though this should be read in the context that they are receiving a good level of effort already. He has had a very successful first term of year 10 with all A's and B's noted for effort and only 2 behavioural detentions given on his record (one for lack of homework). Jack has also received 5 achievements for his work, given for behaviour such as: contribution and team work effort. Ms H described Jack as performing better than many in his year group. It was unfortunate that when his progress monitoring was completed there were a couple of errors and Jack became so wound up when trying to explain this to his parents that he was unable to convey the sentiment to focus on the effort A's and B's rather than the comments which are a part of the strive for greater culture of some teachers at the school.

At home Jack required support to organise and identify how to approach finding work experience this year. Although with this support provided by Mrs J Jack had a very successful outcome. Jack was able to call several organisations to introduce himself and enquire as to opportunities, with one enquiry resulting in him having an interview. Jack will continue to require some encouragement to follow through some of the administration aspects, such as completing the required forms, but progress has been seen. It was also felt that he has been less volatile at home and that things are moving in the right direction.

Ms H explained that from her point of view Jack has matured and come back to school this year with a better attitude. Jack was offered the opportunity to meet with Ms H if he wanted, but has not felt he needed to take up this offer. He has been seen to be interacting with a greater range of peer during break periods and was described as no longer sticking out from his peer group.

Appendix R11 – Jack's qualitative questionnaires

Jack's parents qualitative questionnaire responses

1. What form did EP involvement take? (mark all that apply)
Individual assessment

2. Please answer the following questions:	1 Not at all (1)	2 (2)	3 (3)	4 Satisfied (4)	5 (5)	6 (6)	7 Very (7)
How satisfied were you with the EP involvement?						X	
Comments:							

3. .	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Very (7)
How effective was the intervention as a whole?						X	
How effective do you think the intervention was in terms of supporting his/her emotional self regulation skills? (defined as regulated to alter the duration or intensity of emotions)					X		
Comments:							

4. .	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Fully (7)
To what extent did EP involvement address your concerns?					X		
How able were you to implement discussed strategies?						X	
Comments:							

1. What do you think has changed for the young person?
Targets and goals

2. What do you consider to have been the most influential aspect of the EP involvement?
No Response

3. Were there any discussion points during the consultation which have stuck with you?
No Response

4. Other than EP involvement what other support did you receive during the research period?
No Response

5. What would you have liked to see done differently or improved about the involvement?
No Response

6. Any other comments?
No Response

Jack's Head of Year Qualitative questionnaire responses

1. What form did EP involvement take? (mark all that apply)
Observation, Individual assessment, Consultation, Review meeting

2. Please answer the following questions:

	1 Not at all (1)	2 (2)	3 (3)	4 Satisfied (4)	5 (5)	6 (6)	7 Very (7)
How satisfied were you with the EP involvement?							X
Comments:							

3. .

	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Very (7)
How effective was the intervention as a whole?						X	
How effective do you think the intervention was in terms of supporting his/her emotional self regulation skills? (defined as regulated to alter the duration or intensity of emotions)					X		
Comments:							

4. .

	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Fully (7)
To what extent did EP involvement address your concerns?						X	
How able were you to implement discussed strategies?						X	
Comments:							

1. What do you think has changed for the young person?
A sense that they have someone other than school or family to listen to thier concerns

2. What do you consider to have been the most influential aspect of the EP involvement?
That the EP does not appear judgemential to the young person

3. Were there any discussion points during the consultation which have stuck with you?
That maybe there will always be some things that we cannot be able to change

4. Other than EP involvement what other support did you receive during the research period?
None

5. What would you have liked to see done differently or improved about the involvement?
More contact in school

6. Any other comments?
No Response

Jack's qualitative questionnaire responses

<div align="center">Young person evaluation</div>

Name: …………………………………..

You may have seen an Educational Psychologist in your school several weeks ago, as the people who care about you (your parents and teachers) thought that things could be better for you in school. You were asked if you would take part in some research and have completed some questionnaires and this is the final questionnaire to complete.

You have been weekly completing an activity to rate your feelings of anger, anxiety and happiness. Have you noticed a change in?

	Less		Same		More
	1	②	3	4	5
Your anger	1	②	3	4	5
Your anxiety	1	②	3	4	5
Your happiness	1	2	3	④	5

During the time you have been completing the rating activity has there been things that?

Your parents have done which helped

A bit more relaxed …..………………..………………………………………….……………..

Your teacher(s) have done that helped

No .………………………………..…………………………………………………………..

You have done to help change your feelings

A bit doing activities ………………..…………………………………………………………..

Has there been any things that your parents or teachers have done that didn't help?

No ..………………………………..…………………………………………………………..

Any comments you would like to make?

No ..………………………………..…………………………………………………………..

Appendix R12 – Jack's SMA analysis

Mrs J's responses for persistence
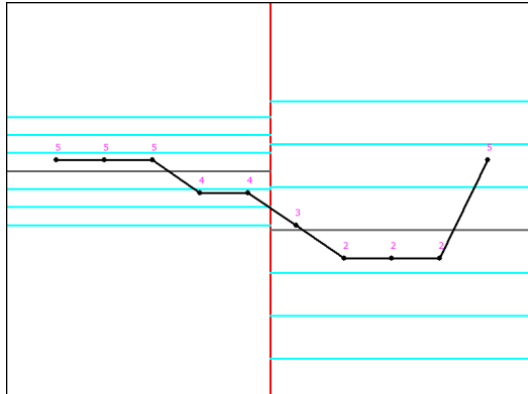

```
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = -0.709, p = 0.1378


Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 10
N-size of simulations = 10
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 4.6
PHASE-B Mean = 2.8
Last point Z-Score = 0.97197

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = -0.709, p = 0.1378

Test for Slope Change

Slope Vector 1
|1|2|3|4|5|5|4|3|2|1|
R = -0.390, p = 0.4524

Slope Vector 2
|0|0|0|0|0|1|2|3|4|5|
R = -0.415, p = 0.4898

Slope Vector 3
|1|2|3|4|5|6|6|6|6|6|
R = -0.721, p = 0.1302

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = -0.590, p = 0.2776

Slope Vector 5
|1|2|3|4|5|1|2|3|4|5|
R = +0.056, p = 0.8800
```

Examples of slope patters, which are inverted if R value is negative.

Mrs J's responses for compliance


```
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = -0.377, p = 0.3422


Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 10
N-size of simulations = 10
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 3.8
PHASE-B Mean = 2.4
Last point Z-Score = 1.48334

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = -0.377, p = 0.3422

Test for Slope Change

Slope Vector 1
|1|2|3|4|5|5|4|3|2|1|
R = -0.610, p = 0.0814

Slope Vector 2
|0|0|0|0|0|1|2|3|4|5|
R = -0.075, p = 0.8662

Slope Vector 3
|1|2|3|4|5|6|6|6|6|6|
R = -0.553, p = 0.1354

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = -0.328, p = 0.4112

Slope Vector 5
|1|2|3|4|5|1|2|3|4|5|
R = 0.000, p = 1.0000
```

Examples of slope patters, which are inverted if R value is negative.

Mrs J's responses for frustration


```
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = -0.377, p = 0.3422


Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 10
N-size of simulations = 10
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 3.8
PHASE-B Mean = 2.4
Last point Z-Score = 1.48334

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = -0.377, p = 0.3422


Test for Slope Change
Slope Vector 1
|1|2|3|4|5|5|4|3|2|1|
R = -0.610, p = 0.0814

Slope Vector 2
|0|0|0|0|0|1|2|3|4|5|
R = -0.075, p = 0.8662

Slope Vector 3
|1|2|3|4|5|6|6|6|6|6|
R = -0.553, p = 0.1354

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = -0.328, p = 0.4112

Slope Vector 5
|1|2|3|4|5|1|2|3|4|5|
R = 0.000, p = 1.0000
```

Examples of slope patters, which are inverted if R value is negative.

Mr J's responses for persistence


```
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = +0.274, p = 0.6136


Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 10
N-size of simulations = 10
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 5.6
PHASE-B Mean = 6.02
Last point Z-Score = 1.47112

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = +0.274, p = 0.6136


Test for Slope Change
Slope Vector 1
|1|2|3|4|5|5|4|3|2|1|
R = +0.147, p = 0.7546

Slope Vector 2
|0|0|0|0|0|1|2|3|4|5|
R = +0.473, p = 0.3494

Slope Vector 3
|1|2|3|4|5|6|6|6|6|6|
R = +0.589, p = 0.1974

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = +0.619, p = 0.1782

Slope Vector 5
|1|2|3|4|5|1|2|3|4|5|
R = +0.774, p = 0.0150
```
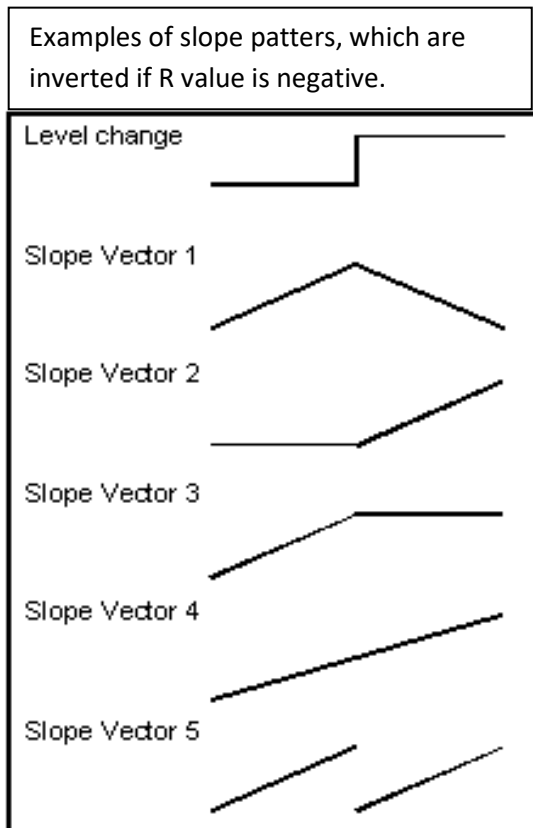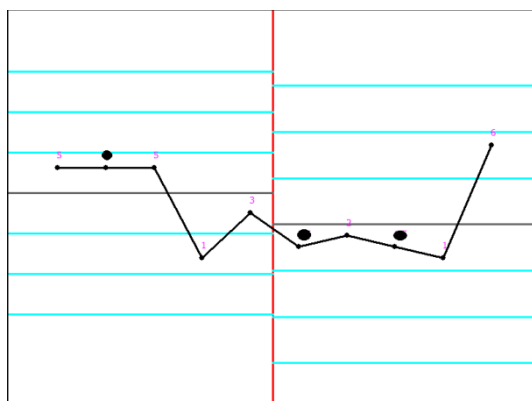
Examples of slope patters, which are inverted if R value is negative.
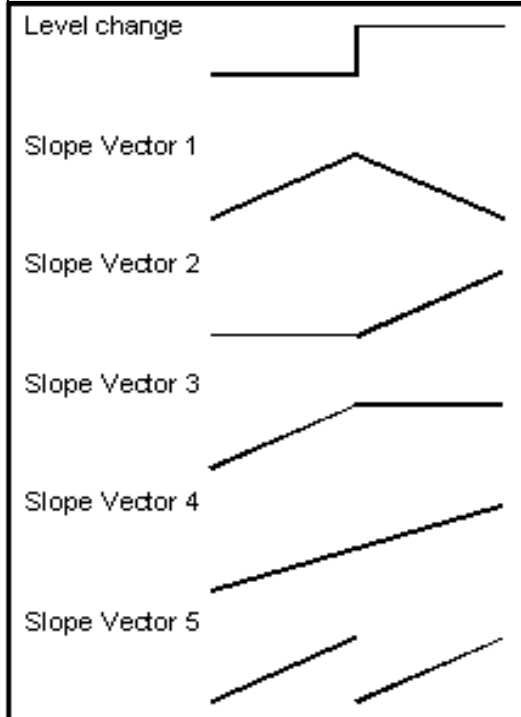
Mr J's responses for compliance
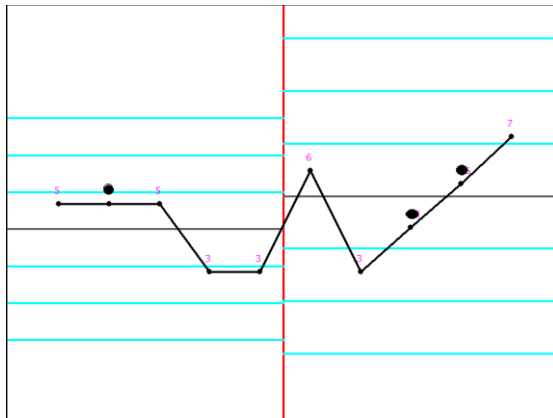

```
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = +0.377, p = 0.2900


Simulation Modeling
Pearson - R

_____

Valid N-Size of sample = 10
N-size of simulations = 10
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 4.2
PHASE-B Mean = 5.18
Last point Z-Score = 1.68629

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = +0.377, p = 0.2900


Test for Slope Change
Slope Vector 1
|1|2|3|4|5|5|4|3|2|1|
R = -0.577, p = 0.0844

Slope Vector 2
|0|0|0|0|0|1|2|3|4|5|
R = +0.510, p = 0.1366

Slope Vector 3
|1|2|3|4|5|6|6|6|6|6|
R = +0.058, p = 0.8842

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = +0.291, p = 0.4176

Slope Vector 5
|1|2|3|4|5|1|2|3|4|5|
R = -0.076, p = 0.8282
```
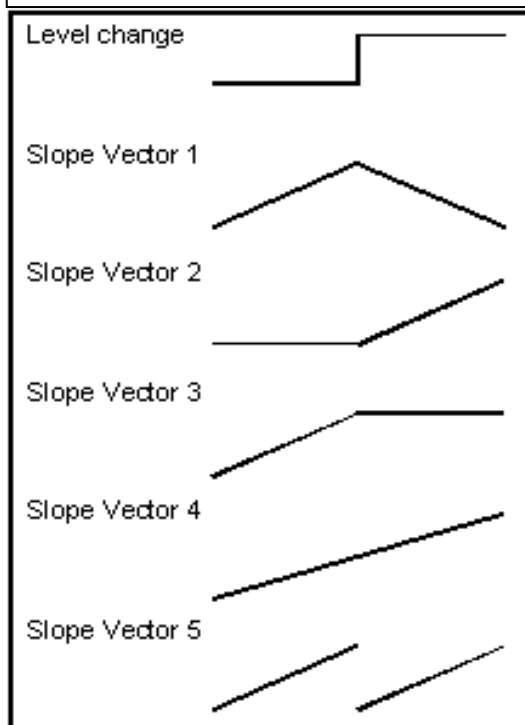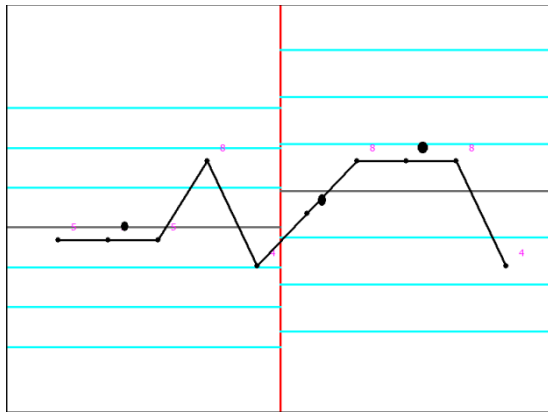
Examples of slope patters, which are inverted if R value is negative.
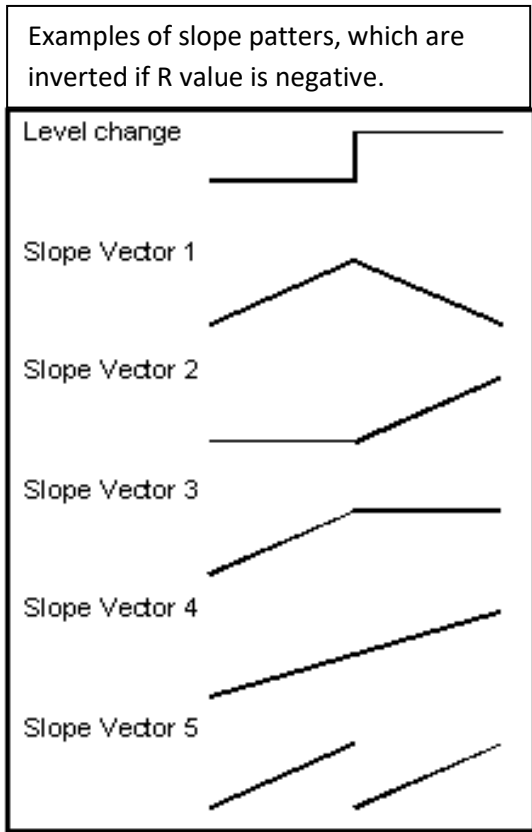
Mr J's responses for frustration


```
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = +0.100, p = 0.7512


Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 10
N-size of simulations = 10
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 5.2
PHASE-B Mean = 5.4
Last point Z-Score = 1.22717

Test for Level Change
Level Vector = |0|0|0|0|0|1|1|1|1|1|
R = +0.100, p = 0.7512

Test for Slope Change
Slope Vector 1
|1|2|3|4|5|5|4|3|2|1|
R = +0.281, p = 0.3810

Slope Vector 2
|0|0|0|0|0|1|2|3|4|5|
R = -0.138, p = 0.6660

Slope Vector 3
|1|2|3|4|5|6|6|6|6|6|
R = +0.083, p = 0.8028

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = -0.052, p = 0.8836

Slope Vector 5
|1|2|3|4|5|1|2|3|4|5|
R = -0.281, p = 0.4078
```
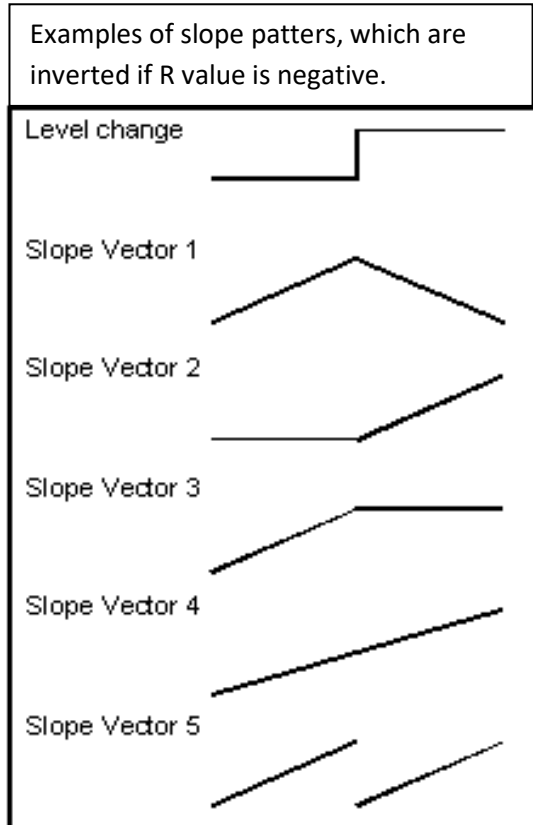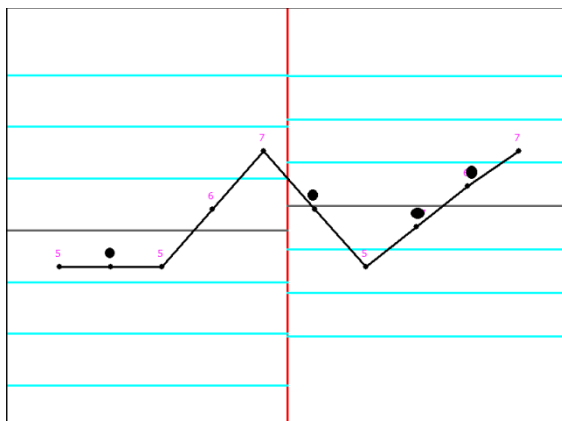
Examples of slope patters, which are inverted if R value is negative.
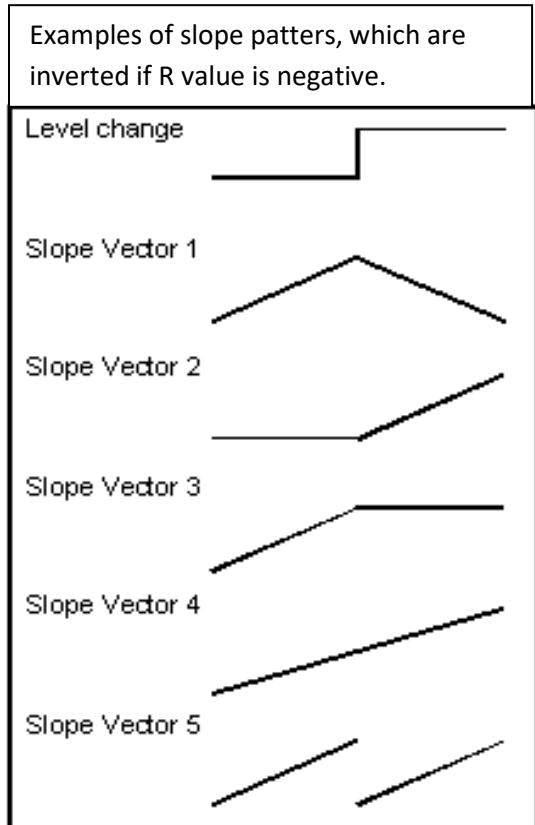
Jack's responses for angry


```
Level Vector = |0|0|0|0|0|0|1|1|1|
R = +0.082, p = 0.8580


_____

Simulation Modeling
Pearson - R

_____

Valid N-Size of sample = 9
N-size of simulations = 9
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 3.5
PHASE-B Mean = 3.66667
Last point Z-Score = 0.4384

Test for Level Change
Level Vector = |0|0|0|0|0|0|1|1|1|
R = +0.082, p = 0.8580


Test for Slope Change
Slope Vector 1
|1|2|3|4|5|6|6|5|4|
R = -0.712, p = 0.0678

Slope Vector 2
|0|0|0|0|0|0|1|2|3|
R = +0.074, p = 0.8856

Slope Vector 3
|1|2|3|4|5|6|7|7|7|
R = -0.502, p = 0.2582

Slope Vector 4
|1|2|3|4|5|6|7|8|9|
R = -0.405, p = 0.3650

Slope Vector 5
|1|2|3|4|5|6|1|2|3|
R = -0.783, p = 0.0180
```

Examples of slope patters, which are inverted if R value is negative.
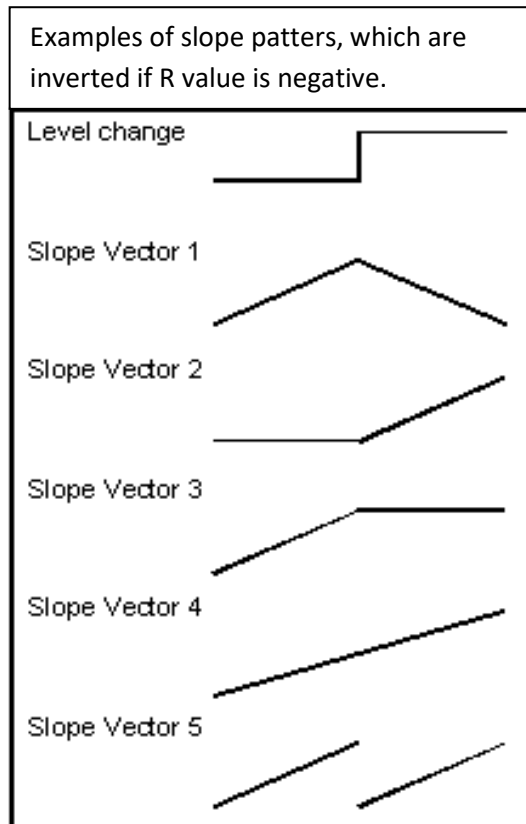
Jack's responses for worry


```
Level Vector = |0|0|0|0|0|0|1|1|1|
R = -0.876, p = 0.0334


_____

Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 9
N-size of simulations = 9
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 3.16667
PHASE-B Mean = 1.0
Last point Z-Score = 1.16861

Test for Level Change
Level Vector = |0|0|0|0|0|0|1|1|1|
R = -0.876, p = 0.0334


Test for Slope Change
Slope Vector 1
|1|2|3|4|5|6|6|5|4|
R = -0.759, p = 0.1368

Slope Vector 2
|0|0|0|0|0|0|1|2|3|
R = -0.784, p = 0.1262

Slope Vector 3
|1|2|3|4|5|6|7|7|7|
R = -0.956, p = 0.0034

Slope Vector 4
|1|2|3|4|5|6|7|8|9|
R = -0.960, p = 0.0030

Slope Vector 5
|1|2|3|4|5|6|1|2|3|
R = 0.000, p = 1.0000
```

Examples of slope patters, which are inverted if R value is negative.
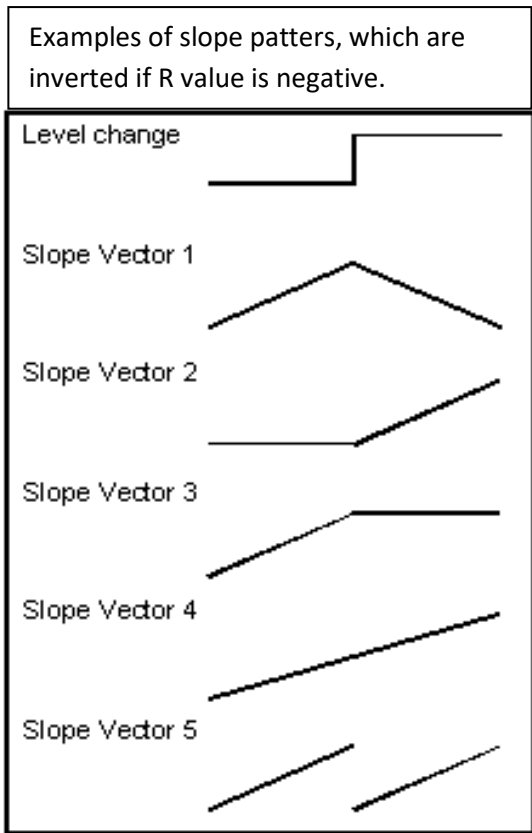
Jack's responses for happy
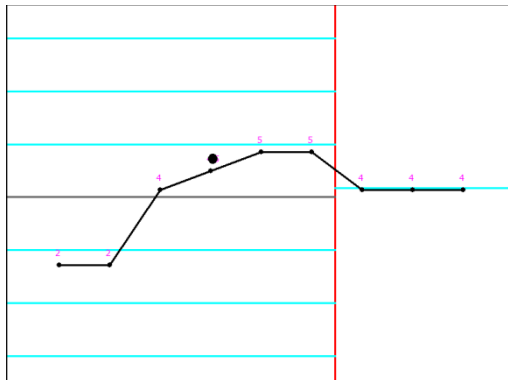

```
Level Vector = |0|0|0|0|0|0|1|1|1|
R = +0.112, p = 0.8828
_____

Simulation Modeling
Pearson - R
_____

Valid N-Size of sample = 9
N-size of simulations = 9
Number of simulations = 5000
Error Mean = 0
Error StDev = 1

PHASE-A Mean = 3.75
PHASE-B Mean = 4.0
Last point Z-Score = 0.14907

Test for Level Change
Level Vector = |0|0|0|0|0|0|1|1|1|
R = +0.112, p = 0.8828

Test for Slope Change
Slope Vector 1
|1|2|3|4|5|6|6|5|4|
R = +0.839, p = 0.0466

Slope Vector 2
|0|0|0|0|0|0|1|2|3|
R = +0.100, p = 0.8864

Slope Vector 3
|1|2|3|4|5|6|7|7|7|
R = +0.683, p = 0.2154

Slope Vector 4
|1|2|3|4|5|6|7|8|9|
R = +0.592, p = 0.3274

Slope Vector 5
|1|2|3|4|5|6|1|2|3|
R = +0.742, p = 0.0368
```
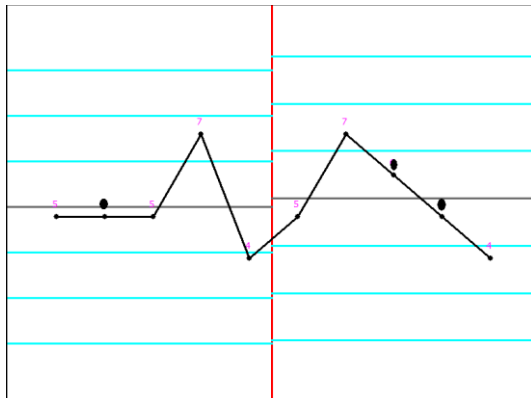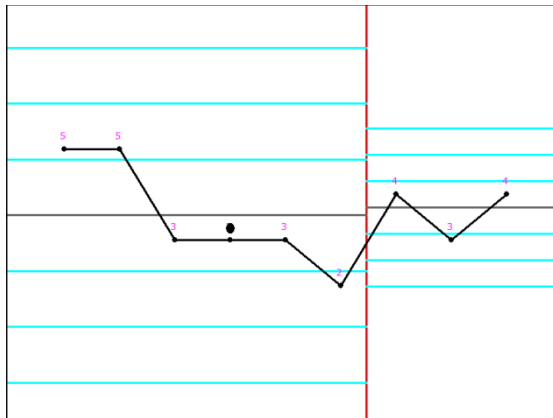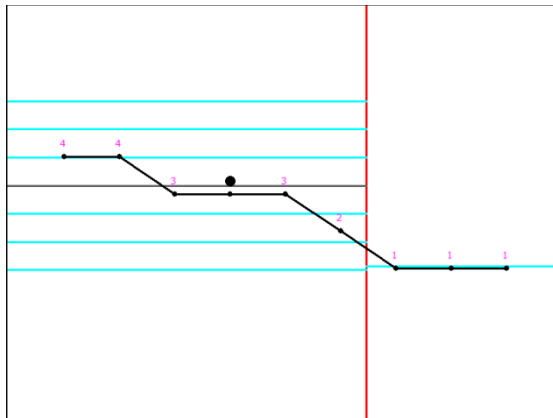
Examples of slope patters, which are inverted if R value is negative.
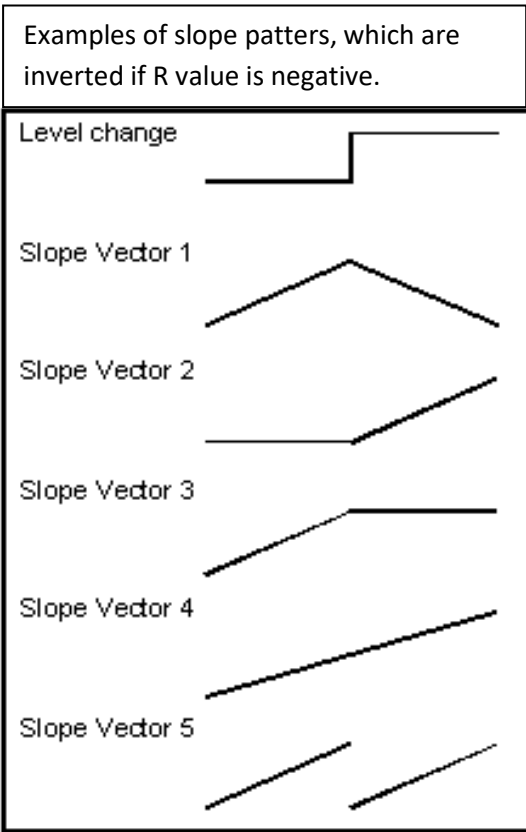
Appendix R13 – Anna's 1ˢᵗ consultation report

Educational Psychology Service

Further Information

Notes to support school planning, intervention and evaluation

Open to professional staff and parents/carers. Please ensure parents/carers are aware that this is a document open to other professionals within The Local Authority.

Pupil Name: Anna A

Address:

School:

D.O.B: **.**.2000

Age: 11 years ** months
Year 6

Date Seen: **.06.11

Reason for involvement
Anna's parents, Mr and Mrs A, contacted the Assessment and Intervention team following concerns about Anna's challenging behaviours at home and at school and her ability to regulate her emotions. After consultation at The Attachment Panel it was decided that it would be useful to explore Anna's executive functioning skills as a way of understanding some of her behaviours and consult with parents and school staff about ways to support her.

The Assessment and Intervention team in [Local Authority] consists of a team of professionals who provide a support service for families of adopted children. The purpose of my involvement is to provide a greater understanding of the nature of Anna's difficulties and to offer strategies to help support Anna in school and at home.

Background information
Anna's history shows she experienced extreme neglect and was exposed to an abusive environment during her early years. She was removed from her birth parents soon after her second birthday and placed in foster care before being adopted.

Anna currently attends --- Primary School and is Year 6. She is due to go to Secondary in September 2011.   Anna's parents report a history of challenging behaviours which have escalated in recent times. At home these include tantrums and aggressive outbursts. At home and elsewhere Anna has been involved in taking things that do not belong to her, and lying. In the classroom she is often disruptive and finds it difficult to concentrate.   She does not initiate tasks and struggles to organise and plan effectively.   She does not recall much of her school day and finds homework challenging.   She avoids homework tasks. It is felt that she is underachieving at school.

This report is based on:
- Observation of Anna at in her class at school and 1:1 session with Anna
- Completion of the BRIEF (Behaviour Rating Inventory of Executive Function) questionnaires by parents and school staff
- Consultation with Mr A and Class Teacher
- Information made available in Children's Service File including the Post Adoption Needs Assessment Report (dated 19.01.11)

Executive functioning
Children who have experienced trauma and neglect in their early years are vulnerable to experiencing difficulties with executive functioning. The executive functions are mental processes that direct a child's thoughts, actions and emotions particularly during active problem solving. These are measured here using parent and teacher ratings of Anna's behaviours using the following measure:

The Behaviour Rating Inventory of Executive Function (BRIEF)

The Behaviour Rating Inventory of Executive Function (BRIEF) assessment was completed by the class teacher as well as Anna's parents. It is designed to provide a better understanding of a child's self-control and problem-solving skills by measuring eight aspects of executive functioning. It highlighted Anna's particular difficulties across a number of areas (see appendix for graph showing the conformity of results between the class teacher and parents' scores).

Behavioural Regulation and Metacognition Indexes

The Behavioral Regulation Index (*BRI*) captures the child's ability to shift cognitive set and regulate emotions and behavior via appropriate inhibitory control. It is comprised of the Inhibit, the Shift, and the Emotional Control scales. Behavioral regulation is likely to be a precursor to metacognitive problem solving; i.e. these behaviours help to prepare the young person for learning.

The Metacognition Index (*MI*) reflects the rated child's ability to initiate, plan, organize, self-monitor, and sustain working memory. It can be interpreted as Anna's ability to cognitively self-manage tasks and to monitor her performance. It is composed of the Initiate, Working Memory, Plan/Organize, Organization of Materials, and Monitor scales.

Ratings of Anna's executive function, as exhibited in her everyday behaviors, revealed one or more areas of concern, as rated by both parents and teachers. Anna is described as having difficulty managing her behavior and emotions. She is also described as having difficulty with planning and organizing her approach to problem-solving tasks. Specifically, concerns are noted with Anna's ability to inhibit impulsive responses, adjust to changes in routine or task demands, initiate problem solving or activity, sustain working memory, plan and organize problem solving approaches, organize her environment and materials, regulate her emotions and monitor her own behavior.

Ratings of Anna's behavior across the eight specific domains of executive functioning generated the following results:

1. *Inhibit* is the ability to resist impulses and to stop one's behavior at the appropriate time. Anna's ability to inhibit is described as an area of concern. Children with similarly reported concerns often have trouble resisting impulses and considering the potential consequences of their actions before they act. Children with similar difficulties may display high levels of physical activity, inappropriate physical responses to others, a tendency to interrupt and disrupt group activities, and a general failure to "look before leaping."

2. *Shifting* is the ability to make transitions, tolerate change, problem-solve flexibly, and switch or alternate one's attention from one focus or topic to another. Anna is described as having difficulties with shifting at school but not so at home. This might include difficulty moving from one activity to another or shifting her attention or focus from one thing to another. Problems

with shifting can compromise problem solving efficiency. Teachers often describe children who have difficulty with shifting as being somewhat rigid or inflexible, and as preferring consistent routines. In some cases, children are described as being unable to drop certain topics of interest or unable to move beyond a specific disappointment or unmet need. Shifting may be needed on transition to a new environment, and beginnings and endings, and this must be borne in mind considering Anna is due to make a transition to secondary school soon and this may raise her anxiety and be challenging for her. This area was noticed to be the area of least concern during discussion and in the results.

3. *Emotional control* reflects the influence of the executive functions on the expression and regulation of one's emotions. Anna is described as having an age-appropriate level of emotional control at school. In other words, she generally reacts to events in an appropriate way; without emotional outbursts, sudden or frequent mood changes, and/or excessive periods of feeling upset.

However, at home Anna is described as having difficulty expressing and regulating her emotions appropriately. She may overreact to events and may demonstrate sudden emotional outbursts. She may also experience sudden or frequent mood changes and excessive periods of feeling upset. Children with emotional control difficulties often have overblown emotional reactions to seemingly minor events. For example, such children may cry easily or become overly silly with little provocation. They may also have temper tantrums with a frequency or a severity that is inappropriate for their age.

4. *Initiation* is the ability to begin a task or activity without being prompted to do so. Key aspects of initiation include the ability to independently generate ideas, responses, or problem-solving strategies. Anna is described by her teacher as having difficulty with her ability to start, or "get going", on tasks, activities, and problem-solving approaches as compared to other children her age. Initiation difficulties typically do not reflect noncompliance or disinterest in a specific task. Children with initiation problems typically want to succeed at and complete a task, but they have trouble getting started. They may need extensive prompting or cuing in order to begin a task or activity. Children with initiation difficulties are at risk for being viewed as "unmotivated." In the home environment Anna is generally reported to be able to initiate tasks in an age appropriate manner.

5. *Working memory* is described as the capacity to hold information in mind in order to complete a task, encode and store information, or generate goals. Working memory is essential for carrying out multistep activities, completing mental manipulations such as mental arithmetic, and/or following complex instructions. Anna reportedly has difficulty holding an appropriate amount of information in "active memory" for further processing, encoding, and/or mental manipulation. She may have difficulty sustaining working memory, which may make it difficult for her to remain attentive and focused for appropriate lengths of time.

Children with working memory difficulties may have trouble remembering things (e.g., instructions, phone numbers) even for a few seconds. They may lose track of what they are doing as they work or forget what they are supposed to do when they are sent on an errand. They often miss important information such as complex instructions for an assignment because it exceeds their working memory capacity.

Working memory is also needed to sustain attention. Children with working memory difficulties may not "stick to" an activity for an age-appropriate amount of time and may fail to complete tasks. Anna's working memory needs are especially evident in the classroom and require support.

6. *Planning and organization* are important components of problem solving. Planning involves setting a goal and determining the best way to reach that goal, often through a series of steps. Organization involves the ability to bring order to information and to appreciate main ideas or

key concepts when learning or communicating information, either orally or in writing. Anna is described as having planning and organizational difficulties more so at school but also at home. She may underestimate the time required to complete a task and/or the level of difficulty inherent in a task. Anna may also have trouble determining and carrying out the multiple steps needed to reach a goal. She may have good ideas but is unable to express them adequately on tests and written assignments. Children with planning difficulties often feel overwhelmed by large amounts of information. They may approach tasks in a haphazard fashion, and often get caught up in the details while missing the "big picture." Parents often report that such children typically wait until the last minute to begin a long-term project or assignment for school.

7.   Another aspect of organization is the ability to order and organize things in one's environment, including the maintenance of orderly work, play, and storage spaces (e.g., school desks, lockers, backpacks, and bedrooms). This type of organization involves organizing, keeping track of, and cleaning up one's belongings, as well as making sure beforehand that the materials needed for a task are available. Anna is described as having difficulty organizing things and maintaining the orderliness of her environment. This is more noticeable at school than at home.   She reportedly has trouble organizing the materials needed for projects or assignments. Children who have difficulties in this area often do not function efficiently in school or at home because they do not have their belongings readily available for use. Pragmatically, teaching Anna to organize her belongings can be a useful, concrete tool for teaching greater task organization.

8. *Monitoring* can be viewed as consisting of two components: *Task-oriented* monitoring (or work-checking habits) and *Self-monitoring* (or interpersonal awareness). Task monitoring reflects a child's ability to check his or her own performance during or shortly after finishing a task to ensure that he or she has accurately or appropriately attained the desired goal. Self-monitoring reflects a child's awareness of the effect that his or her behavior has on others. Anna reportedly demonstrates difficulty with monitoring overall. Children such as this tend to be less cautious in their approach to tasks or assignments, and they often do not notice or check for mistakes in their work. They are often unaware of their own behavior and the impact this behavior has on their social interactions with others. Caregivers often describe children with task-oriented monitoring difficulties as rushing through their work, as making careless mistakes, and as failing to check their work for mistakes.

Summary
Anna presented with a number of areas of concern in her executive functioning.   Her struggles are generally more evident at school than at home, however, it is evident that Anna struggles to regulate her emotions more at home than at school. Understanding of the various areas of concern is helpful in that the adults who interact with her will need to make adjustments to accommodate her areas of difficulty as well as find was to help her develop strategies to cope and develop in these areas.

Discussion with Anna
Anna spoke about being happy at school but looking forward to going to secondary and she noted that there are some days when she wishes she could leave and go to Secondary school now.   She spoke about having friends at school and that she does not always sit with them in class because she gets distracted easily. She spoke about the lesson, which I had observed, in which she apparently had not followed the instructions and had been confused. She felt as if she had done the wrong thing again and that it was her fault. Anna mentioned that she had been asked to leave the classroom that morning in relation to an incident in which a friend had told her to say something inappropriate in her maths lesson. She suggested she did not know that it was inappropriate and again felt as if she had 'got it wrong'.

Anna spoke about her family and she intimated that sometimes it was difficult for her at home in relation to her brother. She said she sometimes feels that he can do no wrong and that she is often in trouble. Anna was able to reflect on these statements and articulate her ideas fairly well.

Specific concerns raised at consultation with Mr A and Class Teacher:

Anna is very sensitive to criticism and struggles to hear praise. She wants to do well/succeed and thrives on praise. She is quick to distract herself and others from tasks. She lacks structure and organisation skills. She will delay starting a task e.g. maths. She had been told off earlier that day for disruptive behaviour but she was able to control herself in class during the talk by a guest speaker later on. Anna sometimes becomes over excited during some tasks and this causes her to lack focus and act up. Anna is very sensitive to criticism and perceives this in many comments that are not critical. She may not always accept help if it is offered. She is able to make friends easily and has confidence in voicing her ideas in a group setting.

At home, Mr A mentioned that he experiences Anna as having difficulty settling to her homework e.g. maths and that when he tries to support her in her maths work there can be times of tension between himself and Anna. She resists help but without it she becomes panicked when doing some homework tasks she does not understand. Mr A has opted for a strategy of avoiding confrontation with Anna of late and has tried to change the expectations he has of her.

Actions and recommendations discussed in consultation with Class Teacher and Mr A

Actions for school:
1. Set Anna up to succeed and have repeated experiences of success in her schoolwork to break the negative cycle she can get into. This involves:
   a. Providing differentiated homework, e.g. maths, which is closely suited to Anna's strengths and abilities. This will help create a different/positive/fun homework experience between Anna and father/mother.
   b. Increase communication between home and school so that Anna does not avoid homework and set herself up to 'fail' – use school diary - home to check she has it, sign it, and school to check she has it and her homework is written down.
   c. Literacy: Regularly mark a literacy piece based on content and omit all corrections of spelling/grammar so that Anna can see that she can produce good ideas and work. This is because Anna has a tendency to perceive criticism and ignore praise.

2. Comprehending, planning and initiating a task: Anna (and others in the class, too) may need instructions repeated a second time. She could be asked what she will do first, then, next, etc. She is not automatically able to plan her actions to begin a task and will need teaching assistant/class teacher support to initiate a task. This support needs to be directed towards helping her to internalise questions such as "What do I need to start this task?" "What do I do first?" A checklist of these questions may help her but she will need support to use this list until she is able to internalise and use a systematic approach by herself. This support can all be done very gently and in an encouraging manner so that Anna feels supported and enabled.

3. Give Anna responsibilities within the classroom setting to build her esteem in the eyes of her peers and her sense of herself as competent. Offer praise for things she does well, even if it is something another child may do automatically, bearing in mind that some

tasks are more challenging for Anna e.g. getting started on a task without being asked a second time, staying on task, raising her hand and not calling out in class. She can be praised for attributes not related to work, too, e.g. being kind or helpful to another child.

Actions for home:
1. Homework: have a different homework experience based on different/more achievable tasks being set by the class teacher. An attitude of 'playfulness' is important to keep the situation light, 'non-threatening', manageable and helpful for Anna. If the homework experience is enjoyable for the parent, it is likely to have been enjoyable for Anna (and vice versa). The aim is to work on changing relationships to be more positive rather than to do the homework 'correctly'.
2. Use the homework diary to avoid the issues that arise, e.g. finding out she has homework on Sunday night, and all the stress and tension that this causes. School and home to work together to ensure the diary is used and checked.
3. Set Anna up to succeed at home by asking her to do things you know she can achieve, e.g. put the clothes on the bed, and provide positive feedback for the things she achieves, again, even though these may be what you would usually 'expect' from her, bearing in mind she really wants to please and is eager for praise, but too often finds herself often on the wrong side of being pleasing. Minimise negative comments which Anna may take to heart and perceive as rejection: engineer success in a task and praise her for achieving this, however small the task may seem. Again, the task is not the important issue, but the quality of the parent-child relationship is central.

Way forward
There has been consultation between staff from Primary School and Secondary school regarding Anna's needs at secondary. Also, Anna is going on a school visit to Secondary school on -- July 2011.

Both Mr A and Ms Class teacher agreed that Anna will cope well with the transition as she is open to new experiences and generally manages transitions well.

It was agreed that it would be a good time to begin to implement the strategies discussed here after Anna had returned from her one week school trip (13-17 June).

I agreed to keep in contact with home and school this term. A review meeting towards the end of term may be useful to evaluate which strategies have been helpful and to review the plans in place for secondary so that Anna gets off to a good start next school year.

Signed: **Date: 30 June 2011**

Educational Psychologist

Copies to: Parents, School, Family Support Worker (), School EP (), Richard Lewis,
            TAP file

Appendix: Graph: teacher and parent ratings

BRIEF: Anna A
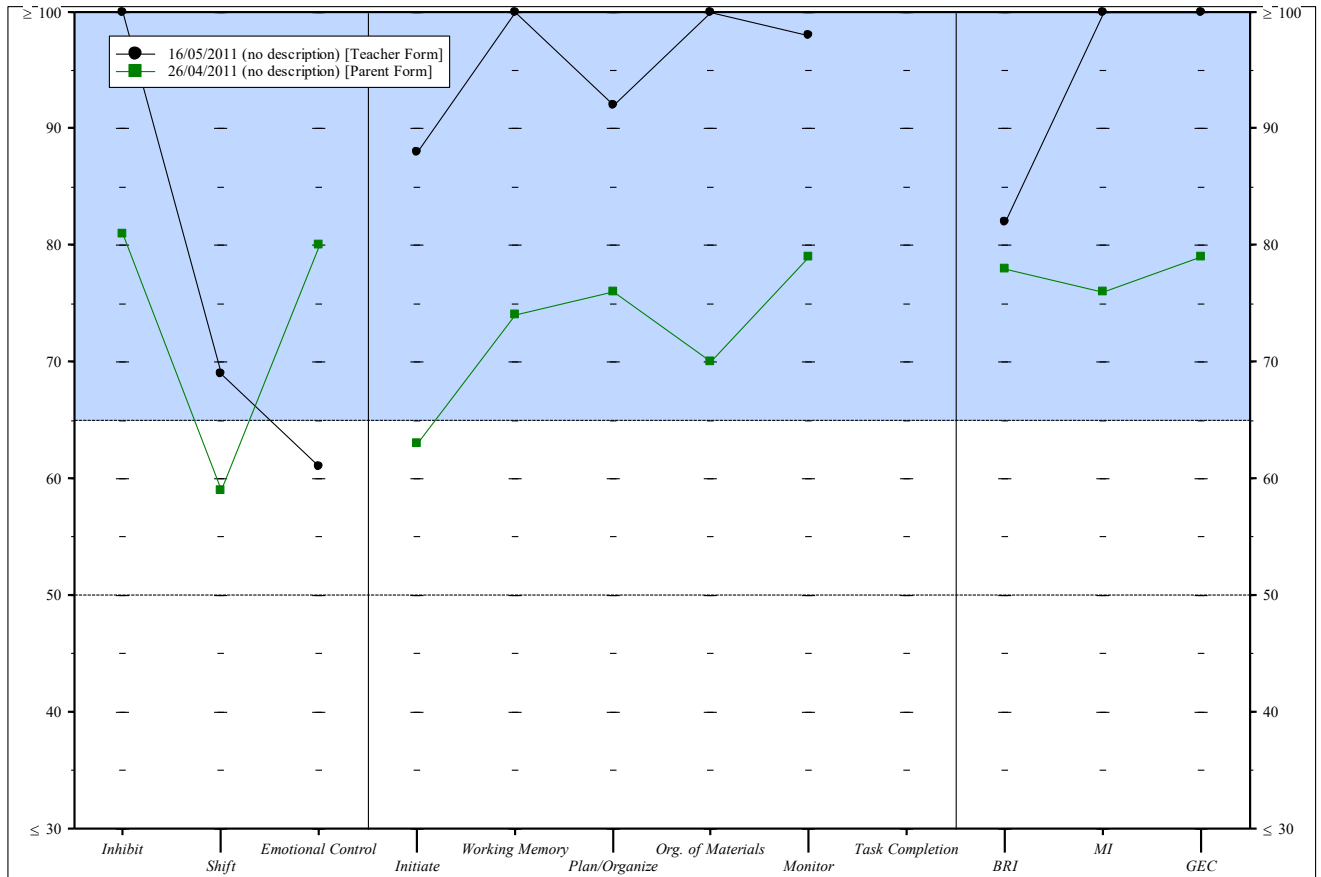
Appendix R14 – Anna's qualitative questionnaires

Anna's teacher qualitative questionnaire responses

1. What form did EP involvement take? (mark all that apply)
Observation, Consultation

2. Please answer the following questions:

	1 Not at all (1)	2 (2)	3 (3)	4 Satisfied (4)	5 (5)	6 (6)	7 Very (7)
How satisfied were you with the EP involvement?				X			

3.

	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Very (7)
How effective was the intervention as a whole?			X				
How effective do you think the intervention was in terms of supporting his/her emotional self regulation skills? (defined as regulated to alter the duration or intensity of emotions)			X				

4.

	1 Not at all (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 Fully (7)
To what extent did EP involvement address your concerns?				X			
How able were you to implement discussed strategies?			X				

1. What do you think has changed for the young person?
A greater awareness that she is cared for and more communication with me through the survey, more opportunities to talk because we took quiet time to do the surveys.

2. What do you consider to have been the most influential aspect of the EP involvement?
It helped me to understand why Anna behaves in the way that she does, that she needs greater support to cope with situations.

3. Were there any discussion points during the consultation which have stuck with you?
It raised my awareness further of the difficulties at home and gave me ways of dealing with situations, such as simple instructions, continuous monitoring of her progress and supporting her, giving her opportunities to be important and to useful.

4. Other than EP involvement what other support did you receive during the research period?
I used LSAs to give Anna extra support during tasks but there was no extra support.

5. What would you have liked to see done differently or improved about the involvement?
No Response

6. Any other comments?
This was over a relatively short period of time and I think it unlikely that Anna could change dramatically in this time. I have been kept informed about the process and it was useful to meet EP who came in to observe Anna and hear what our responses showed and how to help her better.

Anna's qualitative questionnaire responses

Young person evaluation

Name: …………………………………..

You may have seen an Educational Psychologist in your school several weeks ago, as the people who care about you (your parents and teachers) thought that things could be better for you in school. You were asked if you would take part in some research and have completed some questionnaires and this is the final questionnaire to complete.

You have been weekly completing an activity to rate your feelings of anger, anxiety and happiness. Have you noticed a change in?

	Less		Same		More
Your anger	(1)	2	3	4	5
Your anxiety	1	2	3	4	(5)
Your happiness	1	2	3	4	(5)

During the time you have been completing the rating activity has there been things that?

Your parents have done which helped

Mum cheered me up by doing my nails. Dad tried to get them off before school………….

Your teacher(s) have done that helped

Not being mean. I don't really talk to teachers...……………………….…………………

You have done to help change your feelings

No……………….. ………………….……………………………………….………………..

Has there been any things that your parents or teachers have done that didn't help?

No ..…………………………….……………………………………….………………..

Any comments you would like to make?

No ..…………………………….……………………………………….………………..

Appendix R15 – Anna follow up consultation

| Pupil Name: | Anna | School: | | Team Member: | |

DoB: --.--.2000

NCY 7

Team: **Educational Psychologist**

Date: ****.10.11**

COP/Stage	**Currently none**	Participants in Consultation: **Mrs S (SENCo), EP**
		Objectives for Consultation: Understanding Anna's current situation. Strategies for support

Background

See previous EP report dated (30 June 2011).
Anna had a good start at Secondary school and settled in well. Recently some challenging behaviours have begun to emerge and it was thought that a support plan in place at this early stage would help Anna to succeed and achieve to her potential.

Notes from consultation:

Information about Anna on transition was not detailed. Recently, the following type of behaviours have begun to be noticed: task avoidance (e.g. delay tactics such as not getting her book out, which seems deliberate), attention seeking (e.g. calling out), some rudeness and one occasion of cheating in a test, for which she received detentions. Anna has been put on report to Head of Year (Mrs S) and has responded fairly well to this. She is beginning to develop a good working relationship with Mrs S and responds well to her caring, firm and fair manner.

Anna has earned several achievement points at school and is popular with her peers. She is sociable and well liked.

Recommendations/Agreed Actions:

SENCO to communicate to staff who teach Anna the following summary points from discussion:

1. Anna needs support with language processing, starting a task, planning/organisation, memory

2. Keep interactions with Anna calm and non-confrontational – build a working alliance with her.

Teacher comments include a level of concern about:
Processing auditory information – needing re-explaining, listening skills, poor attention to auditory information
Distractibility
Memory – 'forgetting'
Homework not always remembered
Slow to get started on a task and not using cues of others to guide her in knowing what to do. Anna sometimes says she does not know what to do and seems somewhat helpless and disorganised.

Discussion of Anna's attachment needs included understanding her profile of executive functioning (see previous EP report for full details). Anna has a number of areas of concern in her profile, which help understand some of the behaviours currently being seen in school (and at home).

A summary of discussion includes:
Inhibiting responses – Anna struggles to think before she does something and this becomes more acute when she is excited/upset (dysregulated). She sometimes needs reminding in class to 'hold' her thoughts, actions etc. Over time this ability to 'hold'/inhibit responses will be internalised.

Working memory – Anna has a real weakness here which makes retaining information, for example, verbal instructions, very difficult. She needs reminding of what was said. She would benefit from instructions being written down and key words written on the board to guide her through a task.

Initiation – Anna generally struggles to start an activity. This may also be linked to her confidence about her ability, which is not high.   She needs support to get going. This may be verbal or non-verbal (standing alongside, eye contact/glancing over to her, etc) and needs to be felt as supportive, as opposed to 'nagging'.

Planning and organisation: Anna's earliest beginning were characterised by extremely disorganised and disorganising influences.   She now finds organising herself very challenging. She would benefit from an adult (or suitable peer/buddy) support to ask key guiding questions: what will you do first, next, what do you need to do this task, etc.

Self-monitoring: Anna is often unaware of her own thought processes and how to organise these logically.   She may not, for example, notice that she is the only one without a book open, or use the cues of others to guide her if she is unsure of what to do. She would tend to remain helpless and look 'lost'. She would need prompting to check her work, check her progress, know when to ask for help.

3. Expect success and believe in her - communicate this to her.
4. Opportunities for praise and responsibility are vital.

SENCO to refer to STEPS Learning and Language Support services to explore whether there are any language and learning concerns and further ways to support Anna in her learning.

SENCO to create IEP to include points from this discussion

Build key adult/mentor relationship over time.

Review of progress: proposed date, to be confirmed: ** December 9:00am.

Emotional regulation: Anna scored relatively well on her ability to control her emotions, but she does still struggle with less structured times (e.g. PE would be challenging) and exciting lessons (which may include drama, group work). She may display her emotional disregulation by what people describe as 'becoming silly'. She needs careful guidance during these times so that she calms (structure or a motor activity helps calm) rather than becomes more dysregulated (e.g. through receiving negative attention).

Being 'on report' may be a way of creating a working alliance with a key adult at school who can act as a secure base for Anna. Mrs S has begun to form a good relationship with Anna, understands her attachment needs and is able to be a mentor for Anna over time.

Finally, Anna is very sensitive to the emotional tone of those in authority around her. If she perceives that she is 'in trouble' or 'messing up' she becomes more stressed and this predisposes her to not being able to make the good choices we know she can make. She can make good choices when she is emotionally regulated/calm. Anna has a strong desire to get it right and achieve and she needs others to perceive that she can succeed.

Signed: Date: 21/10/11

Appendix R16 – Anna's consultation report

Pupil Name: Anna

School:

Team Member:

Team: **Educational Psychologist**

DoB:

NCY 7

Date: ****.12.11**

COP/Stage	SA	Participants in Consultation: Mr A (parent), Mrs S (Deputy SENCO), EP
		Objectives for Consultation: Review of progress

Background

See previous EP reports dated (** June 2011 and ** October 2011).
Anna had a good start at *** and settled in well. Recently some challenging behaviours have begun to emerge and it was thought that a support plan in place at this early stage would help Anna to succeed and achieve to her potential. This meeting is a review of current situation and support.

Notes from consultation:	Recommendations/Agreed Actions:
Mrs S reported the following: • Anna seems to be managing very well recently with support in place. She is "on the up". Only one recorded incident and it related to her not having her PE kit. • Teacher reports presented at the meeting were very positive with comments about Anna's effort in class, engagement with lessons, homework being completed more regularly and how she is calling out less frequently. Some difficulty in drama was noted (tending to be more excitable during these lessons) and PE (her kit seems have gone missing). • Teacher comments were given to Mr A to show Anna at home. • Support in place included: - staff awareness of Anna's particular needs, - staff increasing positive comments/praise where possible, - changing seating in class (either next to a helpful peer, or away from distractions, at the side	Mrs S to direct Anna to the PE lost property so she can be encouraged to find her PE kit. FROG system to be checked as some work handed in is not always recorded. Mr A to give Anna feedback about her good progress at school. Way forward was discussed: SENCO feels Anna has settled and does not need a high level of 1:1

- where she can feel secure/comfortably survey the class, depending on what is needed), - directing Anna to the FROG system to check what homework needs to be completed - monitoring homework completion and encouraging Anna to use the space provided at school to do homework - reporting to Mrs S to receive feedback (red report and, later, good report/monitoring) Mrs S noted that Anna is a delightful young girl who is coping socially and has settled in well. Mr A agreed that the situation at school has improved considerably. He feels Anna has "turned a corner". Much support has been put in place at home regarding monitoring what homework needs to be completed (FROG), encouraging her to do the work and help with daily organisation skills. Anna continues to present with challenging behaviours at home and this was discussed in relation to her coping and trying hard at school and releasing some of the tension in the home environment.	monitoring from her. She will discuss how regularly she and Anna meet to see what Anna wants. Mrs S will continue to monitor Anna and if difficulties arise, will consult with parents, and EP if needed. Periods of disruption (e.g. leading up to Christmas, after a holiday break, especially Christmas) are vulnerable times and Anna may need closer monitoring and support during these periods. EP will maintain email contact with school and parents.

signed: Date: 8 December 2011

Appendix R17 – Anna's SMA analysis

Anna's teacher's responses for Persistence

Test for Level Change
R = -0.553, p = 0.2604

```
Simulation Modeling
Pearson - R
_____


PHASE-A Mean = 6.0
PHASE-B Mean = 4.57143
Last point Z-Score = 0.80178

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|1|1|1|1|
R = -0.553, p = 0.2604

Slope Vector 1
|1|2|3|3|2|1|0|-1|-2|-3|
R = +0.776, p = 0.0860

Slope Vector 2
|0|0|0|1|2|3|4|5|6|7|
R = -0.851, p = 0.0320

Slope Vector 3
|1|2|3|4|4|4|4|4|4|4|
R = -0.580, p = 0.1860

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = -0.853, p = 0.0270

Slope Vector 5
|1|2|3|1|2|3|4|5|6|7|
R = -0.863, p = 0.0192
```

Examples of slope patters, which are inverted if R value is negative.

Level change

Slope Vector 1

Slope Vector 2

Slope Vector 3

Slope Vector 4

Slope Vector 5

Anna's teacher's responses for Compliance

Test for Level Change
R = -0.355, p = 0.2972

```
Simulation Modeling
Pearson - R
_____

PHASE-A Mean = 5.0
PHASE-B Mean = 4.28571
Last point Z-Score = 0.5145

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|1|1|1|
R = -0.355, p = 0.2972


Slope Vector 1
|1|2|3|3|2|1|0|-1|-2|-3|
R = +0.221, p = 0.5366

Slope Vector 2
|0|0|0|1|2|3|4|5|6|7|
R = -0.393, p = 0.2512

Slope Vector 3
|1|2|3|4|4|4|4|4|4|4|
R = -0.532, p = 0.1004

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = -0.472, p = 0.1630

Slope Vector 5
|1|2|3|1|2|3|4|5|6|7|
R = -0.443, p = 0.1946
```

Examples of slope patters, which are inverted if R value is negative.

Anna's teacher's responses for Frustration

Test for Level Change
R = -0.244, p = 0.4598

```
Simulation Modeling
Pearson - R
_____


PHASE-A Mean = 4.33333
PHASE-B Mean = 3.85714
Last point Z-Score = 0.0

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|1|1|1|
R = -0.244, p = 0.4598


Slope Vector 1
|1|2|3|3|2|1|0|-1|-2|-3|
R = -0.171, p = 0.5958

Slope Vector 2
|0|0|0|1|2|3|4|5|6|7|
R = 0.000, p = 1.0000

Slope Vector 3
|1|2|3|4|4|4|4|4|4|4|
R = -0.329, p = 0.2940

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = -0.078, p = 0.8018

Slope Vector 5
|1|2|3|1|2|3|4|5|6|7|
R = +0.057, p = 0.8484
```
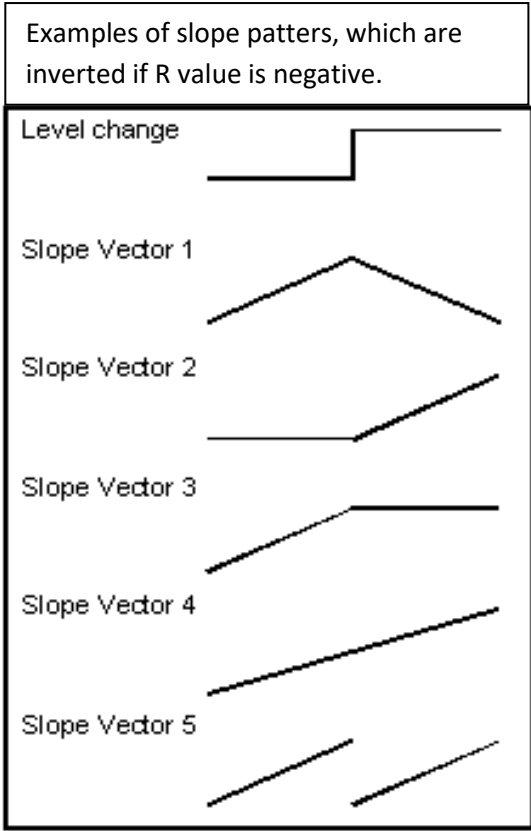
Examples of slope patters, which are inverted if R value is negative.

Anna's responses for Angry

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|1|1|1|
R = -0.717, p = 0.0388

_____

```
Simulation Modeling
Pearson - R
```
_____


```
PHASE-A Mean = 3.0
PHASE-B Mean = 1.14286
Last point Z-Score = 0.55925


Test for Level Change
Level Vector = |0|0|0|1|1|1|1|1|1|1|
R = -0.717, p = 0.0388


Slope Vector 1
|1|2|3|3|2|1|0|-1|-2|-3|
R = +0.292, p = 0.4954

Slope Vector 2
|0|0|0|1|2|3|4|5|6|7|
R = -0.597, p = 0.1084

Slope Vector 3
|1|2|3|4|4|4|4|4|4|4|
R = -0.892, p = 0.0016

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = -0.718, p = 0.0384

Slope Vector 5
|1|2|3|1|2|3|4|5|6|7|
R = -0.550, p = 0.1472
```

Examples of slope patters, which are inverted if R value is negative.

Level change

Slope Vector 1

Slope Vector 2

Slope Vector 3

Slope Vector 4

Slope Vector 5

Anna's responses for Worry

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|1|1|1|
R = +0.350, p = 0.4576

```
Simulation Modeling
Pearson - R
_____


PHASE-A Mean = 1.66667
PHASE-B Mean = 3.0
Last point Z-Score = 0.76175

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|1|1|1|
R = +0.350, p = 0.4576


Slope Vector 1
|1|2|3|3|2|1|0|-1|-2|-3|
R = -0.691, p = 0.1012

Slope Vector 2
|0|0|0|1|2|3|4|5|6|7|
R = +0.629, p = 0.1564

Slope Vector 3
|1|2|3|4|4|4|4|4|4|4|
R = +0.202, p = 0.6732

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = +0.559, p = 0.2170

Slope Vector 5
|1|2|3|1|2|3|4|5|6|7|
R = +0.574, p = 0.1948
```
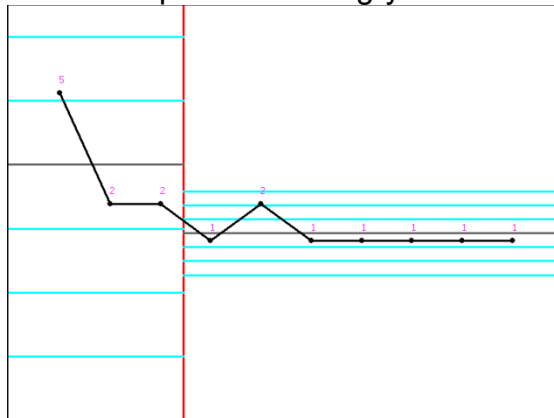
Examples of slope patters, which are inverted if R value is negative.

Level change

Slope Vector 1

Slope Vector 2

Slope Vector 3

Slope Vector 4

Slope Vector 5
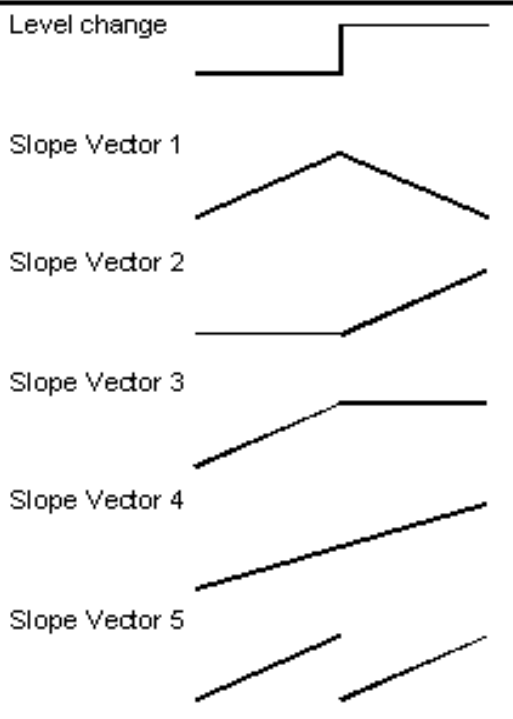
Anna's responses for Happy

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|1|1|1|
R = +0.436, p = 0.2856

```
Simulation Modeling
Pearson - R
_____


PHASE-A Mean = 4.33333
PHASE-B Mean = 5.28571
Last point Z-Score = 0.0

Test for Level Change
Level Vector = |0|0|0|1|1|1|1|1|1|1|
R = +0.436, p = 0.2856


Slope Vector 1
|1|2|3|3|2|1|0|-1|-2|-3|
R = +0.306, p = 0.4844

Slope Vector 2
|0|0|0|1|2|3|4|5|6|7|
R = -0.081, p = 0.8712

Slope Vector 3
|1|2|3|4|4|4|4|4|4|4|
R = +0.392, p = 0.3290

Slope Vector 4
|1|2|3|4|5|6|7|8|9|10|
R = 0.000, p = 1.0000

Slope Vector 5
|1|2|3|1|2|3|4|5|6|7|
R = -0.306, p = 0.4680
```
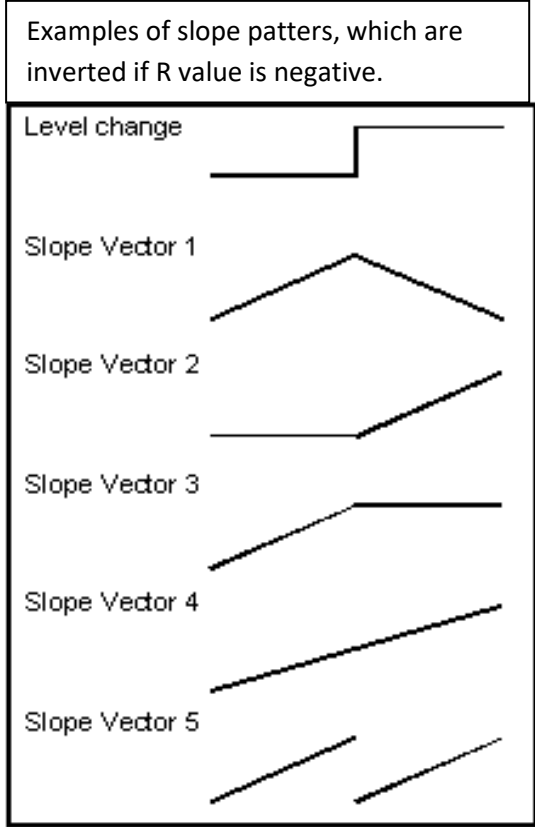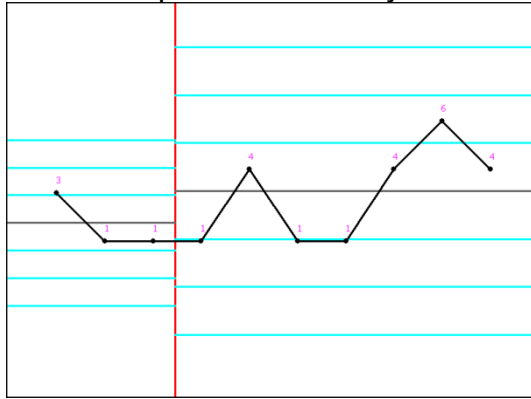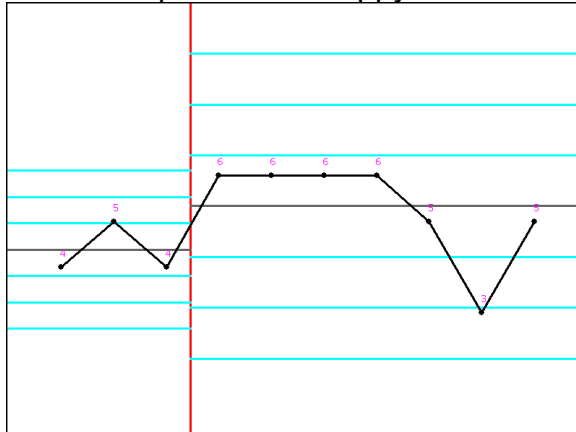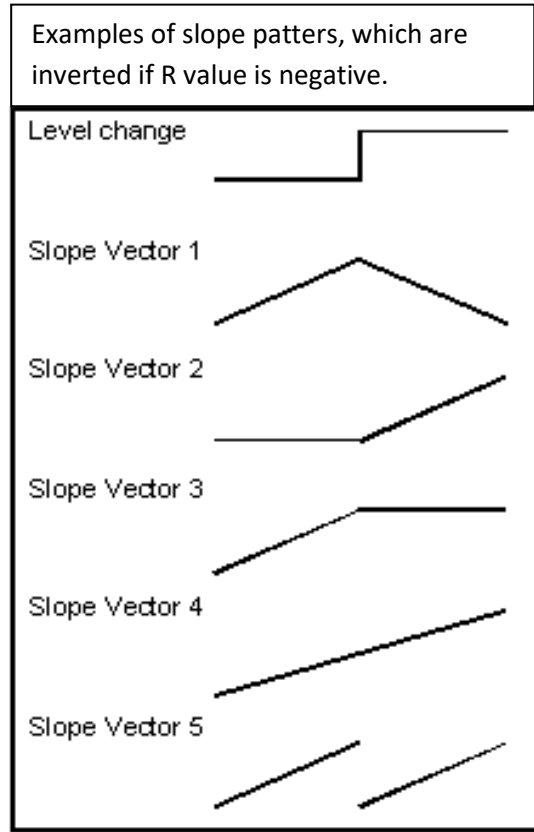
Examples of slope patters, which are inverted if R value is negative.

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