

**The School Apperception Story Procedure: Educational
Psychologists' experiences of using a novel measure to elicit pupil
views.**

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Abstract

The School Apperception Story Procedure (SASP) is a measure originally created for use in counselling psychology. However, its underlying theoretical bases (Personal Construct Psychology, Narrative Approaches and Projective Techniques) and focus on school situations are all features that facilitate the elicitation of pupil views in the current literature. Thus, this research aimed to investigate the utility of the SASP in Educational Psychology practice, due to Educational Psychologists (EPs) having a statutory duty to include the views of pupils in their assessments. A team of Local Authority EPs were trained to use the SASP, and four of these agreed to be interviewed about their experiences using the SASP 9 months later. EPs and Trainee EPs were also invited to complete an anonymous online questionnaire regarding their experiences of the SASP (n=14). Interviews produced qualitative data that were systematically analysed by thematic analysis, and questionnaires were analysed using basic descriptive statistics and cross-tabulations in SPSS.

The questionnaires indicated that the SASP had been successfully used with children and young people (CYP) across various age ranges (4-18, with the most successful uses in the age bracket of 10-12) and with CYP with a variety of presenting needs (the most reported need of CYP was 'emotional and mental health needs'). However, EPs reported some barriers and constraints to using the SASP including difficulties with CYP with ASD and also writing reports based on SASP findings. Interview data expanded on the questionnaires, including exploration of CYP views, the role of the EP, specific elements of the SASP and perceived suitability of the SASP. The SASP was revealed to be a useful tool for EPs to elicit the views of CYP and, when faced with specific needs of CYP, that it was flexible enough to be adapted. Therefore, it is argued that it should be a more widely dispersed tool among EPs and taught to Trainee EPs as part of their training.

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Glossary of Abbreviations

A table of acronyms/abbreviations used within this thesis, for reference.

Acronym	Expansion
ASD	Autism Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
BPS	British Psychological Society
CASP	Critical Appraisal Skills Programme
CATS	Children's Automatic Thoughts Scale
COMOIRA	Constructionist Model of Informed and Reasoned Action
Covid-19	Novel Coronavirus, SARS-COV-2 Pandemic
CYP	Child(ren) or young person/people
EBSA	Emotionally Based School Avoidance
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
LA	Local Authority
NHS	National Health Service
OFSTED	Office for Standards in Education
PCP	Personal Construct Psychology
RQ	Research question
RTA	Reflexive thematic analysis
TREC	Tavistock Research Ethics Committee
SASP	School Apperception Story Procedure
SEMH	Social, Emotional and Mental Health
SEN(D)	Special Educational Needs (and disabilities)
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
UK	United Kingdom

1. Introduction

1.1. Chapter overview

This chapter provides an overview of the current position of legislation and practice in terms of seeking, eliciting and collecting views of children and young people (CYP) when working with them in the context of educational and psychological involvement. Both national and legislative contextual factors are discussed, and the role of the Educational Psychologist (EP) is highlighted. Then, three theoretical approaches to collecting pupil voice are discussed, each of these informing the development of the rationale of this study, which is also subsequently examined, including a description of the measure at the focus of this research.

1.2. Comment on language and terminology

It is important to recognise and address the fact that there are many terms used to describe those who are in the education system, including but not limited to: student, pupil, learner, schoolchild. In terms of research and practice that alludes to the collection of this group of CYP's views, the term "pupil voice" is most commonly used. Thus, this thesis will also make use of this phrase throughout. Hill (2013) defines pupil voice as any communication from a pupil (verbal or non-verbal) that encapsulates their perspective and opinion, and that can be used to influence and shape their experiences. The term "pupil voice" also captures what is described by Ingram (2013) as the CYP/pupil's views:

"what is volunteered by the child and underlying aspects, of which the child may be unaware, that the psychologist can infer by assessment, for example, through analysis of drawings, informal projective measures and discussions with other adults."

These terms will therefore be used interchangeably throughout the duration of this research and thesis.

1.3. Context

1.3.1. Pupil voice and legislative context

Over the years, it has become increasingly legally embedded that the views of CYP should be sought, valued and considered when any decisions are made concerning them. In 1989, the United Nations Convention on the Rights of the Child, Article 12, stipulated that all children have the right to express their views on matters which affect them, and that they should be involved in any decision making that occurs regarding their life (United Nations, 1989). In that same pivotal year, The Children Act (H M Government, 1989) detailed that a Local Authority (LA) should seek the views of a child when the child is in the care of the LA and provisions are being reviewed and, also in the same year, the Department for Education and Science (1989) ‘Guidance for Assessments of Special Educational Needs’ mentioned that children’s feelings and perceptions should be taken into account.

More recently, the Special Educational Needs Code of Practice (Department of Education, 2015) has been developed and undergone several iterations. The 2001 version of this document had an entire chapter on the importance of giving children and young people a voice. The most recent version of this legislation following the Children and Families Act (H M Government, 2014) also specifies that LAs “must” seek the views of CYP in discussions and decisions about the support they will receive for any special educational needs (SEN).

Other legislative papers and initiatives underlining and emphasising the importance of pupil voice include Every Child Matters (DFES, 2003) and even the

creation of the governmental role of the Children’s Commissioner (following the Children Act, H M Government, 1989). Additionally, it is embedded in current Office for Standards in Education (OFSTED) inspections of schools and educational settings to seek pupil views on their education in general by interviewing them, not just in the context of SEN but in all areas of the school environment.

1.3.2. *Advantages of seeking pupil voice*

Not only is it ethical to seek pupil voice from a legal perspective, but it has also been found to improve outcomes for CYP. Harding & Atkinson (2009) list Roller's (1998) suggestions of the advantages of seeking the views of students:

“increased motivation, independence, perception of personal control, the development of meta learning skills such as reflection, planning and monitoring, knowledge of learning styles and individual strengths and difficulties, personal responsibility for progress, and a greater responsibility for change”

Todd (2003) also advocates that by eliciting pupil voice, a better idea of that pupil’s strengths and needs is gathered, therefore informing possible interventions with greater success. Further advantages of seeking pupil voice and acting in accordance with their views are uncovered and elaborated upon within the subsequent review of the literature in chapter 2.

1.3.3. *Role of the EP in collecting pupil voice*

The early role of the EP was centred around the medical model, and this meant that EPs were often positioned to categorise children and adopt a potentially narrow, problem-saturated view of their difficulties thus, in the vast majority of cases, losing the voice of the child (Gersch, Lipscomb & Potton, 2017).

It has since been recognised over the years that the EP is well-placed to collect the voice of the pupil when conducting work with them by facilitating their participation (Aston & Lambert, 2010; Ingram 2013; Roller, 1998). Both the Educational Psychology Services Report of the Working Group (DfEE, 2000) and Griffiths et al. (2014) specify that this is because EPs can position themselves neutrally (they are not part of the school or home system) and also that EPs particularly value seeking the views of pupils in relation to their experiences of school, often positioning themselves as an advocate for CYP (Fox, 2015). Woods & Farrell (2006) found that, in a survey of 142 EPs, the most commonly used method of assessment was interviews with CYP and this was also ranked the most highly in terms of utility.

Not only this, but EPs often have involvement in the statutory process of Education, Health and Care Plans as stipulated by the SEN Code of Practice (Department of Education, 2015) and, therefore, will already be part of the information-gathering process surrounding a CYP. As previously mentioned, the SEN Code of Practice specifies the necessity to collect a pupil's view, and therefore it is logical and ethical for the EP to include this in their involvement.

However, criticisms of the role of the EP in collecting the views of CYP include the potential for EPs to misinterpret the views of pupils (Billington, 2006; Harding & Atkinson, 2009) and also that it is impossible for EPs to elicit pupil voice effectively without appropriate 'vehicles' or tools (Gersch, 1996). Additionally, the power differential between pupils and professionals must be considered, which might pose issues with pupils disclosing their views in truth or in depth to EPs (Harding & Atkinson, 2009; Hobbs et al., 2000). EPs hold much more power relative to pupils,

and pupils may perceive this unconsciously or even consciously, knowing that an EP can influence their school environment.

As Hobbs et al (2000) accurately put it:

“EPs cannot just ask the child for their view of the situation and expect them to tell us”

Thus, suitable theoretical positions, methods and tools must be considered.

1.4. Personal Construct Psychology

Personal Construct Psychology (PCP) was first described by George Kelly in 1955 (Kelly, 1955) as a theory for understanding human personality. It asserts that humans create meaning and comprehension of the world by constructing their own model of it, which is influenced by their values, experiences and beliefs. This in turn has an impact on their decisions and outlook. Beaver (2011) explains its application to EP casework, describing it as a particularly useful tool to aid understanding of how a CYP perceives themselves and their strengths and difficulties at school and also to facilitate change by exploring where a student would ideally position themselves and potentially exploring how they could arrive there. In fact, Beaver (2011) orients his entire book on EP casework upon PCP frameworks (amongst two others), showing the scope and importance of this methodology in recent practice applications for EPs.

PCP is a theoretical alignment of choice for a significant proportion of EPs, and Gersch, Lipscomb and Potton (2017) posit that this could be due to the emergence of PCP at a similar time to previously mentioned legal requirements to seek the views of CYP directly. In Woods and Farrell 's (2006) survey, it was ranked as the 3rd most identified theoretical approach towards EP assessment, and was ranked as the top of the list for most identified in a similar, more recent study by Smillie and Newton

(2020). In the aforementioned study by Woods and Farrell (2006), it was also referred to as a method used during one-to-one work with CYP to elicit their views, usually as part of a therapeutic conversation. Other studies involving EPs describe similar uses of PCP (Gersch, Lipscomb, & Potton, 2017; Harding & Atkinson, 2009; Hobbs et al., 2000) and vouch for its effectiveness.

The term PCP is a theoretical “umbrella”, however, that encapsulates a variety of different specific tools that EPs might use. It is important to examine examples of PCP tools to understand the reason for their success. Whilst Kelly (1955) originally described the repertory grid as his method of assessment, there is now a wider variety of available tools based on PCP such as the Ideal Self Drawing (Moran, 2001), Salmon Lines (Salmon, 1988) and the Three Comments technique (described by Beaver, 2011). The core elements of PCP remain: ‘constructs’ are elicited that are then used to understand the student’s model of the world and where they fit into within this, giving a rich insight into the perceptions and views of the student which can then be used to inform interventions that improve their experiences of school.

1.5. Projective Assessment

The use of projective assessments is somewhat divisive in terms of EP practice and its contribution to eliciting pupil voice. Projective assessment is underlined by psychodynamic theory, originating from concepts (including the unconscious and psychological defences) described by psychoanalytic practitioners including Freud, Bion and Klein in the 1920s onwards. The concept of ‘projection’ is the central tenet carried forward in this context, and this is mostly attributed to the work of Klein (1946; 1959). In this sense, it is usually known as an externalisation of beliefs or feelings on to the world or also as a defence mechanism whereby difficult

(potentially unconscious) feelings are put on to another person. Chandler (2003) describes projection in terms of its relation to projective assessment techniques as generating a reflection of “an individual’s beliefs, thoughts and traits and/or aspects of an individual’s inner world that may be denied”.

As alluded to, projective techniques can be controversial. Research on EP assessment finds that they are often not used or used infrequently (King, 2017; Smillie & Newton 2020; Woods & Farrell, 2006). However, some tools that are not explicitly ‘advertised’ as informed by psychodynamic theory, such as the ‘Blob Trees’ (Wilson & Long, 2018) involve a student attributing their internal states on to the external feature of a drawing or picture (and, therefore, could be seen as projective) and these were cited as relatively frequently used by EPs by Smillie and Newton (2020). Criticisms of projective techniques that offer explanations of their infrequent use include: inconsistent training, concerns of how they are viewed by other professionals, lack of evidence/research and concerns over interpretation reliability (Bernardo, 2021).

However, there are multiple examples of projective techniques and their utility, in particular for eliciting the voice of the child. Chandler (2003) argues that projective techniques often do not rely on language and are therefore suitable for students with a range of needs. This is especially important to consider given the legal context of the SEN Code of Practice (Department of Education, 2015), whereby a pupil’s views must be sought as part of the statutory process of assessing for an Education, Health and Care Plan, and these pupils could have needs related to language. Additionally, due to the subjective nature of projective assessments, there is no right or wrong answer, unlike many of the other measures EPs might use. Chandler (2003) highlights that this facilitates rapport building and, therefore, could empower a

pupil with the trust and confidence that they require to express their voice to its full potential.

1.6. Narrative Approaches

Narrative approaches are based on the ideas of the stories that individuals have to tell from their experiences. They were introduced by White and Epston (1990) in a therapeutic context, describing the ways that humans create causal links between experiences and beliefs to create meaning (Musicki, 2017). Thus, these are the ‘stories’ that are told, and examining these can reveal a lot about what has happened in the past for a pupil and how this contributes to their current experience, for example in school. Similarly to PCP, this can then be further explored to promote routes to development and change.

There is a focus in narrative approaches on the role of social and cultural context, making their contribution to pupil voice measures even greater. Many of the measures that EPs traditionally use (particularly those that are standardised) do not take in to account these contextual factors, meaning that important elements of a pupil’s identity could be overlooked, despite potential contribution to their experiences of school and, therefore, their strengths and needs.

Smillie and Newton (2020) found that a narrative approach was one of the theoretical frameworks named by EPs that guided their work when eliciting children’s views, however only 2 of the 73 respondents indicated this. As hypothesised when discussing PCP, it is possible that EPs use caution with more ‘creative’ approaches due to lack of training and evidence.

However, a key example of a narrative approach that is backed by evidence is the Tree of Life (Ncube, 2006). This approach was developed after Ncube’s

experiences with vulnerable children who had experienced bereavement, and then used successfully with refugee children. Since its development, its use in EP practice has flourished drastically, allowing scope for a published review by Lock (2016). It involves reflective story-telling and drawing, and has been found to be effective in allowing CYP to voice and make sense of their experiences, sometimes traumatic, in an accepting way that centres them as the expert in their own story (Lock, 2016; Riessman, 1993).

Lock (2016) concludes that: *“The research has shown the [Tree of Life] can be used with children and adults with positive outcomes, and has potential to be a tool used to reduce the amount of people labelled as ‘hard to reach’ as it allows the development of a safe place to manage feelings and experiences, to feel valued, respected and understood.”*

Arguably, this way of working applies to many narrative approaches and therefore supports the rationale for their use in eliciting the views of pupils.

1.7. Rationale for research

As clearly demonstrated in previous sections, there are many reasons to justify seeking the views of pupils, including legislative requirements. EPs appear to be well placed to take up this duty, and are equipped with a variety of tools and frameworks to enable them to carry this out effectively.

However, there is not, as yet, a “gold standard” method for eliciting pupil voice, and EPs must instead access their professional judgement or use only the tools they have knowledge of. Ingram (2013) proposes that models or theoretical frameworks need to be followed to ensure effective collection of pupil voice, yet

Woods and Farrell (2006) found that 40% of EPs did not identify the theoretical approach they used towards assessment.

Part of this could stem from the variety in teaching given to Trainee EPs on Doctoral courses pre-qualification. Each course favours certain theoretical frameworks and this influences what is taught to Trainees. Additionally, many EP services privilege different ways of working and therefore assessment approaches may become ingrained within the repertoire of these EPs, yet again influencing the variety of tools used to elicit pupil voice.

1.7.1. The School Apperception Story Procedure (SASP)

On the Tavistock and Portman Educational Psychology Doctoral Training Course, various techniques for eliciting pupil voice are taught, and one of these is the SASP. The SASP is founded in the three theoretical frameworks described above (PCP, projective and narrative) and is therefore based firmly in efficacious pupil voice techniques. The SASP was developed by Jones (2001) for use in a counselling context, and the author found it to lead to meaningful exploration and follow-up in a school environment.

The SASP consists of 15 simple black and white line drawings, each depicting a situation in school. A pupil is asked to choose three of these cards that show a “good” school, and then tell a story about this school. Their response is recorded (verbatim, if possible), and this is repeated for a “bad” school, “happy” school, “sad” school, school they “would like to go to” and school they “would not like to go to”. This forms the projective element of the SASP, as the student is projecting their inner state on to the pictures provided. In the original paper (Jones, 2001) this is referred to as the ‘select-and-tell’ part of the procedure.

Then, themes are elicited from their responses and fed back to the pupil, forming the basis for a discussion. These themes are transformed into constructs and the pupil is offered the opportunity to rate where they are now and where they would like to be (this is the PCP element). This can lead to the setting of goals and formation of interventions and provisions. The SASP is analysed with narrative considerations as it is a storytelling procedure, and this allows even greater sensitivity to human experience than traditional PCP approaches (Jones, 2001).

The use of picture cards and storytelling have long been reported as effective techniques for eliciting the views of CYP (Beaver, 2011; Norwich & Kelly, 2006), but it is this unique combination of the three methodologies that makes the SASP novel. Norwich and Kelly (2006), Harding (2017) and Soni (2017) advocate for combining different techniques, and Musicki (2017) specifically writes about the merits of combining PCP and narrative approaches. Thus, there is firm rationale for the introduction of the SASP into the EP 'toolkit' of pupil voice measures.

Finally, despite its teaching on the Tavistock course, there has been no research in the use of the SASP with EPs. Therefore, this thesis aims to explore the scope of the SASP as a measure of eliciting pupil voice in the context of EP work.

1.8. Chapter Summary

In this chapter the context and rationale for the current study were provided. The measure at the focus of this research was introduced, as were the supporting theoretical frameworks. The next chapter will present a review of relevant literature.

2. Literature Review

2.1. Chapter overview

This chapter is a review and appraisal of relevant literature informing the current study. The review is focussed on the identified rationale in the introductory section of this thesis regarding the collection of pupil views by EPs. As mentioned, there is no “gold standard” approach, so this review seeks to identify current practice and evidence. The literature review aims to answer the question “What is the current practice of EPs when assessing and gathering the views of pupils?”. This chapter will define the search strategy used, present and appraise key findings and themes from the review and will then use these findings to justify the purpose, aims and questions for the current study.

2.2. Search strategy and criteria

Databases were searched using the EBSCOhost online platform, which allows multiple databases to be searched concurrently. The databases included were: Psychology and Behavioural Sciences Collection, APA PsycInfo and APA PsycArticles. The subject areas aiming to be captured in the search were: pupils (the desired population), their views (the focal outcome), assessment (the desired process) and EPs (the specific professional population of focus). The search terms used for each subject area can be seen in Table 1.

Table 1: Search terms used in literature search of databases.

Subject Area	Search terms (combined with Boolean operator “OR”)	Fields included
Pupils	Pupil*, student*, child*, learner*	Title and abstract
Views	View*, voice, opinion*, perspective*, feel*, participat*	Title and abstract
Assessment	Assess*, measure*, elicit*, gather*, seek*, collect*, obtain*	Title and abstract
EPs	Educational psycholog*, school psycholog*, child psycholog*	Title and abstract

**Note: Asterisks act as truncations, which broaden the search by finding words that start with the same letters.*

Each of the subject area searches were combined with the Boolean operator “AND”, and this initial search yielded 1,951 results. Limiters were then placed on the search, including: publication date between 2011 and 2021, English language and peer-reviewed academic journals. The date range was chosen due to the focus of the research on most current EP practice, and the inclusion of peer-reviewed academic journals was due to the importance of evidence-based and scientific practice in terms of the current study. Subject limiters were also placed on the search to ensure the desired population was targeted. These include: educational psychology, EPs, school psychologists, children, learning, child psychology, education, student attitudes, school psychology, schools, school children, high school students, elementary schools, middle schools and professional role. Subsequently, the search was refined to 133 papers. Each of these 133 papers’ titles and abstracts were then thoroughly inspected to assess their inclusion according to the following criteria:

- 1) Full paper available in English;
- 2) Specificity to the role of the EP;

- 3) Specificity to the collection of the views of CYP (NOT parents or teachers);
- 4) Research pertaining to the school environment;
- 5) Papers specifically regarding current practice (NOT those reviewing practice over time/historical practice);
- 6) Research conducted in the United Kingdom or countries with similar contextual factors as the United Kingdom (for example, countries with similar legal and educational frameworks and educational psychology set-ups such as New Zealand, Australia and Singapore).

After analysis according to the above inclusion criteria, 11 papers were retained for deeper review, thus excluding 122 that did not meet the criteria.

Additionally, a snowball search using the reference lists of each of the included papers was conducted to ensure all relevant literature was captured (these were also subjected to the above named inclusion criteria), and this yielded 4 further papers for retention (these were: Fayette & Bond, 2018, Hill et al., 2016 Ingram, 2013 and O'Connor et al., 2020). A PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) diagram can be found in Appendix A depicting the search process.

Individual analysis and summary of each paper, including details of the sample, data collection methods and key findings can be found in Table 2. To systematically critique papers, the Critical Appraisal Skills Programme (CASP) Checklists (retrieved from CASP UK Website) were used. These were developed for use when reading studies in healthcare science to ensure rigorous and systematic evaluation, and have been found to aid quality assessment of research, particularly for students (Chenail, 2011). Each type of study (for example, randomised control trial, qualitative study, systematic review) has its own specific checklist and each includes

10-12 questions such as “Was there a clear statement of aims of the research?”. Each checklist considers three broad areas:

- 1) Are the results valid? (Validity)
- 2) What are the results? (Results)
- 3) Will the results help locally? (Impact)

For the purpose of this literature review, the author used the CASP to assess the quality of the papers by deeming them either ‘sufficient’ or ‘insufficient’ in each of the three broad areas above. The broad area was deemed sufficient if most or all the criteria named by the CASP for each of the broad areas was met. This quality assessment yielded from using the CASP checklists is also included in Table 2. Ten out of the fifteen papers were deemed of sufficient quality in all three broad areas using the CASP checklists, two papers were deemed sufficient in two of the three broad areas and three of the papers were only deemed sufficient in the area of impact.

All research included in the review was conducted within the United Kingdom, however the systematic review included by Fayette and Bond (2018) also included research conducted in Australia, Singapore and Belgium.

Table 2: Literature Review Summary*

Author(s)/ Date	Aim/Focus	Sample (who/how many)	Data collection method	Key findings	CASP Quality Assessment
Bozic, Lawthom and Murray (2018)	To explore a new approach to strengths-based assessment (Context of Strength Finder) by EPs.	8 CYP, age 6-19	Individual meetings with EP to use measure.	CYP were able to use the measure to identify their strengths and situations/contexts in which they are present.	Validity: sufficient Results: sufficient Impact: sufficient
Fayette and Bond (2018)	To explore the mechanisms/processes/ perceived effectiveness of methods used to elicit views of CYP with ASD about their educational experiences within qualitative studies.	12 qualitative studies	Systematic review of the literature	Mostly semi-structured interviews used to gain views of CYP with ASD. However, limited research in general on this topic.	Validity: sufficient Results: sufficient Impact: sufficient
Finney, Atkinson, Barclay and Tawil (2020)	To gather views about CYP's experiences of play before and after transition to secondary school.	6 Year 6 pupils and 6 year 7 pupils	Workshops (activities) and focus groups	Temporal, spatial and psychological factors affect play for year 6 and 7s. Year 6 pupils more satisfied with play opportunities.	Validity: sufficient Results: sufficient Impact: sufficient
Gersch, Lipscomb, Stoyles and Caputi (2014)	To investigate tools (including Little Box of Big Questions) that use spiritual and philosophical conversations to elicit views of CYP.	2 pilot studies included	Unclear	The Little Box of Big Questions and other tools that use philosophical and spiritual questions are useful for eliciting CYP views.	Validity: insufficient Results: insufficient Impact: sufficient
Griffiths, Stenner and Hicks (2014)	To explore CYP's experiences of Nurture Groups.	8 CYP, age 7-11	Focus groups	CYP had insight into their experiences in the Nurture group and the ability to express what works for them/helps and why.	Validity: sufficient Results: sufficient Impact: sufficient

Hampton and Ramoutar (2021)	To consider the use of current low-level behaviour management systems in secondary schools and how EPs can best work alongside these systems.	155 secondary school students	Questionnaire and focus groups	Students perceive their peers to be more disruptive than themselves and described unfairness of behaviour systems but did not disagree with their use.	Validity: insufficient Results: sufficient Impact: sufficient
Hill, Croydon, Greathead, Kenny, Yates and Pellicano (2016)	To investigate experiences of CYP educated in residential special schools with a focus on how their rights and wellbeing are promoted.	83 CYP, age 8 –19	Activities, ethnographic observation	All students were able to participate using the methods in the study and insights were given into their preferences and needs.	Validity: sufficient Results: insufficient Impact: sufficient
Hobbs, Durkin, Ellison, Gilling, Heckels, Tighe, Waites and Watterson (2012)	To present the experiences of an EP service in developing narrative practices.	4 CYP case studies	Case study presentation	There is utility for narrative approaches in a range of EP activities.	Validity: insufficient Results: insufficient Impact: sufficient
Ingram (2013)	To consider the different ways in which EPs interpret and take into account the views of CYP.	N/A	Unclear	Different theoretical approaches yield different considerations for interpretations of CYP views.	Validity: insufficient Results: insufficient Impact: sufficient
O'Connor, Hodkinson, Burton and Torstensson (2011)	To develop innovative, exploratory research strategies for harnessing the pupil voice of children with behavioural, emotional and social difficulties	4 CYP, age 14-16 and their teachers	Activities, interview	Activity sessions and interviews provided an insight into the CYP's experiences.	Validity: sufficient Results: sufficient Impact: sufficient
Park and Mortell (2020)	To explore the use of the Grid Elaboration Method to elicit the views of CYP with autism.	4 CYP, age 18-23	Grid Elaboration Method	Grid Elaboration Method provided insight into these participants' views and acted as an engaging tool.	Validity: sufficient Results: sufficient Impact: sufficient

Pollock (2019)	To explore the school experiences of learners identified as having literacy difficulties.	4 male CYP, age 13-15	Photovoice technique	Photovoice provided a rich way of exploring the experiences of this group of CYP.	Validity: sufficient Results: sufficient Impact: sufficient
Smillie and Newton (2020)	To analyse the practicalities of EPs eliciting and reporting of CYP views.	73 EPs across 16 LAs.	Questionnaire (and 8 EPs interviewed too)	Some barriers to accessing CYP views were identified, and techniques/frameworks commonly used by EPs to elicit child voice were discovered.	Validity: sufficient Results: sufficient Impact: sufficient
Wood-Downie, Ward, Ivil, Kovshoff and Parsons (2021)	To describe the use of Digital Stories in transition planning for autistic pre-school children.	20 professionals (including EPs)	Semi-structured interviews, feedback forms, videos of meetings	Digital stories provided a rich insight into the strengths and needs of this group and aided child-centred planning.	Validity: sufficient Results: sufficient Impact: sufficient
Zilli, Parsons and Kovshoff (2020)	To provide an exploratory analysis of practices that enable autistic students to participate in decision making and to generate new knowledge about pupil participation in a school context.	4 male CYP, age 11-15 and 11 school staff members	Observations, photovoice, semi-structured interview	A range of practices support the participation of students with autism in decision making, with an emphasis on the special interests and expertise of pupils.	Validity: sufficient Results: sufficient Impact: sufficient

**this table is included in the word count due to presentation of novel content*

2.3. Key findings from the review

Five main themes emerged from the review of the fifteen included papers. These were: frequency/occurrence of CYP views being sought; theoretical perspectives and/or frameworks used when eliciting pupil voice; measures and methods used to elicit pupil voice; benefits and importance of seeking CYP views; constraints, considerations and barriers when seeking CYP views. Each of these themes will be explored subsequently in depth to reveal the current context and practice of the elicitation of pupil voice by EPs.

2.3.1. *Frequency/occurrence of CYP views being sought*

The literature reviewed, due to the strict inclusion criteria named above, all pertained to the views of CYP being sought and the means used to achieve this. However, a theme arising was the novelty of said literature (suggesting that it is not often that the views of CYP are considered, particularly in research contexts), or the exclusion of the voice of certain groups of CYP.

Despite the legal context and obligations that are detailed in the introduction of this thesis, both Gersch et al. (2014) and Wood-Downie et al. (2021) describe a lack of research on the contribution of CYP, especially to statutory assessments for Education, Health and Care Plans as per the SEN Code of Practice (Department of Education, 2015). Wood-Downie et al. (2021) highlight the contextual complication of the Coronavirus Pandemic (Covid-19), which could account for the absence of the views of CYP in some cases. Less direct work was able to take place with CYP in schools and homes during the three lockdowns that occurred in 2020 and 2021, meaning that it might have been more difficult to ensure that the views of CYP were accurately represented in reports and assessments (Wood-Downie et al., 2021).

More specifically, many papers cite certain groups of CYP who are excluded from research or whose views are not prevalent within research or practice. Whilst specific barriers and constraints are explored in a later theme, offering potential causes for the exclusion of certain groups, it is important to consider first *which* groups are not having their voice sought or represented.

It is estimated that 30% of Education, Health and Care Plans support CYP with a diagnosis of Autism Spectrum Conditions (ASD) (Gov.uk, 2020). However, a proportion of the reviewed papers specifically highlighted ASD as a group of CYP whose views were lacking representation in research (Fayette & Bond, 2018; Park & Mortell, 2020; Wood-Downie et al., 2021; Zilli et al., 2020). Fayette and Bond (2018) remind readers that ASD can present in an incredibly heterogenous manner, and that the lack of research usually pertains to those with ASD who have more complex difficulties, rather than those described as having “High Functioning Autism” or “Asperger’s Syndrome”. Wood-Downie et al. (2020) and Zilli et al. (2020) argue that it is often specifically CYP with ASD at either extreme of the age ranges who are excluded (for example, pre-school students or those who have left secondary school). They argue that these are often crucial transition points where more support is needed, and therefore posit that this should justify the significance of seeking the views of these CYP as opposed to the evident exclusion currently exhibited. Zilli et al. (2020) also emphasise that, despite the importance of key transitions and statutory assessments, there is little evidence about the views of CYP with ASD regarding day-to-day decisions that are made about them and the support that they receive in school.

O’Connor et al. (2011) and Park and Mortell (2020) remark that it is often only CYP who are physically accessing school who have their voices heard in decisions. This therefore is a potential reason for the exclusion of the older CYP

mentioned earlier, as they are less likely to be attending educational settings. This also omits pupils who have been excluded from school or those who are at risk of exclusion, despite many decisions being made about the future of these pupils and their education. It also raises the possibility that the views of those with EBSA (emotionally based school avoidance) are neglected due to their lack of ability to access school, too.

Griffiths et al. (2014) claim that research on pupil voice often has a focus on students with social, emotional and behavioural difficulties (and not other difficulties or areas of need). O'Connor et al. (2011) agree with this, but add that even when research focusses on these pupils, it is actually the views of the adults around them that is sought and not their views directly. Hill et al. (2016) postulate that other groups are excluded from research due to there being a lack of availability of methods to elicit their views effectively, especially where there are communication difficulties involved.

It is important to note, however, that all the aforementioned papers involved seeking the views of CYP for research purposes. Another paper that was included in this review written by Smillie and Newton (2020) clearly details *how* EPs elicit the voice of CYPs in a non-research context and also details how they feed this back to key adults. However, there is generally an assumption that EPs are effectively and consistently seeking and reporting the direct voice of CYPs in their practice, perhaps due to the aforementioned legal obligation, despite this being found to not always be adhered to.

2.3.2. Theoretical perspectives and/or frameworks considered when eliciting pupil voice

Smillie and Newton (2020) emphasise the importance of considering the underlying psychology that is involved when working with CYP, firstly due to the obligation of EPs to use evidence-based practice but also because “giving away” psychology allows neutralisation of the potential power imbalance that occurs if an EP is situated in the role of the “expert”. As posited earlier, power differentials are likely to affect rapport and accuracy or depth of information exchanged. Therefore, one of the main aims of their study was to investigate the theories and frameworks used when eliciting pupil voice, and also to explore whether this was explicitly reported. It was found that PCP was the most frequently reported theory by the 73 EP participants, closely followed by solution-focussed practice, person-centred planning, social constructionism, positive psychology and cognitive behavioural therapy (in order of frequency reported, from most to least) (Smillie & Newton, 2020).

Other papers reviewed also mentioned some of the above theoretical perspectives. Gersch et al. (2014) cite the use of PCP and Bozic et al. (2018) base their approach on positive psychology. As Smillie and Newton (2020) discovered in their study, the literature is also consistent in presenting the diversity of theoretical perspectives used by EPs. Additional theories arising from reviewed papers were resiliency theory, empowerment models, attachment theory, sociocultural theory of learning and narrative approaches (Bozic et al., 2018; Gersch et al., 2014; Griffiths et al., 2014; Hobbs et al., 2012; Park & Mortell, 2020; Smillie & Newton, 2020).

Ingram (2013) argues, however, that there is not a necessity for EPs to focus on specific theories when eliciting the views of CYP. There will be inevitable variety in the approaches used by psychologists as, by definition, they are not trained to be

bound to any one approach. However, Ingram (2013) argues that the more important consideration is the alignment to a framework of practice when collecting views of CYP to ensure rigour and breadth. These can incorporate many different theoretical stances. Ingram (2013) advocates for the use of Realistic Evaluation, the Interactive Factors Framework and the COMOIRA (the constructionist model of informed and reasoned action). Rather than theoretically based, these are grounded by certain ontological and epistemological assumptions, including critical realism and constructionism (these ontological and epistemological positions are explored in more detail in relation to the current research in chapter 3). Likewise, Pollock (2019) cites the use of a social constructionist framework when eliciting pupil voice.

2.3.3. Measures and methods used to elicit pupil voice

The main purpose of the literature review in this thesis was to uncover current EP practice for eliciting pupil voice. This meant that the majority of the literature reviewed focussed on specific measures or methods which will be explored in this section. As mentioned previously, EPs are not bound to any one mode of practice or theoretical alignment and, therefore, the literature revealed a diverse assortment of measures and methods, and often vouched for the efficacy of them. Ingram (2013) stipulates that, whatever methods the EP does choose to use, they must have a robust rationale for them.

It is important, yet again, to highlight the distinction between seeking the views of CYP for research purposes and for assessment purposes. When eliciting pupil voice for assessment, it may have a direct impact on the provision they receive and needs to provide opportunities for the CYP to express views on the entirety of their experiences. However, for research purposes, there is usually a specific question

or focus for which views of CYP are being sought. Moreover, some of the studies involved participatory research (sometimes referred to as child-centred methodology), and these were interested in collecting the CYP’s views for the purpose of research *but* were also interested in the efficacy of the method of doing so. Thus, participatory studies are also highly informative for discovering utility of specific measures *and* the views of CYP, but may not have the same impact as if CYP views are being elicited for purposes other than research (for example, assessment, as described above).

All three of these situations will impact the choice of measures and methods used, and also their efficacy. Table 3 below shows the reviewed literature divided and presented in terms of whether it seeks CYP views for research purposes, whether the paper explores CYP voice in terms of assessment or practice or whether the paper involved participatory research.

Table 3: Purpose of elicitation of pupil voice in reviewed papers

CYP views elicited purely for research	Exploration of CYP views in practice	Participatory research
Fayette and Bond (2018)	Bozic et al. (2018)	Griffiths et al. (2014)
Finney et al. (2020)	Gersch et al. (2014)	Hill et al. (2016)
Hampton and Ramoutar (2021)	Hobbs et al. (2012)	O’Connor et al. (2011)
	Ingram (2013)	Park and Mortell (2020)
	Smillie and Newton (2020)	Pollock (2019)
	Wood-Downie et al. (2021)	
	Zilli (2020)	

The three papers that were seeking CYP's voices solely for the purpose of research (Fayette & Bond, 2018; Finney et al., 2020; Hampton & Ramoutar, 2021) relied on methods such as questionnaires, interviews and focus groups, and were not necessarily interested in the efficacy of these methods but rather the results of their data collection. However, Hampton and Ramoutar (2021) did draw awareness to the potential of those with SEN being less able to access research participation in this traditional sense. This could be due to the data collection methods used, issues with informed consent and also issues with recruitment and sampling such as those with SEN being possibly less likely to self-select for research participation.

This is where the participatory research studies come into their own, as researchers are interested in the inclusion of CYP's voices but in a way that is especially relevant to the research question. The reviewed literature revealed that many of these types of studies used a multi-modal approach to collect the views of CYP, using activities that were deemed appropriate and engaging. This included a 'graffiti wall' approach, using post-its, drawings, 'circle time', ranking and/or rating activities, card sorts, using technology and/or photography, and semi-structured interviews (Griffiths et al., 2014; Hill et al., 2016; O'Connor et al., 2011; Park & Mortell, 2020; Pollock, 2019). However, a drawback of some of this research is that they used case study methodology. Whilst this gives an in-depth analysis of the experiences of the CYP involved, it does not always provide generalisable information regarding the efficacy of measures used and, therefore, means that it is questionable whether results can be applied to EP practice as a whole. Additionally, these approaches in research settings do not always reflect what is possible in

naturalistic EP practice (for example, in a school setting during an assessment) so, again, this may affect generalisability.

In practice, the literature analyses many methods of collecting the views of CYP. Gersch et al. (2014) describe the use of checklists and questionnaires and their development historically, however they also acknowledge the restrictive nature of such measures. Bozic et al. (2018) ratify this with the example of a checklist of a pupil's strengths and how it might not allow for exploration of strengths that are not listed or not yet discovered. Despite this, in their very recent study, Smillie and Newton (2020) found that the 4th most frequently reported technique used by EPs to gain the views of CYP was self-report scales. This is likely due to their ease of administration and ability to produce standardised, numerical results which are usually factors contributing to the allocation of provision within LAs.

Methods that have visual elements feature heavily in the literature with the justification that they can be more engaging and allow for creativity. For example, Bozic et al. (2018) describe a visual 'card sort' activity, and how it can allow for many different visual representations of the same information that is produced from using the cards, including ranking and grouping, which can therefore increase understanding and interpretation of that information. Visual activities also can be more accessible to CYP who have communication difficulties (Hill et al., 2016, O'Connor et al., 2011).

There was also apparent popularity in techniques that use technology to enable the CYP to have a voice. These include computerised questionnaires (Fayette & Bond, 2018), photo-elicitation techniques (Pollock, 2019; Zilli et al., 2020) and videography (Wood-Downie et al., 2021). Whilst these do rely upon some level of communication, they do not require literacy skills which can be a difficulty for many

of the CYP that are seen by EPs. They also provide an opportunity for creativity, flexibility and engagement, potentially drawing out strengths for the CYP which can be built upon to facilitate hearing their voice and to inform future intervention (Pollock, 2019; Zilli et al., 2020). Moreover, they allow adults to *literally* see things from the CYP's perspective (where photos and videos are used) (Wood-Downie et al., 2021).

Although 'interviewing' is traditionally seen as a research technique, there is evidence that EPs use this to elicit pupil voice, especially in combination with other techniques (Smillie & Newton, 2020). Gersch et al. (2014) found that CYP, even younger ones, can meaningfully respond to spiritual and philosophical questions and Park and Mortell (2020) found that a conversational method (combined with a visual tool) based on a therapeutic approach (narrative therapy) was effective in older students with ASD. Hobbs et al. (2012) endorse this too, adding that narrative approaches are non-judgemental and reflective in nature and, therefore, could allow EPs to access some experiences of CYP that might not otherwise be expressed.

2.3.4. *Benefits and importance of seeking the views of CYP*

The legal reasoning behind the gathering of pupil voice has been covered already in vast detail, and this remains a prominent feature in the literature. Gersch et al. (2014) and Smillie and Newton (2020) reiterate this, and also theorise the moral and pragmatic reasons to seek CYP views. They describe benefits such as CYP feeling heard and gaining confidence and, furthermore, the improvement of systems and the advancement of best practice. Griffiths et al. (2014) echo these advantages and add that allowing CYP to express their views gives them a sense of being valued,

in turn improving relationships between pupils and school staff and, consequently, promoting better wellbeing and potentially improved behaviour in school.

Bozic et al. (2018) further explore the relational element of seeking pupil views. They state:

“research reminds us of the powerful way that discourse in school can construct the meaning of a pupil’s actions...”

This prompts readers to consider the power that the attributions staff make to pupils can have, and to consider the consequences of not seeking the pupil’s own conceptualisations and understanding of their situation. They posit the internalisation of negative constructs, which in itself might be uncovered by seeking the views of a pupil.

Smillie and Newton (2020) portray the empowerment of CYP that is inherent to their voice being heard. This is especially evident when their views directly inform provisions and decisions that are made which involve them, and see these being put into practice, even simple views such as where they sit in the classroom (Zilli et al., 2020). Zilli et al. (2020) expand on this, arguing that not only can this process empower CYP, it can empower school staff to find and incorporate more ways of including CYP in day-to-day decision making.

Finally, as explored in the introduction to this thesis, the role of the EP is one that is well-placed to seek the views of pupils. The literature confirms this, and Smillie and Newton (2020) add that the EP is in a good position to act as an advocate for the CYP who they work with to ensure that their voice is heard by all those who have an influence on their education.

2.3.5. *Constraints, considerations and barriers when seeking the views of CYP*

Seeking the views of CYP is not always a straight-forward task, and the literature reviewed presents a myriad of potential constraints, considerations and barriers that may arise. Smillie and Newton (2020) explored challenges faced by EPs when gaining CYP views, and their main findings fitted into the themes of: accuracy; honesty; limited communication; EPs having to convey views from CYP that might not be palatable to others. Other literature echoed these themes and added to the conversation.

Firstly, as touched upon in previous sections, certain groups of CYP have difficulties inherent to the reasons why an EP is involved in their care which may mean that they struggle to express themselves or communicate. Although an EP is well placed to ameliorate some of these difficulties, specific measures used may need careful consideration. An example identified by Fayette and Bond (2018) is that some students, for example those with ASD, may find it hard to identify and/or express particular emotions. They also might not be able to access some of the more abstract questions that arise when eliciting pupil voice, such as those about the future, due to a more concrete style of thinking (Fayette & Bond, 2018). Additionally, some methods (such as card sort activities, questionnaires, scales) require a baseline level of literacy or expressive/receptive language, which means they are not appropriate for all pupils (Bozic et al., 2018). Gersch et al. (2014) suggest that CYP need to be able to express themselves clearly and have good interpersonal skills for adults to be able to gain an in-depth understanding of their world, however, Fayette and Bond (2018) dispute this, stating:

“professionals have an obligation to develop and use appropriate means of gaining views of all [pupils] regardless of their abilities”

Hill et al. (2016) agree with the above statement and argue that all CYP in their research were able to engage with methods presented to elicit their views, however it was time consuming. Wood-Downie et al. (2021) also emphasised potential time pressures with more nuanced and adapted measures, but highlighted the benefits that outweigh the constraints.

Fayette and Bond (2018) discussed issues of obtaining informed consent from CYP with SEN, and proposed that this should be done through the means in which they prefer to/usually communicate. Hill et al. (2016) ratified this, emphasising the untrue assumption that is often held in research and practice that the special school population lack agency or ability. Some other solutions suggested to overcome barriers in the inclusion of certain groups was including SEN CYP in the development of measures and interview schedules, allowing extra time and clarification, closed statements rather than abstract or open-ended questions and also the use of assistive technology (Fayette and Bond, 2018).

Although well placed to seek pupil views, the role and positioning of the EP also emerged as a potential barrier to accuracy and honesty in terms of pupil voice. Bozic et al. (2018) described the possible occurrence of social desirability bias, whereby a pupil might say what they think someone wants to hear of them, especially if they deem an EP to hold power over what their future education might look like. Additionally, Fayette and Bond (2018) consider the particular case of pupils with ASD who, due to more concrete thinking, may assume there to be a 'right' or 'wrong' answer when asked for their views. Moreover, some measures are designed to also only elicit information focussed on one alignment or emotional state (for example, clinical scales are often asking how frequently negative emotions are experienced) and, therefore, might also be subject to bias (Pollock, 2019). It should also be noted

that some of the literature reviewed used focus groups (for example, Finney et al., 2020) as their data collection method, and these could also be subject to social desirability bias as described above, due to CYP expressing only the views they would want their peers also present within the group to associate them with.

Whilst the elicitation of CYP views has been established to vary greatly in the literature, so has the subsequent interpretation of these views by EPs, which can then in turn influence the impact of the voice of the pupil. A consideration related to this, which was picked up within the literature, was the frequent lack of reflection on the role of context. Bozic et al. (2018) give the example of checklists of traits, which do not allow demonstration or contemplation of *how* or *where* a trait is and is not presented. Fayette and Bond (2018) go further and explore the possibility of the role of context being over-considered, for example, when interpreting the views of CYP with ASD, EPs may attribute certain aspects of their experience to factors in line with their diagnosis. Therefore, the literature infers a potential role for the EP in reflecting on the context of each individual pupil, and carefully considering the impact in both directions described.

Once the views of CYP have been elicited, EPs are responsible for ensuring appropriate measures are taken to report them and guarantee their influence upon the future experience of the pupil. Smillie and Newton (2020) found that all EPs who took part in their research reported CYP views in a written format, and some also reported them back verbally. They also found that 57% of EPs use the CYP's words verbatim AND paraphrase some, 12% of EPs just use the CYP's actual words and 4% paraphrase only when reporting. With paraphrasing comes interpretation, and much of the literature reviewed draws on the pitfalls of the necessary interpretation. Bozic et al. (2018) and Ingram (2013) ponder how much weight an EP should give to a CYP's

views when it is only their voice at one particular time, on one particular day. Bozic et al. (2018) also question whether some CYP might just conjure the first thing they thought of and speak of that, and whether it is appropriate to interpret and analyse that. Different theoretical perspectives to psychological work would argue that different levels of interpretation are required when reporting the views of CYP but that, either way, they should be framed in a way that can be challenged and built upon (Ingram, 2013).

Finally, a direct implication of seeking CYP views would be to apply them to the support received by pupils in order to better their experience of school. Pollock (2019) therefore argues that measures which elicit CYP views should relate directly to practical applications and not rely on any ambiguity or interpretation, so as to have the most impact for the pupil. Ingram (2013) also discusses the complex possibility of a CYP's view being the mediating factor for their difficulties. For example, if a CYP feels negatively about school, to what extent is this particular feeling the underlying factor that is impacting their situation or, how much is down to other, different causal factors (for example, learning difficulties) which might also cause the same feeling but also cause difficulties in school? Whilst this "chicken-and-egg" (which came first?) situation does not always produce a definitive answer, it is important to consider the implications and direct impact.

2.4. Research purpose and aims

The literature reviewed allowed identification of current EP practice when eliciting and reporting pupil voice. In summary, it emerged that many different theoretical perspectives are considered and are efficacious, as are various specific measures and methods. Often, EPs do not restrict themselves to one approach,

although they do find it useful to follow models and procedures for clarity and transparency. It also transpired that there are often groups of pupils that are not considered (or are considered much less frequently) when CYP views are sought, including those with specific difficulties (such as ASD) and those of certain age ranges. Often, those with any type of SEN are seen as a homogenous group, and it is argued in much of the literature why this is certainly not the case and why there needs to be individual consideration of various different groups. Additionally, the literature confirmed the importance and the many benefits of seeking the views of CYP, but also potential constraints and considerations that must be taken into account, including how to make the process more accessible for the certain aforementioned groups which are often excluded. This includes adaptation of tools and also research processes.

Consequently, the current research aims to explore the SASP as a tool to elicit the views of pupils. It is a tool that is grounded in three different theoretical perspectives, two of which are prominent in the reviewed literature and are regarded as evidence-based (PCP and narrative), and the other that takes into account some of the barriers that may be faced when eliciting pupil views (projective techniques, which allow for flexibility and openness). The literature revealed that the three theoretical stances, although all reportedly used by EPs, have not yet been combined with the view to enhancing the process of gaining pupil voice, thus this study aims to explore the prospect of doing so.

The SASP is also a visual, card-based measure, and the reviewed literature described these to be engaging and accessible. The SASP does not require any reading or literacy skills, and can even be adapted to be used in those with little expressive language. Therefore, this study will aim to explore EP views on the effectiveness of

the SASP in pupils with different difficulties and in different age groups, especially as these are, in the literature, not always represented in pupil voice research.

Interpretation of views expressed by CYP was a concern that arose in the literature, and therefore the current study aims to investigate whether EPs find the SASP easy to interpret and to convert into implementable provisions for CYP, and whether EPs feel that the SASP is producing representative information from the perspectives of CYP.

2.5. Research questions

To address the aims of the current study stated above, the following research questions (RQ) have been put forward (with associated sub-questions below their overarching question):

RQ1) What are EPs' experiences of using the SASP?

- a) How easy/difficult is it to use?
- b) Does its use differ with various pupil characteristics (e.g. age, gender, presenting needs)?

RQ2) How do EPs' perceive the performance of the SASP?

- a) How does it compare to other measures of pupil voice?
- b) What does the SASP contribute to formulation of difficulties or intervention for cases?

RQ3) Is the SASP an engaging procedure for pupils?

- a) Is it enjoyable?
- b) How relatable are the situations depicted in the SASP cards to pupils?

The current study aims to answer these research questions using the methodology described in the subsequent chapter.

2.6. Chapter summary

This chapter reviewed the current literature regarding EP practice for eliciting pupil voice, revealing a variety of methods, theoretical perspectives, considerations and barriers. The literature also emphasised the importance of seeking pupil views, further evidencing the information offered by the author in the introduction of this thesis, and integrating the theoretical approaches introduced. It then reflected on the literature to identify and subsequently justify both the aims and the research questions for this study. The following chapter will describe the methodology of the research carried out.

3. Methodology

3.1. Chapter overview

This chapter details the epistemological and ontological alignments of the research and their impact on the current study. Subsequently, the research design is specified, followed by explanation of the approach to data analysis and justification of methods chosen. Quality criteria for the research are outlined and ethical and safety procedures involved in the current study are described.

3.2. Epistemology and ontology

When conducting research, it is imperative to consider the impact of the philosophical alignments of the researcher and their views of the world, termed in research as ontological and epistemological stances (Guba & Lincoln, 2005). Ontology is defined as ‘the nature of reality’, whereas epistemology is defined as ‘the nature of knowledge’ (Guba & Lincoln, 1994). A paradigm is what combines these aforementioned concepts, guiding the researcher and defining the ontological and epistemological basis for their research (Guba & Lincoln, 2005). Guba and Lincoln (2005) define four main paradigms: positivist, constructivist, transformative or critical theory.

Positivist paradigms (underpinned by realist ontology) credit the use of scientific methods to gain objective knowledge, often aligned with the collection of quantitative data (Guba & Lincoln, 2005). In contrast, constructivist paradigms (underpinned by relativist ontology) reject an objective truth, and propose that multiple realities exist which can be understood by the perspective of those who live in those realities (Mertens, 2014). This is usually sought by collecting rich, qualitative data. However, the paradigm of critical theory, a form of post-positivism, integrates

both positivist and constructivist epistemological views, accepting that the world is constructed from perspectives (often historical), but rejecting the view of multiple realities, stating that knowledge is then crystallised (Guba & Lincoln, 1994).

Thus, the researcher operated under a critical theory paradigm, and this research study adopted a critical realist epistemological stance (Bhaskar, 1978). This proclaims that reality is made up of a combination of three ontological domains: ‘the real’ (whereby there are structures that enable or constrain action, this is the deepest domain), ‘the actual’ (this describes actions and events that are governed by the structures in the ‘real’ domain) and then ‘the empirical’ (which is the most surface level of reality and can be observed and experienced).

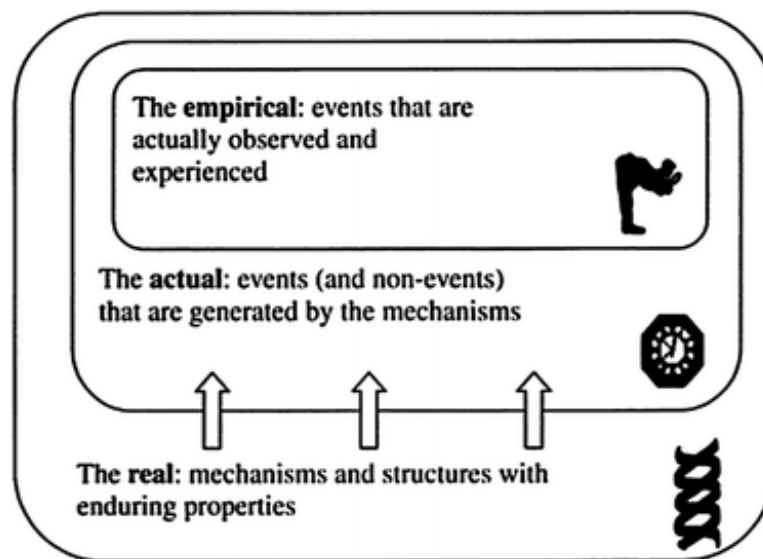


Figure 1: The three ontological domains of critical realism. From Heeks & Wall (2017), page 162.

Critical realism is often seen as a framework that can incorporate both the positivist, tangible and measurable elements of human existence such as genetics, atoms and gravity and also the social constructionist nature of human interaction and relationships as they occur. It is therefore seen as having great utility in research

where human behaviour is involved, and thus is frequently adopted in social science research, including Psychology (Pilgrim, 2019).

Specifically, the three ontological domains of critical realism can be applied to the current study. Whilst the SASP is a tangible, unchangeable structure ('the real'), it is being used by EPs in various situations ('the actual') to generate discourse on the views of pupils in schools ('the empirical'). Furthermore, PCP and narrative techniques are often described as constructivist (Gersch, Lipscomb & Potton, 2017) and, therefore, the SASP's theoretical grounding in these techniques is accounted for by employing an epistemological stance that allows for the constructivist nature of these methods to be fully appreciated, whilst acknowledging what is structured, tangible and enduring.

Additionally, critical theory emphasises the epistemological consideration of the relationship between the researcher and what is being researched:

"What can be known is inextricably intertwined with the interaction between a particular investigator and a particular object or group". -Guba and Lincoln (1994)

This is especially in keeping with the reflexive element of Reflexive Thematic Analysis, the primary method used to analyse data, as described in more detail below.

A variety of methodologies were considered by the researcher to investigate the posed research questions within the epistemological alignment described above. For example, Interpretive Phenomenological Analysis was not chosen due to this method usually exploring the way people make sense of lived experiences, whereas this study focuses on the prescribed use of a measure (Creswell, 2003). Similarly, Discourse Analysis was not deemed appropriate due to its intentions of studying language and its meaning situated within a natural context, and this study involved a

structured measure and data collection via quantitative questionnaires and semi-structured interviews. The possibility of the use of Grounded Theory was also investigated, however it was rejected for this study due to the nature of the research questions of the current study. Grounded Theory seeks to generate specific theories from the data, whereas the current study sought to explore, document and analyse experiences with a novel measure (the SASP).

3.3. Research Design

The current study employs a mixed methods design, collecting both qualitative and quantitative data. This is in light of the critical realist epistemology, as it is argued that the methodology chosen when researching within this stance should reflect the suitability in answering the research questions (Pilgrim, 2019). The current study seeks to answer questions regarding demographic fitness of the use of the SASP (RQ1, as listed in chapter 2.5) and this would be best answered with quantitative data, whereas questions regarding experiences of the SASP and its qualities and depth (RQ2, chapter 2.5) would be more appropriately answered with qualitative research. Additionally, quantitative data supports the ‘real’ domain of critical realism, whilst the qualitative data supports the ‘empirical’ domain, with a mixed methods analysis bringing them together and considering the ‘actual’ domain. This further supports the use of mixed methods where critical realism paradigms are applied.

Furthermore, mixed methods designs are often contended as a comprehensive option for research, due to both elements of the design together complementing one another to provide more complete answers in combination, with one method sometimes able to overcome weaknesses of the other with its own strengths (Creswell, 2003). This specific type of mixed methods approach is the one adopted

for the current study and is known as ‘concurrent triangulation’ (Creswell, 2003), whereby both types of data are equally privileged and collected at the same time and then analysed at the same time, together informing findings and answering the research questions. Table 4 demonstrates this, illustrating the phases of the study and the corresponding actions relating to the concurrent triangulation mixed methods design of this research.

It should also be noted that the function of this research was inductive and exploratory; seeking to find patterns about the use of a measure not yet adopted widely by EPs. This further justifies collecting and analysing data concurrently and via a mixed methods approach.

Table 4: Research design phases and actions.

Phase	Action(s)
Phase 1	Bespoke LA EP training conducted on use of the SASP Interview schedule and pupil questionnaire constructed EPs recruited and use the SASP in their practice
Phase 2	Sample of LA EPs participate in semi-structured interviews (n=4) Online questionnaire sent out to LA EPs and TEPs who have any SASP experience (n=14)
Phase 3	Interview transcripts analysed using thematic analysis Questionnaire data analysed using descriptive statistics and crosstabulations

3.4. Participants

3.4.1. Context

Participants were recruited from the LA within which the researcher is a Trainee EP. This is a county in South-East England, and demographic and geographical information regarding this LA is included in Table 5. This information is considered important to this research due to the emphasis placed on context by critical realist positioning, and also due to the considerations of context when generalisation of research is expected (for example, to EP practice in the UK as a whole). References for this section have been removed to protect the anonymity of participants, and any reference to the LA in which the research took place has been kept anonymous throughout this thesis.

Table 5: Characteristics of the Local Authority in which the research took place

Area	1,874 square kilometres
Population	543,128
Average age of residents	42
Number of Primary Schools	233
Number of Secondary Schools	72
Number of Special Schools	11
% pupils with SEN	10
% pupils eligible for pupil premium	13.7 (primary), 13.3 (secondary)

The data in Table 5 shows that the LA has a lesser percentage of pupils with SEN than the national average (12%) and also a lesser percentage of pupils eligible

for pupil premium funding than the national average (23.2% primary, 27.2% secondary). However, whilst this research was conducted, the LA was experiencing an increase in requests for statutory assessments for Education, Health and Care Plans (EHCPs). This is likely to have an effect on the data and is therefore an important consideration, as the EPs would most likely be using the SASP as part of their work towards these statutory requests. The research also took place during the throes of the Covid-19 pandemic, and this context is considered throughout.

3.4.2. *Two groups of participants*

Originally, it was proposed that the two groups of participants in this research would be 1) the EPs using the SASP and 2) the CYP with which the SASP was used. However, during the course of phase 1 of the research, it became apparent that although CYP were able to engage with the SASP itself and their parents were willing to consent to full participation in research, the CYP were struggling with research measures. The researcher received this feedback from participating EPs, hearing that CYP were often fatigued after the entire SASP process (along with other assessments the EP had presented during their visit) or that time was running out, and often the research questionnaire aimed at CYP was therefore discarded. Thus the researcher realised that there would not be sufficient data from this avenue of collection for quantitative analysis.

Therefore, a new second group of participants was proposed: any EPs and Trainee EPs who had experience with the SASP overall. This would allow a larger pool of participants and therefore the potential for more valid data and further analytical possibilities. New ethical approval from the Tavistock Research Ethics Committee (TREC) was sought and granted (ethical and safety issues are outlined in

further detail below) to allow this new group of participants to be contacted and data to be collected.

3.4.3. Selection and sample (Qualitative)

All EPs (Principal, Senior and Main-Grade), Trainee EPs and Assistant EPs working for the LA in which the research was conducted were offered to attend training on the use of the SASP as part of an EP team training day. Twenty-four members of the team were present at this training. Following this, these EPs were emailed to invite them to take part in an interview, therefore self-selecting to be a participant in this research. Inclusion criteria specified were:

- full attendance at the training session
- at least one attempted use of the SASP with CYP between training and interview (but preferably more)
- Trainee EPs or qualified EPs (not Assistant EPs) only

The justification for not including Assistant EPs, but including Trainee EPs, was that the level of overall training on the use of measures with CYP for qualified EPs and Trainees is the same, as are their opportunities for use of different measures (such as the SASP). Assistant EPs do not necessarily have these privileges, despite being invited to the SASP training session as part of their continued professional development.

This yielded interviews from 4 fully qualified EPs from the LA which has been described in section 3.4.1 regarding their use of the SASP. No Trainee EPs self-selected to take part in the qualitative element of this research.

3.4.4. Selection and sample (Quantitative)

For the quantitative element of this research, participants were also recruited via email, however invitations were expanded further than solely within the LA (these were included too). Trainee EPs from the Tavistock and Portman NHS Foundation Trust Doctoral programme in Child, Educational and Community Psychology in their 2nd and 3rd year were also invited to take part, due to their experiences of the same level of training and input on usage of the SASP. Tutors with SASP experience (who are also qualified EPs) were also individually invited to partake in the research.

Inclusion criteria specified were:

- At least one attempted use of the SASP with CYP
- Trainee EPs or qualified EPs (not Assistant EPs) only

This resulted in 14 questionnaire participants: 5 qualified EPs and 9 Trainee EPs, from a variety of LAs.

3.5. The SASP procedure

The SASP procedure was created and first described by Jones (2001). A brief description of the SASP was included in section 1.7.1, however it is important to highlight the specific elements of the SASP procedure that were influential to this research.

Firstly, due to the nature of the Covid-19 Pandemic, the SASP was adapted by the researcher and another Trainee EP to be used online, and accompanying instructions were written. This option was given to participants in the research when using the SASP with CYP.

Additionally, the researcher and the same aforementioned Trainee EP developed a template/record form to aid the recording of SASP responses from CYP when used by EPs. The original procedure privileges the 'select-and-tell' phase of the

process (as described in section 1.7.1), however the template developed allows for more focus on the PCP and narrative analysis elements that follow this, by providing templates for scaling exercises and goal setting. The aforementioned online procedure instructions and record form can be found in Appendix B, and this also includes copies of the SASP cards for reference.

The researcher is in contact with Jones, who is aware of the teaching of the SASP on the Tavistock doctoral training and is keen for permutations and elaborations of the SASP to emerge, such as the above, to suit different applications including EP assessments and other EP practices.

3.6. Research procedure

3.6.1. Phase 1a: Training

A bespoke training was created by the researcher including guidance on the theoretical underpinnings of the SASP, the process of using it and potential barriers and variations. Feedback was sought, and attendees rated how confident they felt to go away and use the SASP. The average response was 4.1 (whereby the scale was 0= strongly disagree to 5= strongly agree). It should be noted at this point that EPs attending training on the SASP fed back that they had variable confidence, familiarity and training when using projective measures and, although this was something that could not be fully addressed in this training, it was also fed back that some EPs had changed their perceptions of projective assessments based on their learning from the SASP. This feedback from the training can be seen in Appendix C, along with the slides used for the training session.

The bespoke training was conducted over a Microsoft Teams video conference call over a two and a half hour session. Twenty-four members of the LA EP team

attended the training on the SASP, including 3 assistant EPs and 1 Trainee EP. At the training, they were also provided with all resources necessary for continued use of the SASP (the cards, the template for recording responses, the instructions for the online use). During the training session, attendees were also given opportunities to practice administration of the SASP with one another in break-out rooms, and to ask the researcher questions regarding the SASP or the research itself.

3.6.2. *Phase 1b: EP use of the SASP*

The EPs who attended the training were invited to take part in the current research. Those that agreed (n=4) were provided with an information sheet and asked to fill in a consent form (these can be seen as part of the ethical approval form in Appendix D). They were then provided with a pack of resources, which included those from the training and also a consent form for EPs to give to parents whose CYP the SASP would be used with (also available in Appendix D). It also included a questionnaire for the EP to administer with these CYP. As elaborated upon in section 3.4.2, ultimately the CYP questionnaire was not used for the purposes of this research. EPs were instructed to use the SASP with as many CYP as they deemed appropriate between the training and the interview, which was approximately 9 months (but included a summer break, where sometimes there is less opportunity for EP work with CYP due to school holidays and annual leave).

3.6.3. *Quantitative measures*

A questionnaire was created to collect quantitative data (see Appendix E), which included Likert-type rating questions and statements (such as those on a scale

from “strongly agree” to “strongly disagree”) regarding the SASP. These were bespoke questions and statements constructed by the author relating specifically to the SASP and the research questions of this study, due to this being a novel measure, but this is common practice when researching the use of outcomes measures in applied Psychology (Hatfield & Ogles, 2004). An example of these is “The SASP is easy to use with a child” to which participants could select one response from the options: “strongly agree”, “agree”, “neutral”, “disagree” or “strongly disagree”. Statements were framed both positively and negatively so as not to induce bias (in particular, acquiescence bias as described in a following section, 3.8.1) and to minimise the potential of being leading questions.

The questionnaire also included questions which asked participants to select multiple options regarding demographics with which they had used the SASP. For example “Please tick the age ranges with which you have successfully (in your opinion, even if with variation) used the SASP (tick as many as apply)” with age ranges presented in 3 year brackets (for example, age 10-12). The final question of the questionnaire asked “Do you have any other comments about the SASP?” and this one question allowed a free-text answer. This question was therefore not analysed quantitatively. The complete questionnaire (with questions and associated data) can be found in Appendix E.

The questionnaires were sent out in the format of an online questionnaire using Microsoft Forms, which is accessible from a variety of electronic devices. The survey remained active for 10 weeks. Due to the change of methods and participant groups as described above, the researcher did not have the time or facility with which to pilot this questionnaire.

3.6.4. *Qualitative measures*

The qualitative data in this research was collected via a semi-structured interview. The interview schedule included open-ended questions such as “what was your experience of using the SASP with different age groups?”. These questions related to those in the quantitative measure (such as the example regarding age brackets in section 3.6.3), but sought to add more richly detailed and in-depth data specific to the EP experience of the SASP. The semi-structured nature of the interview allowed for expansion of any interesting points that arose to further add to this data, and allowed some conversation between the researcher and participant regarding usage of the SASP. The complete interview schedule can be found in Appendix D as part of the ethical approval form.

3.7. Data analysis procedure

3.7.1. *Quantitative analysis*

Quantitative data from questionnaire responses were inputted into the SPSS statistics version 27 (IBM Corp, 2020) programme and were analysed by descriptive statistics to provide summary measures such as frequencies, which will be presented in histograms and expressed as percentages for further interpretation. Additionally, some data were analysed in more depth using Spearman’s correlations due to the non-parametric nature of the data. Only certain data was suitable for this more in-depth statistical analysis, such as those that were ordinal or ratio data. These were analysed to investigate potential relationships between variables. Nominal data were analysed using frequency measures and crosstabulations where variables were categorical.

3.7.2. *Qualitative analysis approach*

The data collected from the interviews was analysed using reflexive thematic analysis (RTA) (Braun & Clarke, 2006, 2021). This method was chosen by the researcher given its flexibility, so as to be aligned with the epistemological position adopted (Braun & Clarke 2013), and due to its robust ability to produce patterns from a qualitative dataset (Braun & Clarke, 2021). The production of patterns and themes allows for a more seamless synthesis with the quantitative data collected. RTA was also chosen due to one of its core assumptions that the data analysis is always underpinned by (but not bound by) theoretical assumptions (Braun & Clarke, 2021). This is important for the dissemination and implementation of the outcomes of this research, due to EP practice being based upon theoretical knowledge and the core value of ‘evidence-based practice’ by EPs, as stipulated by the British Psychological Society (BPS) Quality Standards for Educational Psychology Services (British Psychological Society, 2019). Furthermore, RTA is described as an approach that is accessible to wider audiences (Braun & Clarke 2021), and this will therefore be an asset to the dissemination of this research, not only to EPs but to teachers, teaching assistants and possibly even commissioners of services.

RTA was chosen as opposed to other versions of thematic analysis due to its consideration of researcher subjectivity. This was an important acknowledgment for this research, as the researcher has embarked on this study with preconceived notions and beliefs about the SASP as a measure and about the EP profession. This is likely to be reflected within the research itself, especially as the researcher played a part in the development of the record form adopted as part of the SASP procedure specifically utilised by this study. The researcher also developed the interview schedule and questionnaire specifically for the purpose of this research. RTA allows for reflexivity

about the impacts of the aforementioned factors on the data collection and analysis process, and this will be explored further in the Findings chapter.

The researcher's approach was, as mentioned in section 3.3, inductive. RTA can be applied in an inductive or deductive way (Braun & Clarke, 2021). The inductive approach is also known as 'bottom up', whereby the data analysis is not governed by any specific theoretical alignment, including that of particular interest to the researcher (Braun & Clarke, 2006). Although RTA allows for researcher reflexivity as described above, this approach ensures that the themes themselves which are derived in the analysis are solely grounded within the data, and no attempt is made to fit them into pre-existing frameworks. The use of a deductive approach could have potentially given rise to a loss of the voice of the EPs who were being interviewed, and therefore resulted in a lack of empowerment to use novel measures such as the SASP upon dissemination of this research.

3.7.3. *RTA Phases*

RTA is laid out in detail by Braun and Clarke (2021) and consists of six phases, each of which will be subsequently described as applied to the current study. Braun and Clarke (2021) emphasise that these phases are not necessarily linear, and are not necessarily able to be sharply delineated from one another either (hence the use of the word 'phase' rather than 'step'). The phases are outlined in Figure 2 below.

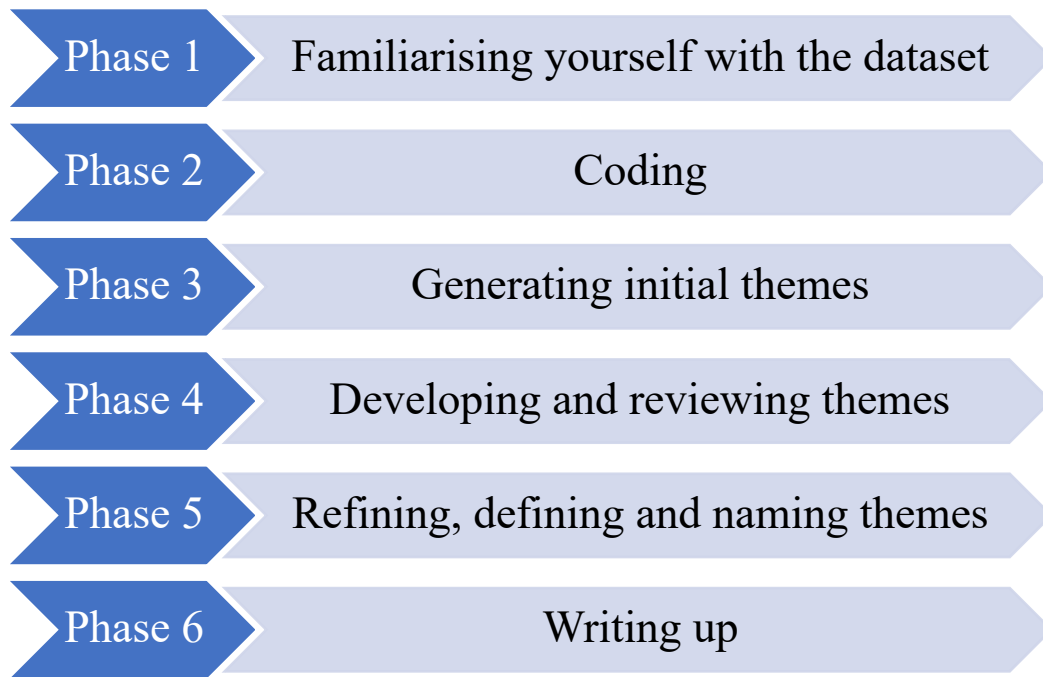


Figure 2. The phases of reflexive thematic analysis, as per Braun and Clarke 2021.

Phase 1: Familiarising yourself with the data

Braun and Clarke (2021) emphasise the importance of the researcher immersing themselves within the dataset. Practically, this involves working with, reading and re-reading the data (or listening, if there are audio recordings of the data), including making brief notes to aid familiarisation. In the case of the current research, interviews were conducted over online video conferencing software and were therefore recorded and automatically transcribed. These recordings were listened to by the researcher multiple times to increase familiarity but also for the purpose of ensuring accuracy of the transcription, thus allowing the researcher to actively engage with the dataset in this first phase.

Additionally, in this phase, the researcher began the reflexive process by noticing initial ‘pulls’ to items of data that reflected the researcher’s values and positioning. For example, the researcher has had multiple successes when using the SASP and therefore strongly advocates for its use, so was more likely to be drawn

towards data that orients the SASP in a more positive light. Additionally, ASD made many appearances in the data, and the researcher has personal associations with this condition, so opportunities were taken during this phase to begin reflection upon such notions and how this might affect the researcher's interpretation of the data.

Phase 2: Coding

Once the researcher is familiar with the dataset, the phase of coding can begin. According to Braun and Clarke (2021), this involves systematically working through the dataset to identify segments of potentially interesting data (those that might be relevant or meaningful to the research question). Code labels are applied to each of these. Code labels are usually short, "pithy and analytically meaningful descriptions" (Braun & Clarke, 2021), and in RTA these codes can be at a range of levels (for example, surface level: participant-driven and explicit, known as 'semantic' or implicit level: researcher-driven and known as 'latent') (Braun & Clarke, 2021). Additionally, as described earlier, an inductive or deductive approach can be taken.

In the current study, the researcher took an inductive approach, not using any pre-existing framework to determine codes. The researcher imported all transcripts into NVivo Version 12 (QSR International Pty Ltd., 2018) qualitative analysis software, which allowed data segments to be highlighted, colour-coded and arranged at different levels. The researcher analysed the transcripts on both a semantic and latent level, and code labels, usually consisting of short phrases, were assigned. This initially generated 33 different codes, with 250 total items extracted from the data.

Braun and Clarke (2021) suggest that codes need to be refined by multiple rounds of coding, and propose varying the order in which the dataset is looked at each time to facilitate fresh perspectives. The researcher adhered to this advice and

undertook three separate rounds of coding. During this process, some codes were merged due to overlap of concepts. A table of the initial codes, the merged codes, their definitions and examples of coded interview extracts can be seen in Appendix F.

Phase 3: Generating initial themes

In this phase, clusters of codes that share core ideas are compiled together, which is the start of theme development (Braun & Clarke, 2021). Themes differ from codes in that codes typically capture specific meaning, whereas themes are broader, describing shared meaning (Braun & Clarke, 2021). It is also important to differentiate themes from ‘topic summaries’ which, according to Braun and Clarke (2021), are summaries of what the data represents about a particular topic, whereas themes are more analytical, delving into the meaning behind the data.

Braun and Clarke (2021) suggest using thematic maps and illustrations during this phase to conceptualise potential themes, sub-themes and their links. The researcher chose to engage with this suggestion and the initial thematic map/map of patterns is presented below (Figure 3).

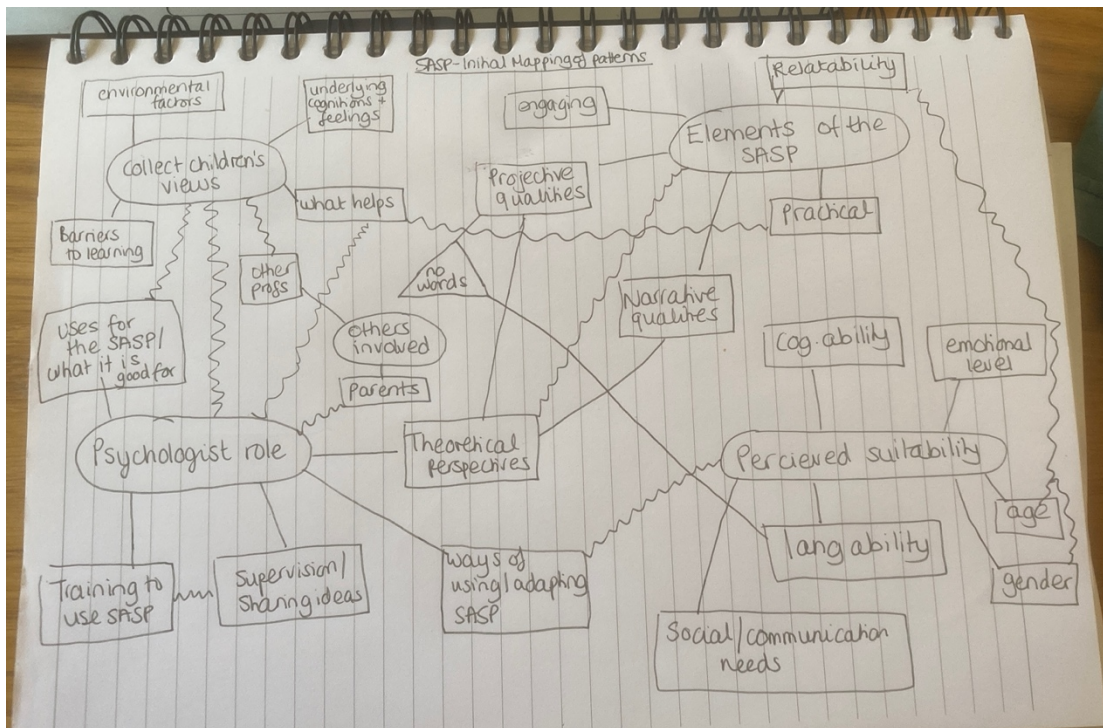


Figure 3: Initial thematic/patterns map.

To guide initial thematic development, Braun and Clarke (2021) suggest five points for consideration:

1. Themes do not have to capture *everything* in the dataset.
2. Each theme should have a central organising concept.
3. Themes in phase 3 are tentative and may need revision - do not get 'attached' to them.
4. You may have more themes at this stage than you will end up with.
5. Try to avoid a 'question and answer' orientation in the approach to generating themes.

At this stage, the researcher switched from using NVivo to a manual approach to organising the codes into themes, due to the ease of being able to 'physically' move them around in the form of paper and post-it notes. Continued reflexivity was also

demonstrated by the researcher, ensuring that assumptions about meaning in the data were persistently questioned when generating themes.

Phase 4: Developing and reviewing themes

This phase involves re-visiting both the coded extracts and the original dataset to assess the suitability of initial themes. The five guidance points stated in phase 3 should also be used to ensure themes are appropriate. The researcher shifted the position of some sub-themes, combined some themes and separated others. The researcher validated these themes with the dataset and, once all themes were deemed by the researcher to be representative of the dataset, the researcher moved to phase 5. The themes in this phase did not differ substantially from the thematic map in phase 5, other than in their names.

Phase 5: Refining, defining and naming themes

This phase involves ensuring that themes are clear and strong. Braun and Clarke (2021) suggest that the researcher ask themselves “what story does this theme tell?” and “how does this theme fit into my overall story about the data?”. The researcher then named themes, taking inspiration from Braun and Clarke (2021) who suggest punchy yet informative names, (including the potential for references to pop culture). At this point, the researcher produced a finalised thematic map, which is represented in the Findings chapter (Figure 16). Subsequently, synopses for each theme were written, and these are included in the Findings chapter as the introductory paragraph to each theme presented for analysis.

Phase 6: Writing up

Braun and Clarke (2021) acknowledge that the act of writing up RTA is a part of the process itself and that this, in fact, begins early on, including informal notes such as those taken in phase 1 and the aforementioned synopses in phase 5. Each part of the write up of a report must take into consideration the impact and process of RTA. Additionally, the write up must present a narrative that is analytic and answers the research question. For the current study, this is presented in the Findings chapter.

3.7.4. *Synthesis*

In keeping with the concurrent triangulation model of mixed methods research, the researcher analysed the qualitative and quantitative data at the same time, privileging them equally. This is also compatible with RTA as the method of qualitative analysis, as the researcher employed reflexivity when considering the impacts of the analysis of the quantitative data on the analysis of the qualitative data.

After both the qualitative and quantitative analyses were complete, the researcher synthesised findings in the writing up phase to create a complete and accurate representation of the data, again ensuring both methods were privileged equally and that each informed the other. The findings are mainly synthesised in the Discussion chapter of this thesis, whereby the reviewed literature is also integrated to inform a complete evaluation of the results of this study.

3.8. Quality criteria

Due to the mixed methods nature of this study, two sets of criteria for assuring quality of the data were adhered to. For the quantitative data, it is historically and scientifically accepted to ensure rigour via assessment of validity and reliability (Creswell, 2003). However, for qualitative data, there are several ways of examining

quality. Lincoln and Guba (1985) suggest five criteria for doing so: credibility, transferability, dependability, confirmability and reflexivity.

3.8.1. Quantitative quality

Validity refers to the accuracy with which concepts are measured, thus making the measure meaningful, and can be further separated into content, construct and criterion validity (Creswell, 2005). Content validity is the extent to which the tool covers all aspects of the construct (Creswell, 2005). In the case of the current study, content validity was ensured by seeking feedback from supervisors who had knowledge of the SASP (and therefore were able to judge whether the questionnaire covered as many aspects of using the SASP as possible) on initial questions for the questionnaire measure (this is also known as ‘face validity’).

Construct validity occurs when a tool measures the phenomenon that it intends to, ensuring its existence (Creswell, 2005). This can be achieved by the provision of clear definitions and potential generalisability to the wider use of the construct. In the current study, all theoretical concepts were clearly defined and the literature regarding use of similar tools to obtain pupil voice was thoroughly examined to ensure potential generalisability and construct validity.

Criterion validity is the alignment with other measures of the same phenomena. Due to the lack of literature on the SASP, there are no other measures regarding its use, therefore the author of this study created a novel questionnaire. However, the only other literature regarding the SASP (Jones, 2001) was thoroughly cross-referenced and integrated when designing the questionnaire measure. Other measures investigating the use of pupil voice tools were examined during the

literature review, however there were no similar survey or questionnaire measures that could be adapted.

In terms of validity, **response bias** was also considered. This is the tendency to respond falsely to questionnaire items, in particular acquiescence bias which is where participants have a tendency to agree with all items presented to them. Thus, the wording of questionnaire items was carefully considered, with some questions presented as positively worded (for example, “The SASP was easy to use with CYP”) and some being presented as negatively worded (for example “The SASP was not as easy to use as my usual method of obtaining pupil voice”).

Reliability is demonstrated when results are consistent with each other. Often, reliability is measured as stability over time, therefore replication of this research would add to the reliability of the data as the current study only collected data at one time point. However, an asset of mixed methods studies is the ability to triangulate quantitative data with qualitative data to assess reliability, and the researcher capitalised on this opportunity. This is explored further in the synthesis of the data in the subsequent Findings and Discussion chapters (chapters 4 and 5).

3.8.2. Qualitative quality

Credibility and **confirmability** describe the extent to which the findings are representative of the original data collected, including interpretations made (Korstjens & Moser, 2018). In the current research, the author ensured this by immersion in the data, which is also in line with the process of RTA described above (Braun & Clarke, 2021). Immersion in the data includes constant engagement with the original dataset

and continual familiarisation (Korstjens & Moser, 2018; Lincoln & Guba, 1985). Additionally, the researcher was assured of credibility due to having a previously built rapport with interviewees, yet also ensuring transparency regarding the research and ethical processes involved (as described below in section 3.9). Furthermore, the researcher used an established and systematic approach to analysis of the data (RTA, Braun & Clarke, 2021) which, in itself, contributes to the credibility of the research as a whole.

Transferability is often paralleled to generalisability, meaning the extent to which results can be transferred to other contexts (Lincoln & Guba, 1985). In the instance of this research, transferability is attempted by providing detailed descriptions of the research to assist the possibility of replication and generalisation to different contexts (Korstjens & Moser, 2018). The transferability and generalisability of this research has limitations due to restrictions related to the Coronavirus Pandemic, however these will be explored further in the Discussion chapter.

Guba and Lincoln (1985) describe **dependability** as the extent to which research is consistent and repeatable over time. As already declared, data was only collected at one time point in the current study, however the author has described the research in detail to allow for future replication.

Reflexivity is considered throughout the entire process of the research, as per Braun and Clarke's (2021) guidance for RTA. This enhances the rigour of the research due to consideration of the role and influence of the researcher, and the attention given to the impact of the interactions between the researcher, the participants and the data. These elements have been explored further and integrated within the Findings chapter of this thesis.

3.9. Ethical approval and safety procedures

This research was conducted in line with the BPS Code of Ethics and Conduct (2021), as per guidance for all Psychological research in the United Kingdom.

Additionally, ethical approval was sought and granted by the Tavistock Research Ethics Committee (TREC), which included submission of a research proposal, participant information sheets, consent forms and risk analyses (see Appendix D for full ethics application). As previously outlined, where procedures were changed by the researcher, a resubmission of the ethics form was completed.

Informed consent was ensured by providing all participants with information sheets (included in Appendix D), consent forms (also included in Appendix D) and by allowing the opportunity for any questions regarding the research at any point by the provision of email address contacts for the researcher and the researcher's supervisor. Interviewees were given opportunities to ask questions before and after the interviews commenced. There were no possibilities of deception in the current study, as all participants were aware of the aims of the research before beginning either the interview or the questionnaire. This also meant that formal debriefing was not required, however the researcher intends to share findings with EPs in the LA nonetheless, as interest in this was expressed by multiple EPs during the training session. This is explored further when considering the dissemination of this research in the Discussion chapter.

Participants were also made aware of their right to withdraw. This was done via the information sheets and consent forms, and they were aware that research participation was voluntary and agreed to participate on this basis. Additionally, the information sheet highlighted data protection procedures, informing participants how their data would be collected, stored and used in the future in compliance with the UK

Data Protection Act (Gov.uk, 2018) and the Tavistock and Portman NHS Trust's Data Protection Policy.

Anonymity and confidentiality were central to the ethics of this research, and participants were assured of this. Data collected via interviews was anonymised, no personal data was collected at all during the questionnaires and participants were assigned numbers as identifiers. If interviewees referred to specific CYP in the data, they were encouraged to use pseudonyms.

Finally, participants were signposted to follow regular LA procedures should they be concerned about the wellbeing of a CYP whilst using the SASP. EPs should be well acquainted with these as a pre-requisite of fulfilling the obligations of their role. The researcher also received supervision throughout the duration of the research, which allowed consideration of any risks posed and resolution of any problems encountered.

3.10. Chapter Summary

This chapter described the philosophical orientation of the researcher and the research, and detailed the process and method of the current study, including sampling, data collection and analysis. Other methods of research were assessed for suitability and ruled out accordingly. The procedures were further ratified by explorations of quality assurance of the data, and by detailing of ethical and safety measures.

4. Research Findings

4.1. Chapter overview

This chapter presents and outlines both the quantitative and qualitative findings of this research and begins to relate them to the research questions asked by this study. The findings and their potential meaning will be elaborated upon and discussed further in chapter 5.

4.2. Questionnaire findings

Quantitative data was collected via questionnaire responses, and this primarily aimed to answer RQ1:

RQ1) What are EPs' experiences of using the SASP?

a) How easy/difficult is it to use?

b) Does its use differ with various pupil characteristics (e.g. age, gender, presenting needs)?

In total, 14 EPs or Trainee EPs completed the questionnaire. To maintain transparency, raw data is provided in Appendix E. Findings from the questionnaire are discussed in order of the questions/statements presented to participants and, subsequently, further statistical analyses are presented. The SPSS outputs from all statistical analyses are provided in Appendix G.

4.2.1. “The SASP is easy to use with a child”

The first item in the questionnaire asked the participants about the extent to which they agreed with the above statement. For all the questions asking about the extent of agreement to a statement, a Likert scale was presented with the following response options: strongly agree, agree, neutral, disagree and strongly disagree. The results, presented in Figure 4, show that 93% of the respondents either strongly agreed or agreed that the SASP was easy to use (strongly agree n=4, agree n=9). One of the participants disagreed.

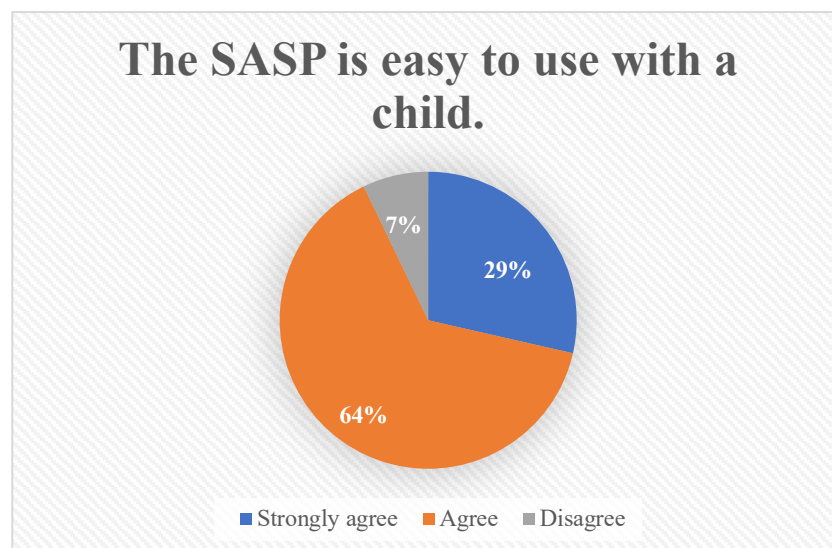


Figure 4: Summary of Question 1 responses.

4.2.2. “The SASP is not as easy to use as my usual methods of obtaining child voice.”

Question 2, using the Likert scale described in section 4.2.1, sought to begin to answer RQ2a:

RQ2) How do EPs’ perceive the performance of the SASP?

a) How does it compare to other measures of pupil voice?

Forty-three percent of the respondents either disagreed or strongly disagreed with the above statement (strongly disagree n=1, disagree n=5), 43% of the respondents felt neutral about this statement (n=6) and two of the respondents agreed with the statement. A summary of these results can be seen in Figure 5.

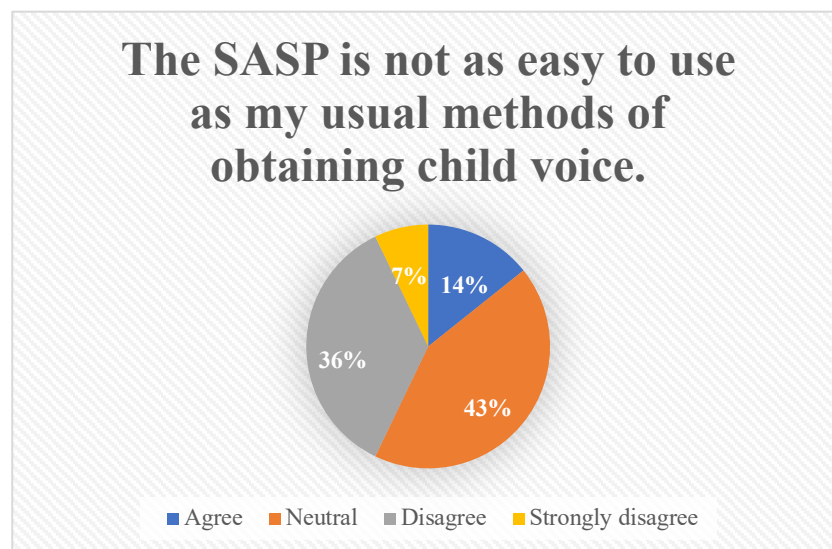


Figure 5: Summary of Question 2 responses.

4.2.3. “The SASP produces rich (quality) information regarding the voice of a child or young person.”

Question 3 also used the aforementioned Likert scale responses in relation to the above statement. Ninety-three percent of the respondents (strongly agree n=2, agree n=11) either strongly agreed or agreed that the SASP produces rich quality information regarding CYP voice, with the remaining one respondent feeling neutral about this statement. A summary of the responses to this question can be seen in Figure 6.

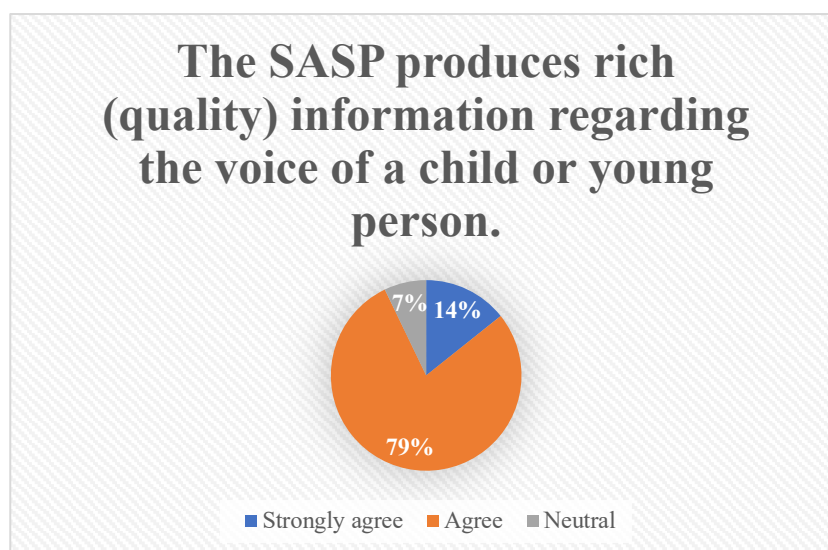


Figure 6: Summary of Question 3 responses.

4.2.4. “The SASP does not provide as much (quantity) information as my usual/other methods of obtaining child voice.”

Question 4 took the same format as prior questions (Likert scale with the same response options to a statement) and the responses are summarised in Figure 7. Fifty-seven percent of the respondents either strongly disagreed or disagreed with the statement (strongly disagree n=2, disagree n=6) which was negatively worded, demonstrating that they believe the SASP does provide as much (quantity) information as their usual methods of obtaining child voice, giving more insight into RQ2a. Forty-three percent of the respondents to the questionnaire (n=6) however felt neutral about this statement.

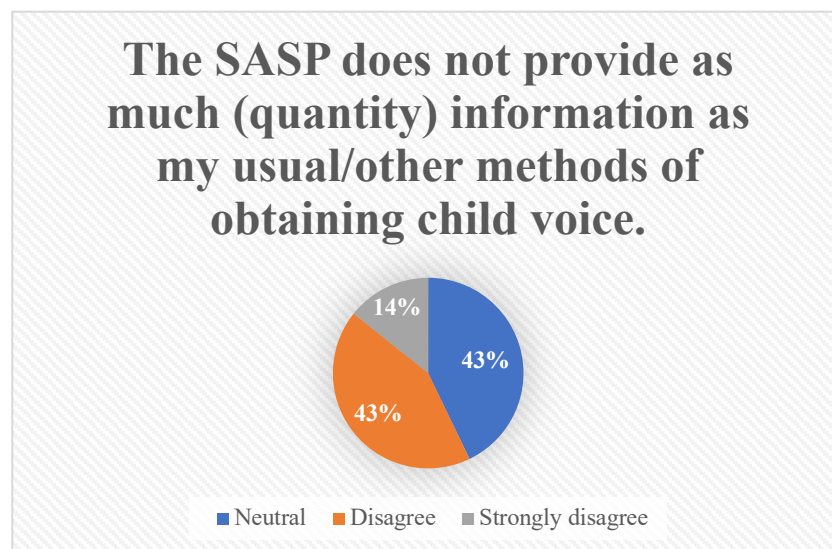


Figure 7: Summary of Question 4 responses.

4.2.5. “The children I used the SASP with seemed engaged with it.”

Yet again, the same response options were presented but to the above statement in question 5, which aimed to provide some answers to RQ3:

RQ3) Is the SASP an engaging procedure for pupils?

This question produced a greater range of responses across the options than previous questions, indicating that greater analytic depth could be required when interpreting these results. This could be due to confounding factors affecting engagement with the SASP, such as age or presenting needs of the CYP, or frequency of use by the EP or Trainee EP. These will be explored further in subsequent findings and analyses. However, a majority (72%, agree n=5, strongly agree n=5) of the participants still agreed or strongly agreed that the CYP they used the SASP with were engaged with it, with 2 participants feeling neutral about the statement, one disagreeing and one strongly disagreeing. Figure 8 presents a summary of the responses to the above statement.

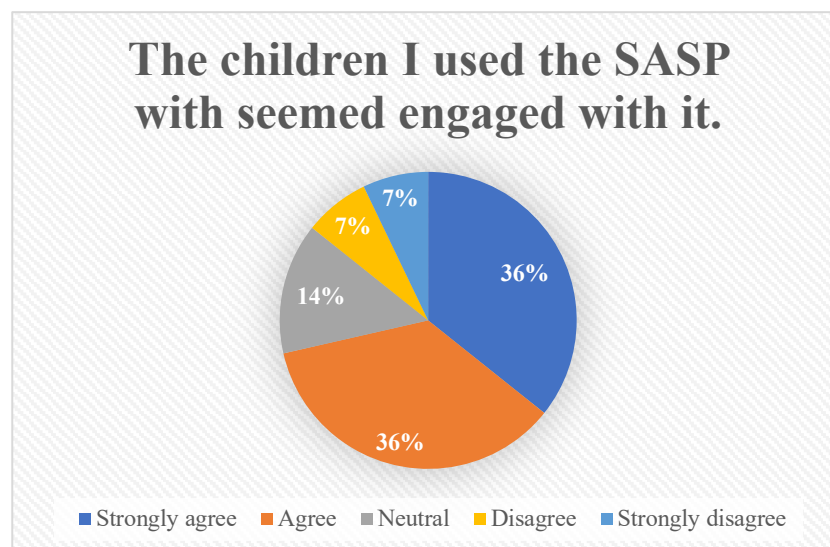


Figure 8: Summary of Question 5 responses.

4.2.6. “The SASP elicits information that is useful for statutory assessments.”

Beginning to answer RQ2b (*What does the SASP contribute to formulation of difficulties or intervention for cases?*), question 6 asked specifically about statutory assessments, given the role of EPs in contributing to these (as discussed in section 1.3.3). Seventy-one percent of the respondents either agreed or strongly agreed with this statement (agree n=9, strongly agree n=1) with the rest of the participants (n=4) responding that they felt neutral regarding this statement. However, the questionnaire did not ask EPs or Trainee EPs to specify whether they had experienced using the SASP specifically for statutory assessments or not, therefore some of the neutral responses to this particular statement could have possibly indicated an “unknown” element, and some of the positive responses could have been speculative or inferential by participants. Figure 9 summarises these responses.

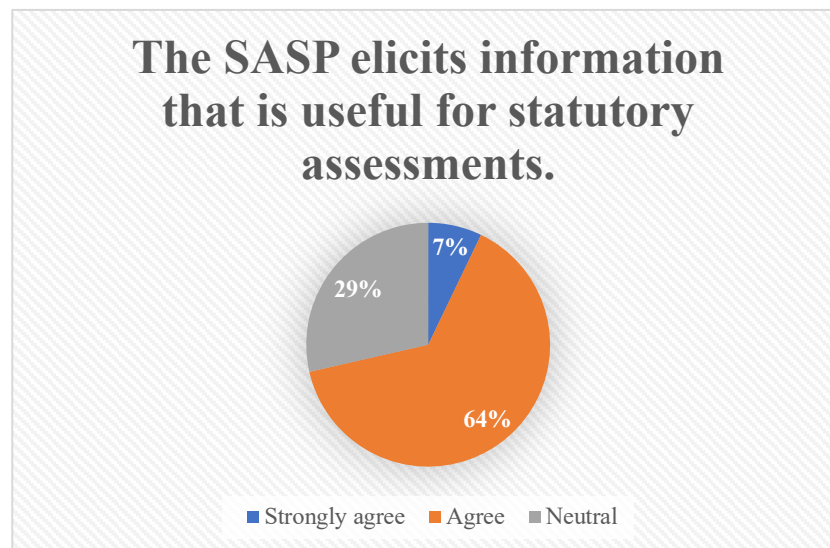


Figure 9: Summary of Question 6 responses.

4.2.7. “The SASP is not easy to analyse and report.”

Adding to the analysis for RQ2b, the respondents indicated the extent of their agreement to this statement in the same way as described for statements above. Interestingly, 50% (n=7) of the respondents felt neutral about this statement. Four of the participants disagreed with the statement, two agreed with it and one strongly disagreed with it. The analysis of the SASP by EPs is explored further in the interviews to add depth to these findings. A summary of these responses is presented in Figure 10.

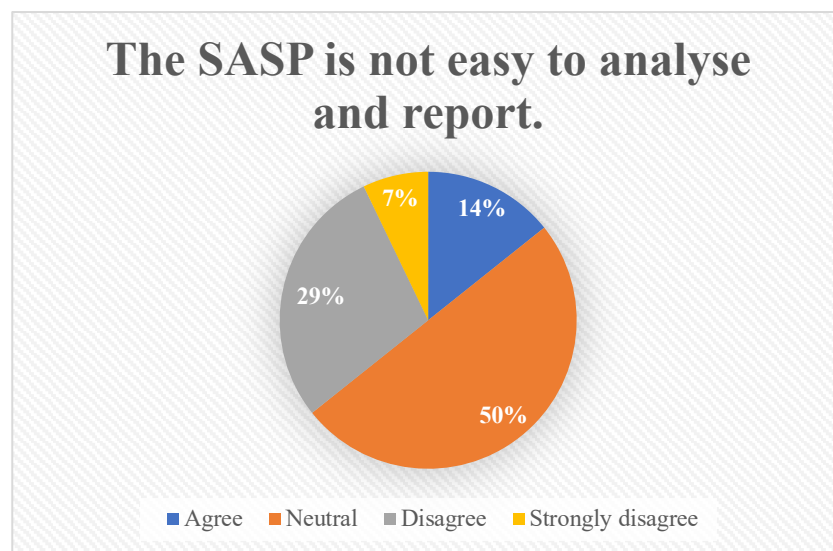


Figure 10: Summary of Question 7 responses.

4.2.8. “The pictures on the cards seem relatable to children and young people.”

Question 8 begins to seek answers to RQ3b:

RQ3b) How relatable are the situations depicted in the SASP cards to pupils?

Respondents to the questionnaire indicated majority affirmative responses to this question, with 78% of them either strongly agreeing or agreeing (strongly agree n= 3, agree n=8) with the statement. Two of the respondents felt neutral about this statement, and one respondent disagreed. The nature of the SASP pictures is explored further in the interview data and therefore in the qualitative analysis. A summary of the responses to this question can be seen in Figure 11.

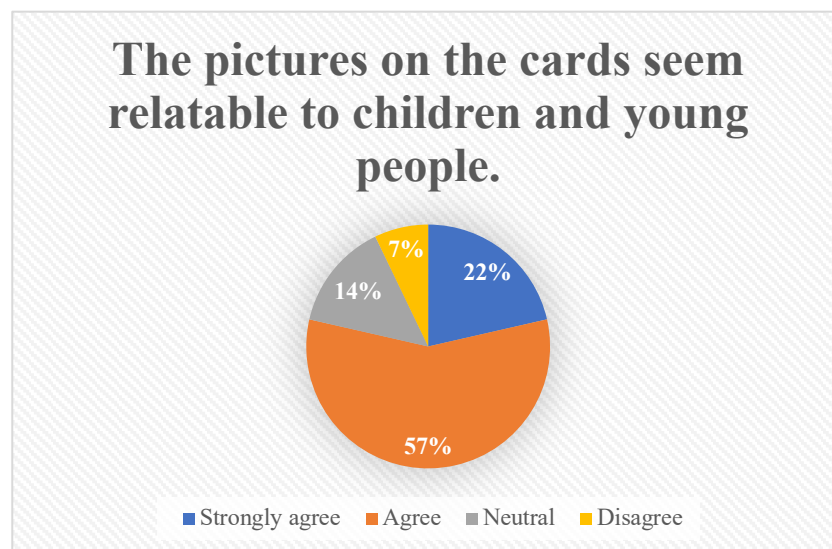


Figure 11: Summary of Question 8 responses.

4.2.9. “I could not always use the SASP cards exactly as the procedure dictates.”

As described in detail in section 3.5, there is a specific procedure for using the SASP cards that was taught to participants alongside the imparting of the SASP resources to them. However, it was acknowledged that varying factors might affect the adherence to this procedure, and the range of responses to this question reflects that. Equally, this is explored further in the interviews and qualitative analysis. Two of the respondents strongly agreed with the statement in question 9, seven agreed, one felt neutral and four disagreed. This is represented in Figure 12.

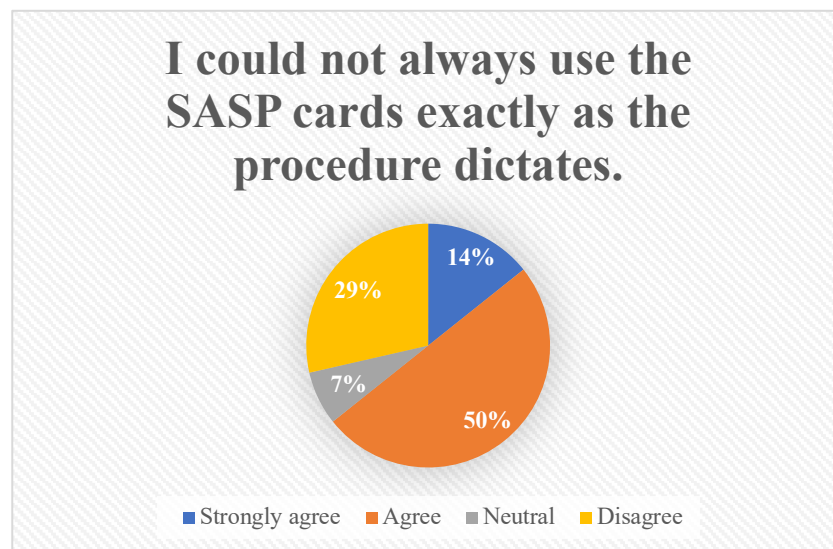


Figure 12: Summary of Question 9 responses.

4.2.10. “Please tick the age ranges with which you have successfully (in your opinion, even if with variation) used the SASP (tick as many as apply)”

Questions 10, 11 and 12, 14 and 15 aim to answer RQ1b:

RQ1b) Does [the SASP’s] use differ with various pupil characteristics (e.g. age, gender, presenting needs)?

The modal age group the SASP was used with successfully was age 10-12, with nine of the respondents selecting this age range. This was closely followed by age 13-15 (n= 7) and age 7-9 (n=6). The younger and older ends of the age ranges each had one use attributed to them (age 4-6 n= 1, age 16-18 n=1). One respondent selected the not applicable option for this question. The histogram in Figure 13 presents these results.

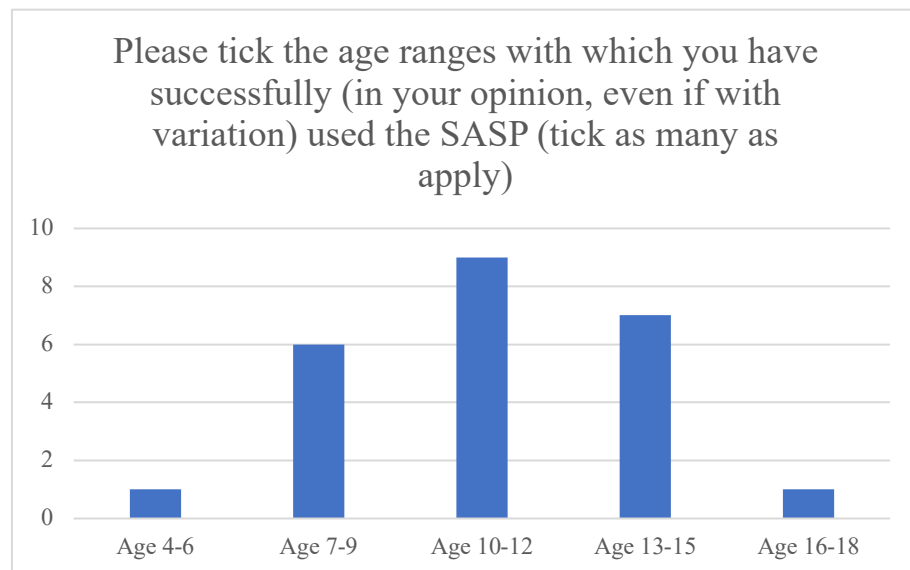


Figure 13: Summary of Question 10 responses.

4.2.11. “Please tick the presenting difficulties with which you have successfully (in your opinion, even if with variation) used the SASP (tick as many as apply)” and “Please tick the presenting difficulties with which you have UNSUCCESSFULLY (in your opinion) used the SASP with (tick as many as apply)”

For the above two statements, participants were asked to first tick presenting difficulties for successful uses of the SASP (according to their own perception), and then for uses which they deemed unsuccessful. These have been presented together for ease of comparison in Figure 14.

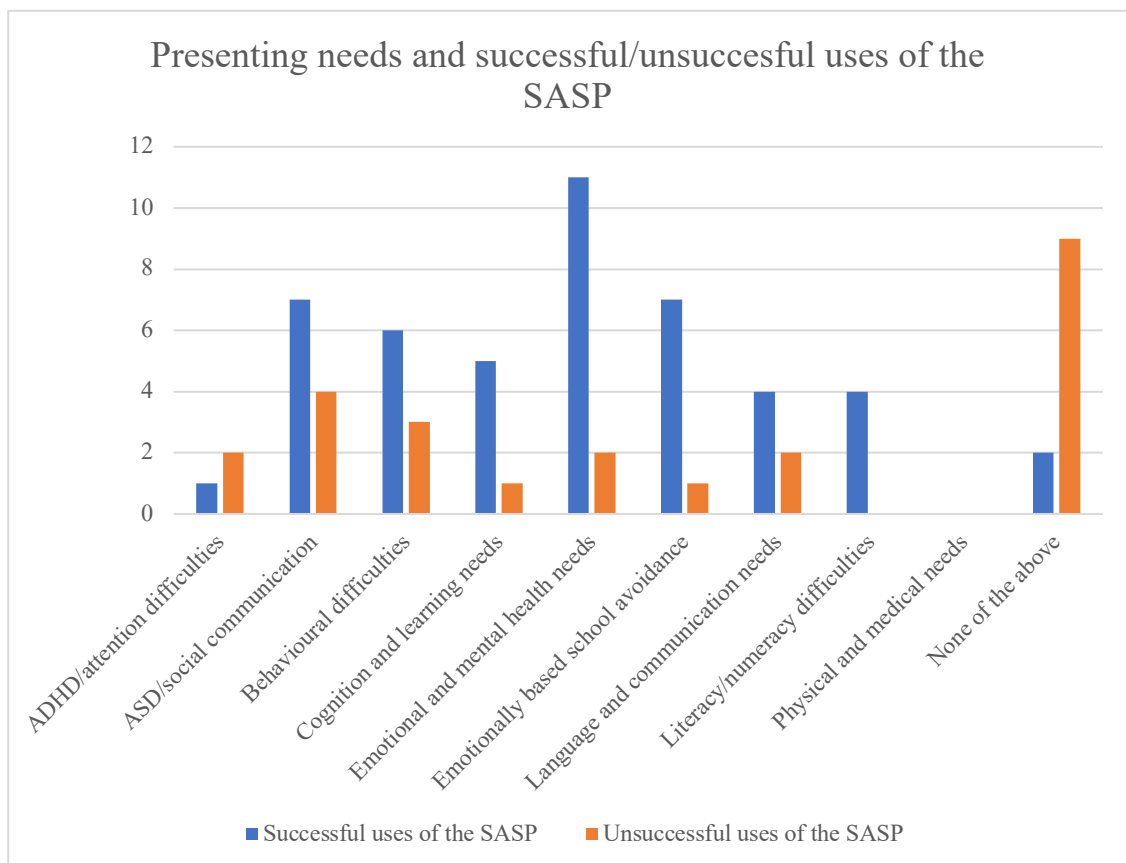


Figure 14: Summary of Questions 11 and 12 responses.

The respondents had the most success using the SASP with CYP with emotional and mental health needs (n= 11), also indicating successful use with CYP with EBSA (n= 7). Additionally, seven of the respondents indicated success using the SASP with

CYP with ASD/social communication difficulties, although four of the respondents indicated unsuccessful uses with this group. The usage of the SASP with CYP with ASD appeared frequently in the interview dataset and, therefore, will be explored further in the qualitative analysis. The only group with which there were more unsuccessful than successful uses of the SASP were CYP with ADHD/attention difficulties (unsuccessful uses n=2, successful uses n=1) however these are low numbers and, therefore, would need further data to confirm any significance of this difference.

It is also notable that nine of the 14 respondents selected 'none of the above' for unsuccessful uses of the SASP in terms of presenting needs. This could indicate that the SASP is broadly successful over a range of needs, or alternatively that the questionnaire options did not represent CYP that they had negative experiences of the SASP with.

4.2.12. “In total, approximately how many children or young people have you used the SASP with? This can be formally, informally, fully, partially...”

This question sought to find out how many uses of the SASP each of the respondents had attempted in order to inform other analyses, for example statistical correlations. The modal amount of uses of the SASP was one (n=5), with the minimum amount of uses being zero (n=1) and maximum being ten (n=1). The distribution of the frequency of uses can be seen in the histogram in Figure 15. The 14 questionnaire respondents indicated that they had used the SASP on a total of 37 occasions.

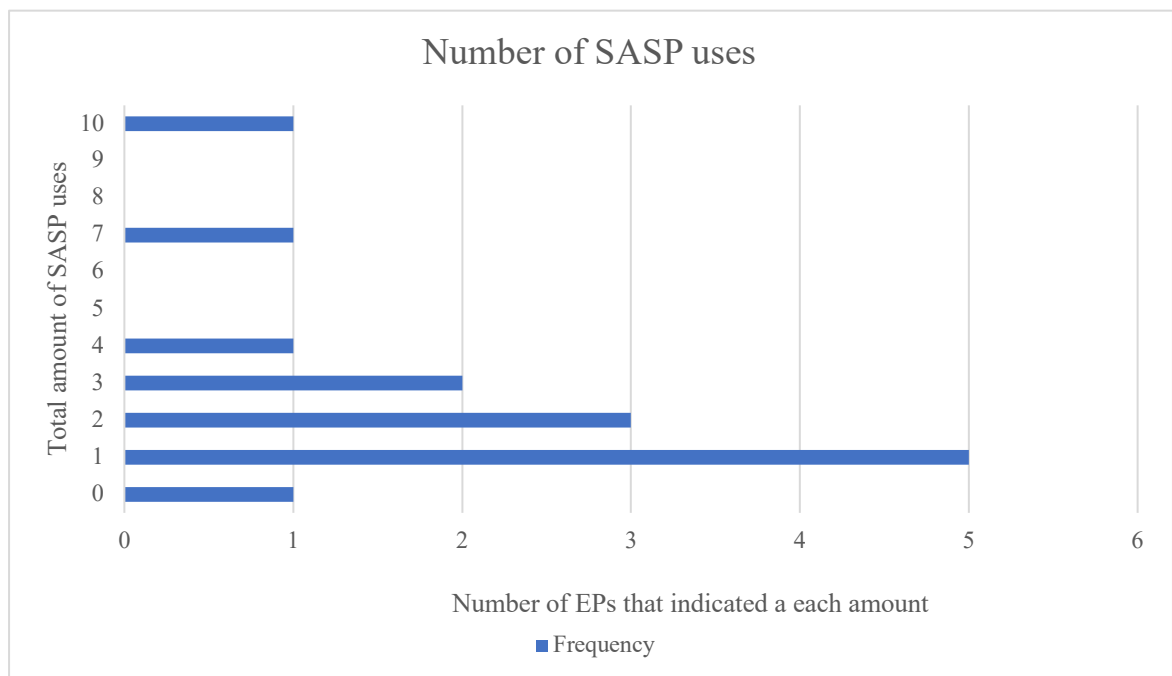


Figure 15: Summary of Question 13 responses.

4.2.13. “Did you notice a difference in how children and young people of different genders responded to the SASP? Did you use it more with one gender, for example?”

Question 14 allowed for a free text response, therefore numerical analysis of this question was more challenging. Five respondents indicated they had only used the SASP with CYP that they identified as male, therefore they could not make comparisons on differences regarding gender and use of the SASP. Two of the five respondents who had only used it with this gender indicated that this was purely by coincidence. One respondent noted that they had used it with four males and one female. Four respondents answered ‘no’, they had not noticed a difference in how CYP of different genders responded to the SASP. Four respondents answered ‘not applicable’ to this question, which could mean they had only used it with one gender or that they did not feel that they had used it enough to comment on different responses, especially given that the modal amount of uses (as seen in section 4.2.12) was one use per respondent.

4.2.14. “What ethnic backgrounds were the children and young people you used the SASP with? Please list as many as you remember.”

Question 15 asked participants to list as many ethnicities as they remembered using the SASP with. Ten of the 14 respondents indicated that they had used it with CYP that they assumed to be White British. Only four of the 14 respondents listed any other ethnicities. These included: Irish Traveller, Asian (Pakistani), Mixed Heritage (Black African and White British), Mixed Heritage (unspecified), White Portuguese, Black Caribbean, Black African and Asian (unspecified).

4.2.15. *“Do you have any other comments about the SASP”*

The final question in the questionnaire allowed for free text comments regarding the SASP, enabling the participants to highlight anything that may have been missed by the specific questionnaire questions. These comments were useful to consider when integrating the questionnaire findings into those from the qualitative analysis. Comments included those on practical elements of the SASP, such as *“I don't always feel like I have time to do it justice”* and *“It was quite time consuming, next time I might miss out a couple of the story questions. I feel I'd get as much useful information.”*

Many participants commented on the utility of the SASP, particularly around eliciting CYP views and the application of these views to helping the CYP in school:

“I found the SASP a resource which can be applied in a flexible manner to gain an insight into CYP's viewpoint. A very useful tool to have to hand.”

“The SASP presents as a unique and innovative way for children/young people of all ages to explore their thoughts and express their views in terms of their school experience”

“The salmon line for scaling really helped make it applicable to the YP and school.”

“I think it is a great tool to use with young people as they are not always able to articulate where the area of strength/ difficulties are and so this helps to bring this focus into the conversation.”

“It seems like a really useful tool to elicit a child's views on school and understanding what is important to them.”

“This encouraged further conversations around safety, and was helpful to consider as part of my formulation and consultations with his school”

“I have really appreciated trying the materials out and in turn reflecting on my practice, especially in relation to gaining the voice of the child - which all too often becomes habitual and unfortunately surface level at times”

However, some participants expressed in more detail some of the areas of difficulty or challenge that they had whilst using the SASP, including consideration of cultural sensitivity, the story-telling elements and the analysis of these, and also the emotions that can arise from CYP whilst using the SASP:

“I wondered if it is culturally bias, as the images are black and white, all people appear white (in my opinion) and there is lack of diversity in the hair styles.”

“telling a story was not suited to him. He struggles to communicate and trust adults. I didn't know this before the SASP, so it was a useful exercise nonetheless but it did not elicit any great insights into his own experiences”

“young person got quite emotional and that was hard to manage. Also difficult to analyse it in a way that could give useful feedback for parents and school”

“the child I tried to use it with has attachment needs along with a diagnosis of autism. He finds it difficult to feel safe in school and work with familiar adults. I think this tool would have required me to become more familiar to him and would take a very long time to complete with a child with needs such as his”

“he wasn't really able to pick three pictures - mostly only one and he seemed really unsure which I think was due to difficulty in abstract thinking around it (he is a VERY literal thinker) - he said at one point "I don't know, loads of different things could be happening" - so the telling a story bit was hard and didn't happen”

The above quotes from the comments made at the end of the questionnaire can be related to the themes extrapolated from the interview data via the process of RTA, and some of the comments are very similar to quotes from the interview datasets. Therefore, the free-text data collected from the questionnaires will be explored in conjunction with the qualitative data collected by interviews, also in keeping with the concurrent triangulation methodology adopted by this study. This will occur when themes have been established and findings are discussed in chapter 5.

4.3. Other quantitative findings

Some data that were collected from the questionnaires were able to be analysed and explored further in a statistical manner using SPSS software (IBM Corp, 2020). This was carried out using two-tailed Spearman's correlations due to the non-parametric nature of the data.

It was firstly investigated whether there was any relationship between number of uses of the SASP and other reported ratings, for example to determine whether increased usage of the SASP increased the reported ease of use of the SASP and the reported ease of analysing/reporting the SASP. However, there was no significant correlation between number of uses of the SASP and reported ease of use (answers to "the SASP is easy to use with a child") ($r= 0.24$, $N=14$, $p= 0.935$) or between number of uses of the SASP and ease of reporting and analysing the SASP (answers to "the SASP is NOT easy to analyse and report", a negatively framed question hence the negative association reported) ($r= -0.430$, $N=14$, $p= 0.125$).

To allow statistical analysis of some other potential relationships, a 'mean age' variable was created. This was calculated using the data from the question "Please tick the age ranges with which you have successfully (in your opinion, even if with

variation) used the SASP (tick as many as apply)". This then produced the mean age that each participant had reported using the SASP with. This was subsequently utilised as a variable for Spearman's correlations to determine any relationships between age and other reported variables, such as perceived engagement with the SASP ($r = -0.038$, $N=14$, $p = 0.898$), perceived CYP relatability to the SASP ($r = -0.347$, $N=14$, $p = 0.225$), EPs' perceived quality of information produced by the SASP ($r = -0.492$, $N=14$, $p = 0.74$) and EPs' perceived quantity of information produced by the SASP ($r = 0.34$, $N=14$, $p = 0.908$). There were no significant correlations found between the mean age of CYP that EPs used the SASP with and any of the aforementioned variables.

Additionally, crosstabulations were performed to examine other relationships between the categorical variables in the data, such as responses to the questions regarding the uses of the SASP with CYP that exhibited different presenting needs.. Notably, using the SASP with CYP with ASD and social communication difficulties arose frequently in the interview data, so this was a focus of these analyses, considering the concurrent triangulation approach. Crosstabulations showed that, those that reported success using the SASP with CYP with ASD (or social communication difficulties) also reported higher levels of engagement (Table 6). These EPs also all reported that they agreed that the SASP was easy to use (Table 7) and mostly agreed that it is useful for statutory reports (Table 8). Full raw results and SPSS outputs of all statistical analyses can be seen in Appendix G

Table 6: Crosstabulation between successful use of SASP with CYP with ASD/social communication difficulties and CYP engagement.

		ASD/Social communication difficulties success		
		No	Yes	Total
Children Engaged (EP rating)	Strongly disagree	1	0	1
	Disagree	1	0	1
	Neutral	1	1	2
	Agree	2	3	5
	Strongly agree	2	3	5
Total		7	7	14

Table 7: Crosstabulation between successful use of SASP with CYP with ASD/social communication difficulties and ease of use.

		ASD/Social communication difficulties success		
		No	Yes	Total
Ease of use (EP rating)	Strongly disagree	0	0	0
	Disagree	1	0	1
	Neutral	0	0	0
	Agree	2	7	9
	Strongly agree	4	0	4
Total		7	7	14

Table 8: Crosstabulation between successful use of SASP with CYP with ASD/social communication difficulties and utility for statutory assessments.

		ASD/Social communication difficulties success		
		No	Yes	Total
Utility for statutory assessments (EP rating)	Strongly disagree	0	0	0
	Disagree	0	0	0
	Neutral	3	1	4
	Agree	3	6	9
	Strongly agree	1	0	1
Total		7	7	14

Other areas of contention and/or focus in the interview data included EBSA, language and communication difficulties and literacy/numeracy difficulties, so these were also more closely examined by crosstabulations. For EBSA, crosstabulations were, interestingly, identical to those for ASD/social communication difficulties, showing that those that reported success using the SASP with CYP with EBSA also reported higher levels of engagement (Table 9). These EPs also all reported that they agreed that the SASP was easy to use (Table 10) and mostly agreed that it is useful for statutory reports (Table 11). Possible reasons for this overlap in results will be proposed in the Discussion chapter.

Table 9: Crosstabulation between successful use of SASP with CYP with EBSA and CYP engagement.

		EBSA		
		No	Yes	Total
Children Engaged (EP rating)	Strongly disagree	1	0	1
	Disagree	1	0	1
	Neutral	1	1	2
	Agree	2	3	5
	Strongly agree	2	3	5
Total		7	7	14

Table 10: Crosstabulation between successful use of SASP with CYP with EBSA and ease of use.

		EBSA		
		No	Yes	Total
Ease of use (EP rating)	Strongly disagree	0	0	0
	Disagree	1	0	1
	Neutral	0	0	0
	Agree	2	7	9
	Strongly agree	4	0	4
Total		7	7	14

Table 11: Crosstabulation between successful use of SASP with CYP with EBSA and utility for statutory assessments.

		EBSA		
		No	Yes	Total
Utility for statutory assessments (EP rating)	Strongly disagree	0	0	0
	Disagree	0	0	0
	Neutral	3	1	4
	Agree	3	6	9
	Strongly agree	1	0	1
Total		7	7	14

EPs that used the SASP with CYP with language and communication difficulties tended to agree that CYP were engaged (Table 12). They also tended to agree that it was easy to use (Table 13) and that it was useful for statutory assessments (Table 14). The same applies for EPs that used the SASP with CYP with literacy/numeracy difficulties (Tables 15, 16 and 17).

Table 12: Crosstabulation between successful use of SASP with CYP with language and communication difficulties and CYP engagement.

		Language and communication difficulties		
		No	Yes	Total
Children Engaged (EP rating)	Strongly disagree	1	0	1
	Disagree	1	0	1
	Neutral	1	1	2
	Agree	3	2	5
	Strongly agree	4	1	5
Total		10	4	14

Table 13: Crosstabulation between successful use of SASP with CYP with language and communication difficulties and ease of use.

		Language and communication difficulties		
		No	Yes	Total
Ease of use (EP rating)	Strongly disagree	0	0	0
	Disagree	1	0	1
	Neutral	0	0	0
	Agree	6	3	9
	Strongly agree	3	1	4
Total		10	4	14

Table 14: Crosstabulation between successful use of SASP with CYP with language and communication difficulties and utility for statutory assessments.

		Language and communication difficulties		
		No	Yes	Total
Utility for statutory assessments (EP rating)	Strongly disagree	0	0	0
	Disagree	0	0	0
	Neutral	3	1	4
	Agree	6	3	9
	Strongly agree	1	0	1
Total		10	4	14

Table 15: Crosstabulation between successful use of SASP with CYP with literacy/numeracy difficulties and CYP engagement.

		Literacy/numeracy difficulties		
		No	Yes	Total
Children Engaged (EP rating)	Strongly disagree	1	0	1
	Disagree	1	0	1
	Neutral	2	0	2
	Agree	3	2	5
	Strongly agree	3	2	5
Total		10	4	14

Table 16: Crosstabulation between successful use of SASP with CYP with literacy/numeracy difficulties and ease of use.

		Literacy/numeracy difficulties		
		No	Yes	Total
Ease of use (EP rating)	Strongly disagree	0	0	0
	Disagree	1	0	1
	Neutral	0	0	0
	Agree	5	4	9
	Strongly agree	4	0	4
Total		10	4	14

Table 17: Crosstabulation between successful use of SASP with CYP with literacy/numeracy difficulties and utility for statutory assessments.

		Literacy/numeracy difficulties		
		No	Yes	Total
Utility for statutory assessments (EP rating)	Strongly disagree	0	0	0
	Disagree	0	0	0
	Neutral	3	1	4
	Agree	6	3	9
	Strongly agree	1	0	1
Total		10	4	14

Finally, the most frequently reported use of the SASP was with CYP with emotional and mental health difficulties, so this was explored further quantitatively with crosstabulations. EPs that successfully used the SASP with CYP with emotional and mental health difficulties broadly reported that CYP were engaged with the SASP, with those who did not use it with CYP with emotional and mental health difficulties reporting CYP were not engaged (Table 17). EPs using the SASP with these CYP also agreed or strongly agreed that it was easy to use (Table 18) and mostly agreed that it was useful for statutory assessments (although some EPs felt neutral about this statement) (Table 19).

Table 18: Crosstabulation between successful use of SASP with CYP with emotional and mental health needs and CYP engagement.

		Emotional/mental health needs		
		No	Yes	Total
Children Engaged (EP rating)	Strongly disagree	1	0	1
	Disagree	1	0	1
	Neutral	1	1	2
	Agree	0	5	5
	Strongly agree	0	5	5
Total		3	11	14

Table 19: Crosstabulation between successful use of SASP with CYP with emotional and mental health needs and ease of use.

		Emotional/mental health needs		
		No	Yes	Total
Ease of use (EP rating)	Strongly disagree	0	0	0
	Disagree	1	0	1
	Neutral	0	0	0
	Agree	2	7	9
	Strongly agree	0	4	4
Total		3	11	14

Table 20: Crosstabulation between successful use of SASP with CYP with emotional and mental health needs and utility for statutory assessments.

		Emotional/mental health needs		
		No	Yes	Total
Utility for statutory assessments (EP rating)	Strongly disagree	0	0	0
	Disagree	0	0	0
	Neutral	1	3	4
	Agree	2	7	9
	Strongly agree	0	1	1
Total		3	11	14

4.4. Qualitative analysis findings

During the RTA, five main themes were identified, including associated subthemes. These were: 1. The CYP at the centre, 2. Psychologists: our role, our way, 3. In theory..., 4. To use or not to use? and 5. The SASP in my toolbox. These themes (and associated subthemes) are demonstrated in the thematic map illustrated in Figure 16. Themes are represented in blue, the subthemes are in grey. The links between themes and their associated subthemes are demonstrated by complete lines, whereas links between themes are depicted with dashed lines. Each theme is subsequently explored further below, and quotes from the interviews are used to illustrate analyses. For transparency, the full interview transcripts for all four participants can be seen in Appendix H.

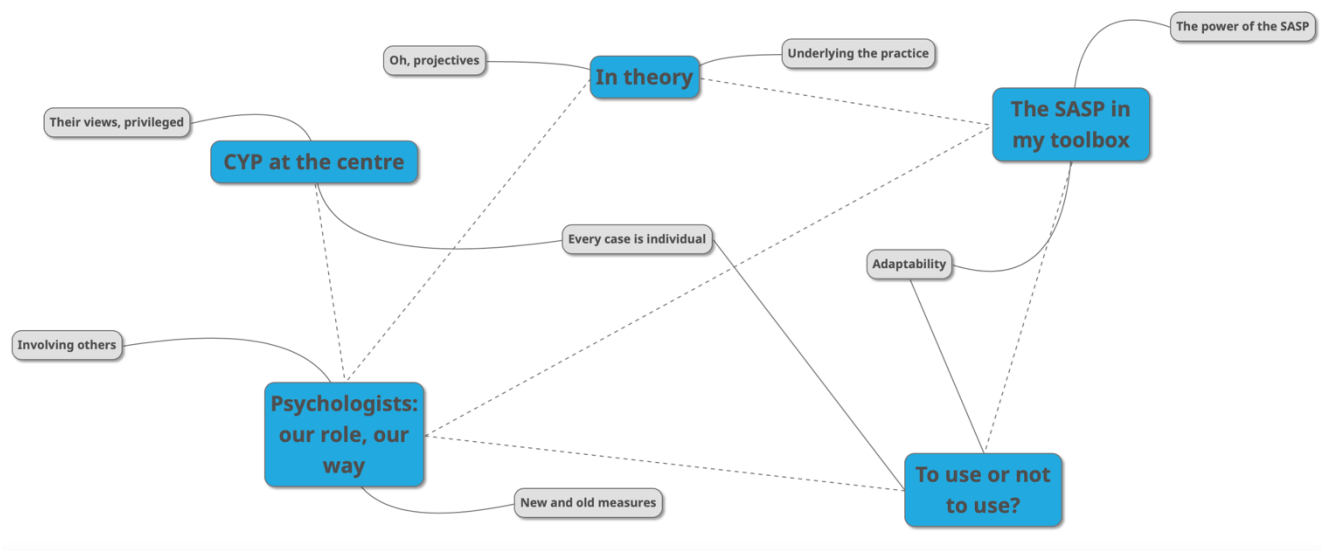


Figure 16: Thematic map showing themes and subthemes from RTA.

4.4.1. Theme One: The CYP at the centre

The theme *the CYP at the centre* explores a central tenet of the SASP itself, EP practice and a topic expressed throughout the dataset, which is the consideration of the CYP involved with the SASP and their views. One aspect of this theme is the

overarching purpose of the SASP, which is to elicit CYP views, and how EPs describe the SASP in relation to this process. This is broadly characterised as the subtheme called *their views, privileged*. Additionally, this theme explores the individual contributions from CYP whilst using the SASP with EPs, and EP analysis of this. This is categorised under the subtheme *every case is individual*, which also falls under a later explored theme but, in relation to this theme, is specific to CYP views and experiences. This theme gives a rich understanding and insight into what the SASP contributes to the practice of EPs in eliciting the voice of CYP.

Their views, privileged

The EPs using the SASP viewed it as a tool that allows the CYP to express their views in a way that puts them in the centre, prioritising their opinions and experiences. This is often referred to as ‘pupil voice’ work and the importance of this is discussed in the introductory section of this research. EPs using the SASP felt that use of the tool itself communicated to that CYP that they were being listened to:

“It shows that you do want to know about their views... I hope it helps them to feel that we are properly listening. Uhm? That we’re not just wanting sound bites from them” (Participant 2)

“That was something I always followed up with... If I haven’t reflected your viewpoint, tell me... I think that’s something that makes [the SASP] valuable” (Participant 3)

“You’re very much looking at... the things they think are important in school...” (Participant 1).

This was further demonstrated by the linking of the SASP to tangible action suggested by CYP themselves during the procedure. EPs believed that the SASP allowed CYP to feel that their views were being acted upon, therefore increasing their sense of control and agency.

“We’re looking at... what they feel needs to be put in place in order for them to make good progress in school” (Participant 1)

*“The SASP is ideal because it can help steer that- what matters to them... what he was saying wasn’t typical in that he was saying, actually I like to be alone... perhaps if he hadn’t have communicated that, I would have assumed, right?”
(Participant 4)*

*“You’re kind of getting that insight into what could school look like”
(Participant 3)*

EPs also further acknowledge the sense of agency that the SASP gives CYPs by talking specifically about ownership of their views:

“they’ve got ownership about what they’re choosing and what they’re able to sort of share with you” (Participant 3)

There was an element that came across in the interviews about EPs being able to find out ‘the truth’ for CYP, about their ‘true’ experiences of school and about the SASP’s ability to elicit these. EPs tended to believe that the SASP provided an insight into the ‘true’ experiences of CYP, therefore enhancing the pupil voice element of assessments:

“It’s very open and you’re probably getting more truthful answers from pupils” (Participant 1)

“I just thought it was a really useful and powerful tool for gathering perspectives actually of what children were thinking about” (Participant 3)

“He shared with me things that maybe he wouldn’t have necessarily shared without [the SASP]” (Participant 3)

“I certainly... I would take away like the idea of being able to gain an insight into how they’re experiencing that situation” (Participant 3).

“Trying to respond to the increase in EBSA... there does seem to be this sort of, their voice is a bit masked by the parental voice... SASP is quite an innocuous thing to present... I think it would have a lot of mileage in those... yeah that particular situation” (Participant 4).

A specific word used by EPs to describe how they believed the SASP related to CYP voice was ‘power’, and the ability of the SASP to be used as a vehicle to raise the voice of CYP, perhaps by allowing their experiences to be expressed, put into words and presented in reports.

“I think, I hope it gives a bit more power to their voice” (Participant 2)

The precise use of the SASP by EPs (for example for reports, in formulations et cetera) is further described in later themes.

Every case is individual

This subtheme highlights the participants’ views of exactly *what* the SASP captures about CYP experiences of school. As the title alludes to, this subtheme encompasses the range of different experiences of CYP, as each of their experiences are individual and therefore variable. EPs spoke about the emphasis on the SASP

collecting information related to school, including learning and social situations.

Some examples of this are seen in the quotes below:

“you’re very much looking at the things they’re finding difficult in school. The things they think are important in school and also some of them, some of their barriers to learning” (Participant 1)

“I got some really nice little themes from her actually around wanting to be helpful. School needing to be a helpful place for her... it was really important to her that people were friendly and helpful and that was the students and the teachers” (Participant 2)

“He spoke about sort of bullying other people... so that was when he was thinking about the bad school. But um in the good school he was talking about helping other children and other people helping each other” (Participant 3)

“he was saying, actually I like to be alone, I want the teachers to do XY and Z for me. But I’m actually OK.” (Participant 4)

It could be argued that the bulk of the aforementioned quotes represent the social or emotional elements of school, rather than the learning. Additionally, whether the SASP is useful for exploring the experiences of CYP that aren’t related to school evoked some disagreement in the data. Participant 1 believed that the SASP gave insight into several contexts:

“that’ll give us an insight into perhaps what they’re experiencing at school, at home, and what other things they’re finding difficult”

However Participant 4 suggested that when the sources of the problems for a CYP were not necessarily school-based, the SASP might not elicit as much useful information:

“with him school stuff was kind of, uh, right. He just wanted to be sort of left alone and get on with it... and staff mirrored that view... so that was one where [the SASP] wasn’t my friend in the end.”

4.4.2. Theme Two: Psychologists: Our role, our way

The theme *Psychologists: our role, our way* explores the interaction of the role of the EP and the use of the SASP. A key aspect of this theme is the comparison of the SASP to other measures that EPs use, characterised as the subtheme *new and old measures*. This often appeared in the dataset alongside links to the later-described theme *the SASP in my toolbox*. Additionally, this theme explores the strengths and barriers faced by psychologists when using the SASP in practice, including in their interactions with other professionals (in the subtheme *involving others*) and, therefore, intertwining itself with the theme *To use or not to use?* (exploring specifically when the SASP is suitable to be used with CYP).

New and old measures

This subtheme that arose provided some answers to the RQ2a (*How does [the SASP] compare to other measures of pupil voice?*). EPs often described techniques they would usually use to elicit pupil voice and then thought about how these compared to the SASP. What the data often represented was that the SASP was more in-depth (and potentially, more representative of the CYP’s ‘true’ views) than the other measures they would usually select:

“you would get richer. More introspective, more interesting answers than sentence completion, which is very much you setting the agenda and them responding” (Participant 1)

“with the CATS [Children’s Automatic Thoughts Scale]... I know he filled it in in a way that he thought I would want him to fill it in... but I think with the SASP, it’s very much going to pick up the child’s view because... it’s very open” (Participant 1)

“if they are able to share with you... what it is they’re thinking... I feel like it’s a really valuable tool for being able to sort of elicit that in a way that, like those other tools [card sorting, scaling] don’t.” (Participant 3)

“I got positive comments about the voice of the child section [when the SASP was used for a report] ... there was loads of content to what he’s, what he said like it was a real representative picture of what his views were” (Participant 4)

*“The SASP is a more involved version of what I would usually do.”
(Participant 4)*

Some EPs described the SASP as providing a structure for them, when previously they would have used more informal measures or just asked basic questions to seek CYP opinions about school, thus potentially contributing to the depth of information collected as described above:

“it’s very good for actually having a framework, but then talking about those things as well [the ideal school/self, how others perceive them]” (Participant 1)

“it just helped to crystallise them and talk a little bit more around those specific things [different experiences in school]” (Participant 2)

“I’ll be honest... it can feel like sometimes a bit of a light touch... you know just open-ended questions” (Participant 4, talking about their usual way of eliciting CYP views)

This related to a concept that was spoken about potentially explaining why the SASP was different and more in-depth than the EPs usual measures. As described in the introduction of this research, a large part of the EP role is performing statutory assessments, and these have associated timelines and workload. The EPs interviewed highlighted the speed of working elements and the potential constraints of the EP role:

“The work we’re doing is very kind of time poor at the moment...”

(Participant 2)

“I think now with it I would spend a lot longer on it and give myself a lot longer with it just to start trying to unpick things a bit more...” (Participant 2)

“When you’ve got limited time, you sort of have to opt for one avenue or another.” (Participant 4)

“we know about the limitations of [standardised assessments] but we also know that they are powerful in getting resource” (Participant 2, explaining why standardised assessments are more likely to be prioritised by EPs).

EPs did emphasise a major part of their role: triangulation. It would be a rarity that an EP would use only one form of information-gathering during an assessment, and so the amalgamation of different sources of information is vital in EP practice. EPs deemed the SASP to be useful as part of this process, and thus made valid analyses when comparing it to other measures, concluding that the SASP cannot necessarily replace them, but instead adds to the picture of information about a CYP:

“the thing [the SASP] would have provided for me... sort of triangulating the information I got from teachers and parents...” (Participant 1)

“it’s helping with the triangulation” (Participant 2)

“I wouldn’t necessarily say it’s a replacement for any [other measure]. I feel like there’s this sort of. Merging together... as a tool to sort of use alongside and that other sort of measures... everything that we’re gathering in an assessment, whether it’s consultation or a direct one-to-one assessment, it’s all a gathering.” (Participant 3)

Involving others

Another essential element of the EP role is the involvement of others. This takes several forms, for example verbal or written dissemination of assessments and reports to teachers and parents, and also the involvement of other adults and professionals during the assessment process. EPs emphasised the importance of parental views and their influence on CYP views, and how the SASP can be a useful tool for disentangling these:

“and just from what his parents have said and what teachers have said... his answers weren’t exactly legitimate [with another measure], but I think the SASP is very much going to pick up the child’s view” (Participant 1)

“[CYP] voice is a bit masked by the parental voice... I think [the SASP] would have a lot of mileage in... that particular situation” (Participant 4)

However, some EPs felt that the SASP was not as easy to disseminate to others as other tools they would use. This often linked to the projective nature of it, which is further explored in the theme *in theory...* It was also suggested that the information the SASP produces, although rich and in-depth, might not be as powerful in securing resource for CYP in the context of statutory assessments:

“we know [standardised assessments] can be extremely powerful in getting resource or getting people to orient themselves to the issue... if we can put a number to a problem, no matter how solid we are on that number” (Participant 2)

Although, it was later acknowledged by the same participant that the SASP could produce some numbers if the procedure was used to its full extent, to the point at which there are the parts that involved scaling:

“[the scaling element] could produce a number... they’re a 5 but they want to be a 6? We need to make sure they get to the 6”

It was also implied that the information might not be as powerful due to the speculative and inferential nature of the projective components. As previously mentioned, these will be explored in a later theme, however they do relate also to how EPs felt they could involve others and relay their findings from the SASP:

“I would have found it harder to report if they had been more projective about it... for [a statutory assessment] where you’re saying this is the child’s views... [the SASP] would be more tentative.” (Participant 2)

A commonality in the dataset was the representation of another part of the EP role, which is continuous learning from others and supervision. EPs were interested in how their colleagues had used and reported the SASP, and felt that this would benefit their future uptake and use of the measure:

“I’d love to hear about other people’s experiences with it... to see how they’ve used it and what, how it has added to their hypothesis building” (Participant 2)

“It’d be interesting to get those that have done it. To see where those successes have been with regards to [the storytelling element]” (Participant 4)

Finally, one EP even posited the idea of involving others with the SASP by using it during joint working:

“if I was doing a joint piece of work with an assistant or trainee [educational psychologist], I’d get them doing the SASP because... it’s a nice concerted piece of work to do with a young person... the full process of gathering the themes and then you’re using the scaling” (Participant 4).

4.4.3. Theme Three: In theory...

The theme *in theory...* investigates the exploration of EPs of the theoretical concepts related to their practice and the use of the SASP and the impact and application of these. The influence of theory on the practice of EPs is often expressed in the dataset, and therefore the subtheme *underlying the practice* is described. This theme also addresses the implications of applying less familiar theoretical standings, and this was broadly categorised under the subtheme *oh, projective*. This theme also has strong links to *the SASP in my toolbox* when participants in the dataset consider whether the underlying theoretical grounding of the SASP is what gives it some of its strengths and limitations as a tool.

Underlying the practice

EPs often considered the theoretical bases of the tools they were using and related this to their experiences of using the tools. This occurred when they were talking about the SASP and also when they were comparing it to other measures they used. PCP, as already described in the introductory section of this research, was a popular theoretical framework discussed:

“What’s the child’s view of this? Sometimes we look at erm person constructive. What’s it PCP?” (Participant 1)

“I’ve used, um. From is it Beaver’s book? Personal construct.” (Participant 2, referencing Beaver, 2011)

“When I was, you know, post training and stuff, I’d use more scaling probably... a lot more like PCP type things, which is not unrelated [to the SASP]” (Participant 4)

All participants attended training on the SASP which mentioned PCP, so it is possible that this was at the forefront of their minds when using the SASP and being interviewed. Additionally, narrative approaches were brought up during the interview, and the related elements of the SASP. This is largely in relation to the strengths and limitations of the SASP, and so will be discussed further in the theme *the SASP in my toolbox*.

Oh, projective

Projective techniques were a point of contention throughout discussions regarding the SASP, and therefore were afforded their own subtheme. EPs were hesitant about projective techniques but seemed to be positive about the aspects of the SASP that they had used in projective ways. Thus, the quotes related to projective techniques and the projective elements of the SASP have been separated to demonstrate the duality of opinions.

Positively framed quotes include:

“So you’re looking at... the way they interpret the pictures... They will put their emotions on that child’s face... I think it’s very good at that” (Participant 1, who, however, later stated they felt confident using projective measures)

“It might be good for children who put hostile intent in all of them... we’re looking at cognitions as well... Are they in touch with their emotions? What do they project on to the drawings?” (Participant 1)

“There’s a lot you can gain from thinking about children, what their introspection is” (Participant 1)

“You’re looking at... what words you would put with that particular picture? Because there are no sort of emotions...” and then later “to me that’s something really positive about [the SASP]” (Participant 3)

“It’s not as direct as... What do you think?... It’s a very clever bypass to the scrutiny of a direct question” (Participant 4)

Negatively framed quotes include:

“I suppose ‘cause he was young to the profession... he didn’t necessarily see all the things that you know that were there” (Participant 1 on some of the difficulties of interpreting projective assessments)

“That’s um. Oh..., projective” and “I do have a little bit of a thing about projective” (Participant 2)

“I would have found it harder to report if they had been more projective about it... it would be. Uh, more tentative, maybe hypothesis” (Participant 2)

“if you’d have opened with. This is a projective... the hackles would have gone up a little bit” (Participant 4)

“You’re trying to triangulate evidence, so you’re trying to be quite, um, correct?... Whereas projection work is more about, well, this is what I’m bringing to this...my interpretation of XYZ is this” (Participant 4)

Positive aspects of the projective elements identified by the EPs include the openness of the tool and the depth and emotion related to potential responses. Negative aspects mainly focussed on the difficulties of interpretation and reporting. The controversies around projective assessments were addressed in the introduction of this thesis, however it is worth noting that the 4 EPs that were interviewed were also part of the cohort of EPs in the bespoke training who, on average, felt the SASP training had changed their perceptions of projective assessments.

4.4.4. Theme Four: To use or not to use?

The theme *to use or not to use?* explores the perceptions of EPs on the suitability of the SASP for use in different contexts and with different CYP. It consists broadly of two subthemes, both of which also fall under other themes: *adaptability* (which also falls under *the SASP in my toolbox*) and *every case is individual* (which also falls under *CYP at the centre*). The subtheme *adaptability* considers the elements of the SASP that arise in the dataset that contribute to its flexible nature and how this impacts on the suitability of using the SASP for a case. The subtheme *every case is individual* broadly explores the different presentations of CYP that may influence an EPs decision to use the SASP or not.

Every case is individual

One of the research questions in this study was to explore which populations the SASP is compatible for use with and the comparative ease of use with varying populations (*RQ1: What are EPs' experiences of using the SASP? a) How easy/difficult is it to use? b) Does its use differ with various pupil characteristics (e.g. age, gender, presenting needs)?*). The discussion of the interaction the SASP and differing pupil characteristics arose during each of the EP interviews, and often was a deciding factor whether to use the SASP or not. Sometimes assumptions were made about the SASP prior to using it with a certain individual, for example that the pupil would not be able to access it due to their presenting needs:

“pre-verbal under 5 and it’s not suitable for them” (Participant 1)

“it might be challenging... maybe have extra questions for children who find it difficult to think about their behaviour” (Participant 1)

“you know, with 14 year olds, they’re sort of on the cusp of teenager man boy... I felt it wouldn’t sit well with him” (Participant 4)

“their profiles mean they struggle to imagine... the type of CYP you meet quite a few would probably struggle to construct something along those lines” (Participant 4, regarding storytelling)

On other occasions, the success of the SASP with a certain characteristic was determined by trying it and the EP analysing why it did or did not work as they expected it to. To demonstrate varying characteristics of CYP and use of the SASP, Table 21 has been created with quotes pertaining to the differing experiences of EPs. For ease of comparison, quotes from occasions where the SASP was discounted or not used (as above) are still included.

Table 21: Varying CYP characteristics and EP perceptions of using the

SASP*

CYP Characteristic	EP positive perceptions	EP negative perceptions
Infant age (Reception to year 2)	<p><i>“even with very young children it was a tool that could be used because of the simpleness of the line drawings” (Participant 3)</i></p> <p><i>“you might have a very eloquent 5 year old who could do it very well” (Participant 1)</i></p>	<p><i>“one of them didn’t access it all.. the other one... I think she found it quite hard” (Participant 2)</i></p> <p><i>“pre-verbal under 5 and it’s not suitable for them” (Participant 1)</i></p>
Junior age (year 3-6)	<p><i>“sentence completion... helps them frame their answers, whereas the SASP is more open” (Participant 1)</i></p>	<p><i>“she was year 3...it didn’t suit her, the activity” (Participant 2)</i></p>
Secondary age (year 7-9)	<p><i>“with year 8s year 9s I feel I’ve been able to use it... close to the way I think it’s meant to be used” (Participant 2)</i></p> <p><i>“with secondary school people... because there aren’t any of the faces or emotions put in there that it actually felt like a much more open tool for gathering their views” (Participant 3)</i></p> <p><i>“will he think it’s young because its pictorial prompts and things, but that didn’t seem to matter” (Participant 4)</i></p>	
GCSE age and above (year 10 +)	<p><i>“with teenagers or older children... I think it’s very good... the drawings are fairly spot on” (Participant 1)</i></p>	<p><i>“you know, with 14 year olds, they’re sort of on the cusp of teenager man boy... I felt it wouldn’t sit well with him” (Participant 4)</i></p>

	<p><i>“with older pupils, it’s probably quite a nice one to use because the other ones... I don’t think I’ve ever hot-seated with an older student” (Participant 2)</i></p> <p><i>“I imagine it might bring up a lot more sort of conversation” (Participant 3)</i></p>	
ASD/ social communication difficulties	<p><i>“just thinking about theory of mind... one of the benefits was this idea of what might be happening for different people within the pictures” (Participant 3)</i></p>	<p><i>“he found it difficult to orient himself and apply himself to anything he hasn’t had prior experience of. And the task was too open ended for him. (Participant 2)</i></p> <p><i>“He wasn’t massively engaged in [reflecting on the themes]... bit black and white, back to his ASD profile, it wasn’t totally unexpected” (Participant 4)</i></p> <p><i>“their profiles mean they struggle to imagine... the type of CYP you meet quite a few would probably struggle to construct something along those lines” (Participant 4, regarding storytelling)</i></p>
Literacy difficulties/Cognition and learning needs	<p><i>“It’s not like a worksheet... children who need a certain set of literacy skills in order to do that. It’s very open.” (Participant 1)</i></p> <p><i>“It’s not got any reading attached to it... a non-threatening enough task” (Participant 2)</i></p>	

	<i>“it underlined some of the free semi-structured discussions we had” (Participant 2)</i>	
Speech and Language needs		<i>“pre-verbal under 5 and it’s not suitable for them” (Participant 1)</i> <i>“if they are able to get across verbally ideally what it is they’re thinking in their mind, I feel it’s a valuable tool” (Participant 3)</i>
EBSA	<i>“those kids would probably be a good cohort for talking about school, the storytelling, bringing their experiences and get them thinking about what school could or should look like” (Participant 4)</i>	
Emotional and Mental Health needs	<i>“There’s a lot you can gain from thinking about children, what their introspection is, how they can comment...” (Participant 1)</i> <i>“It’s a structured enough task in a non-threatening enough task for them to give it a go” (Participant 2)</i> <i>“I got a lot of information from him” (Participant 2)</i> <i>“trying to help look at the different things that are happening socially” (Participant 3)</i>	<i>“it was too overwhelming for him” (Participant 2)</i>

**the contents of this table are included in the word count of this thesis due to the introduction of new transcript material.*

As shown by the table, EPs found strengths and difficulties when using the SASP with different age groups but had the most positive experiences using the SASP with secondary aged pupils. EPs mostly expressed struggles in terms of using the SASP with ASD pupils and with CYP with speech and language needs, however had mostly positive experiences when using the SASP with pupils with emotional and mental health needs, pupils experiencing EBSA and pupils with literacy or numeracy difficulties.

In their own analysis of when to use the SASP, most EPs concluded that it would depend on a variety of factors and that it was not just as simple as fulfilling a set of criteria, for example related to age or presenting needs:

“it will depend as ever, it depends on the child, the circumstance... I don’t know if I would necessarily make the decision to use [the SASP] before I went in [to see a pupil]” (Participant 2)

“it feels very much like always still on a case-by-case basis, because sometimes somebody engages with something you use and sometimes they don’t” (Participant 3)

“I think it’s just so complex, isn’t it? Like each case is different?” (Participant 4).

Adaptability

Sometimes flexibility in the SASP procedure was required to ensure success with certain CYP, and this is discussed within this subtheme. This subtheme also overlaps with *the SASP in my toolbox*, but in the context of this theme (*to use or not to use?*) the focus is the variability of the CYP that the SASP is used with rather than the elements of the SASP that are adaptable themselves.

EPs were creative during the interview process, often suggesting adaptations to the procedure in response to difficulties they had with various CYP. For example, one EP (Participant 1) considered adding extra questions for children who might struggle with metacognitive skills, and another EP (Participant 2) considered structuring it slightly differently for different groups:

“when I’m working with very young ASD students... maybe think about how I can make it a bit more structured and piece-by-piece” (Participant 2).

“in future, certainly with older pupils I would use it a bit more flexibly and I would take my time with it” (Participant 2)

Participant 4 was the only EP interviewed that had used the online version of the SASP, which they considered to be an appropriate adaptation in itself for the pupil that they used it with:

“I was able to put it on the screen, which meant neither my face nor his face was on the screen and then he was, I’d captured him, then he had something to look at”

4.4.5. Theme Five: The SASP in my toolbox

The theme *the SASP in my toolbox* explores the elements of the SASP that make it a measure that an EP might add to their repertoire or, as is colloquially referred to within the profession, as their ‘toolbox’ or ‘toolkit’ of assessments. This theme explores the specific elements and components of the SASP that are discussed within the dataset that contribute to its usage. The subtheme *the power of the SASP* explores the perceived utility of the SASP within the dataset, whereas the subtheme

adaptability, which has already begun to be discussed in the previous theme, explores how the SASP might be flexible and changeable to facilitate its use as a tool.

The power of the SASP

As mentioned in the theme *CYP at the centre*, EPs described the SASP using the word “powerful”. This was often attributed to the specific features of the SASP, some of which will be discussed in this subtheme. Firstly, the pictures themselves were often a focus, and EPs found them to be relatable to CYP:

“the drawings are fairly spot on, because there’s no actual faces et cetera.

There’s little for them to say ‘that’s not me’” (Participant 1)

“all of them have just said, well I think this picture represents this for me... they understand it’s about them” (Participant 2)

The pictures themselves were also referred to when EPs highlighted reasons that the SASP was engaging. For example, EPs believed this made the tool accessible to CYP and also brought an element of interactivity and fun:

“they can engage... it’s not a worksheet” (Participant 1)

“I just like the pictorial nature of it” (Participant 2)

“they wanted to carry on selecting pictures... they enjoyed the task so much... they were like this one. This one, this one and this one and this one.” (Participant 2)

“He shared with me things that maybe he wouldn’t have necessarily shared with that, as a sort of pictorial tool in front of him” and later “I really like the fact that it’s a visual tool” (Participant 3)

The pictorial element of the SASP was not the only thing that EPs found that made it accessible. Overall, they commented on the ease of using the SASP in terms of the procedure itself. They spoke about the lack of preparation required to use it (*“I’ve got the SASP, let’s do that... once you’ve got set up with the cards... it’s quite a simple task”*, Participant 2) and also the ease of the procedure itself. These discussions were mainly focussed around the storytelling elements of the SASP (based on narrative approaches) and sometimes the projective elements, such as the openness of the task. However, as presented earlier, these comments were not always positive, and sometimes EPs indicated that these elements made the SASP more difficult. Table 22 below separates out quotes from EPs about these two elements and in what light they were discussed, for ease of analysis.

*Table 22: Quotes from EPs pertaining to use of the SASP and storytelling elements/ the openness of the task.**

	Story telling elements	Openness of the task
Helpful for use	<p><i>“it’s a very clever bypass to the scrutiny of a direct question” (Participant 4)</i></p> <p><i>“it lends itself to change... we’re not static point in time so that sort of lends itself to further discussions” (Participant 4)</i></p> <p><i>“what’s that child’s interpretation of different situations, what they see [in the pictures]” (Participant 1)</i></p> <p><i>“they can engage, you know, it’s not a worksheet” (Participant 1)</i></p>	<p><i>“It’s a blank canvas for them to write on” (Participant 1)</i></p> <p><i>“the way that they interpret the pictures... cause the children are all faceless” (Participant 1)</i></p> <p><i>“with the SASP it’s more open... perhaps you would get richer... more interesting answers” (Participant 1)</i></p> <p><i>“because there aren’t any faces or emotions put in there that actually felt like a much more open tool for gathering their views” (Participant 3)</i></p>

	<p><i>“one of the benefits of using it with him was this idea of what might be happening for different people within the pictures” (Participant 3)</i></p> <p><i>“you’re getting that insight... how they might experience a happy school or a sad school... how those stories might sort of vary” (Participant 3)</i></p>	<p><i>“what words you would put with that particular picture? Because there are no sort of emotions, so... what is happening in the picture?” (Participant 3)</i></p> <p><i>“a valuable tool to elicit [what a child is thinking] in a way that other tools I’ve mentioned don’t... something to do with the fact there are no expressions” (Participant 3)</i></p>
Hinders use	<p><i>“they understand it’s about them... they don’t see it as a theoretical story” (Participant 2)</i></p> <p><i>“the storytelling element was perhaps what I deem challenging about the SASP because its tell me a story... their profiles mean they struggle to imagine” (Participant 4)</i></p>	<p><i>“the task was just too open-ended for him... it was too overwhelming for him” (Participant 2)</i></p>

**the contents of this table are included in the word count of this thesis due to the introduction of new transcript material.*

Additionally, EPs commented on the information the SASP was able to produce, and how this added to its strengths (or limitations, in some cases) as a tool. As previously explored in other themes, EPs perceive that the SASP is able to create structure and produce clear, in-depth and accurate information regarding the views of CYP. EPs elaborate upon this, describing the utility of the SASP in particular for formulation of cases:

“formulation wise it’s helped me feel a lot more secure about what I’m saying” (Participant 1)

“I would see it as a really great tool for helping to make those formulations actually” (Participant 3)

“How did it contribute to my formulation? Pretty hugely really? Because it kind of formed the basis of what his views were” (Participant 4)

For EPs, formulation is a pivotal part of their work with CYP, as it is where they reflect on all possible contributors to a CYP’s experiences and then hypothesise the nature of their difficulties. This then has a consequential impact on subsequent work with CYP, such as putting in place appropriate support.

Leading on from this, EPs were able to use the SASP to inform their recommendations and outcomes for CYP, helping change to be made in a way that suited the CYP and was appropriate given the knowledge of their experience that the SASP has enabled.

“when you’ve got maybe, a big window of opportunity for change in terms of what could happen at school for that child, SASP is ideal cause they can help steer that” (Participant 4)

One EP especially found this regarding the scaling element of the SASP:

“they’re a five [on a particular construct] but they want to be a six? We need to make sure they get to a six, don’t we? How do we do that?” (Participant 2)

Adaptability

In each of the EP interviews, the potential of the SASP to be used in ways that deviate from the original procedure was discussed. These ways were often posed as adaptations in response to the different needs of CYP, as discussed within the exploration of the theme *to use or not to use?* but also as novel uses of the tool itself.

As previously noted, EPs revelled in the separate elements of the SASP such as the pictures, deeming them greatly advantageous to their practice, and often this led to suggestions of how the cards could be useful by their own merit. Some of these proposals are outlined within the following quotes:

“you could use it just as a card... and just say do you feel this do you feel that?” (Participant 1)

“you could use it for almost like a comic strip... social stories... so when I feel like this [head on desk card] then you have your control sentence, this is what I do sort of thing” (Participant 1)

“I feel like it'd be a great tool for trying to help explore what somebody else's experience might sort of be... I guess there's sort of social stories... have this situation in front of you [on the cards]... thinking about how the same picture might give a very different story on who's looking at that picture” (Participant 3)

“Potentially being able to use it as a tool for generating that conversation... what might he be thinking? What might the person that's got the ball in the hand, what are they sort of thinking about or what's just happened?” (Participant 3)

“I also thought that... the idea of it being a good warm up tool for gathering children's perspectives” (Participant 3)

“[the SASP is] not a static point in time. So that sort of lends itself to the further discussions” (Participant 4).

The idea of use for Social Stories, a method designed by Carol Gray (Gray & Garand, 1993) was proposed by two different participants, likely because this is an evidence-based method for assisting pupils with ASD in social skills development. Thus EPs were integrating the SASP within their prior knowledge and, as examined

previously, thinking about how the SASP could complement their other practice (as opposed to replacing it).

Finally, EPs acknowledged the overall utility of the SASP as a tool for eliciting pupil voice by describing it as something that they would like to add to the repertoire of measures that they regularly incorporate into assessments. Due to EPs being able to use a wide range of measures, assessments and tools, this is colloquially analogised as their ‘toolbox’, hence the name of this theme.

“It could be very, very valuable in the EPs’ toolkit cause there’s so many different ways you can use it” (Participant 1)

“It’s something that I feel I will continue to have and want to have in my briefcase when I go and see students” (Participant 2)

“absolutely raring to go, thinking [the SASP] is going in my bag” (Participant 4)

4.4.6. Theme summaries

The RTA produced five themes and eight subthemes, each of which has been presented with supporting quotes from interview transcripts. To aid analytical and discursive components of this thesis, these main findings of the RTA are summarised below.

1. CYP at the centre

Their views, privileged:

- CYP feel that their views and experiences are listened to when the SASP is used with them.

- The SASP gives CYP a sense of control, agency, ownership and power.
- The SASP can give EPs an insight into the ‘true’ experiences of CYP.

Every case is individual:

- The SASP collects information related to CYP’s school experiences, including about learning, but mostly the social and emotional elements.

2. Psychologists: our role, our way

New and old measures:

- The SASP is more in-depth than some other measures and provides a useful structure for EPs to follow.
- The SASP is more time-consuming than some other methods.
- The SASP is useful as part of the triangulation process and for using alongside other measures.

Involving others:

- The SASP can help to separate CYP’s views from those of parents and teachers or other adults involved.
- The SASP can be hard to disseminate, potentially due to its projective qualities. The scaling and PCP elements of the SASP are easier to report.
- EPs would like more opportunities to learn from others and to develop their skills for using the SASP, such as via supervision.

3. In theory...

Underlying the practice:

- PCP was often discussed by EPs in relation to both the SASP and other measures of CYP voice.

Oh, projective:

- Conflicting views on projective techniques were present.
 - The strengths of projective techniques that were put forward were the depth, openness and access to CYP emotions.
 - However some negatives for EPs were the difficulties in interpretation and reporting.

4. To use or not to use?

Every case is individual:

- EPs had varied experiences of using the SASP with pupils in different age groups, but the most positive (and frequent) experiences were expressed in secondary age, years 7-9.
- EPs found the SASP most difficult to use with CYP with ASD and speech and language needs.
- EPs expressed mostly positive perceptions when using the SASP with pupils experiencing EBSA, pupils with emotional and mental health difficulties and pupils with literacy or numeracy difficulties.

Adaptability:

- EPs would like to adapt the SASP procedure when using it in the future, potentially for ASD pupils or for pupils within the age groups at either end of the range that EPs work within.
- The online version of the SASP was mentioned for use in one case and suited this particular CYP who had social communication difficulties.

5. The SASP in my toolbox

The power of the SASP:

- The pictorial nature of the SASP cards was deemed by the EPs to be relatable, engaging, interactive, visual and accessible.
- The story-telling elements of the SASP and the openness of the task were elements that were discussed as both helpful and a hindrance when using the SASP.
- The SASP was helpful to EPs for their formulations and recommendations.

Adaptability:

- EPs proposed some novel uses of the SASP using the cards, including for the purpose of exploring situations, Social Stories, considering perspectives of others and theorising about different points in time (for example the past or future).

4.5 Reflexivity

The process of RTA emphasises the role of reflexivity in the analysis of the data at all stages. The author found it useful to keep reflective notes, and excerpts of these taken during the analytic procedure can be seen in Appendix I.

The author considered the impact of their experiences of the SASP on analysis of the data. For example, when the SASP was portrayed in a positive light, the author was drawn to this data as it was confirmatory of their own experience. The author embarked upon this research as a result of their successes with the SASP and their passion for enabling CYP to have a voice, and so it was necessary for them to take a 'step back', especially during interviews, so as not to encourage acquiescence bias or social desirability bias from participants, too. The participants were colleagues of the author, who also might have had a desire to be 'helpful' when contributing to the data, and so the author had to be wary of this when guiding the interview schedule, as it was semi-structured which allowed for some free-flow conversation.

Another reflection that was prominent throughout the analysis of the data collected was the author's awareness of their own contribution to the SASP procedure and the research procedure. The author played a part in developing the record form that was used as part of the SASP procedure taught in this research (in order to provide a clear structure) and might, therefore, have been biased towards this specific method of employing the SASP cards. However, the author acknowledged a feeling of excitement when other uses of the SASP cards and ways of adapting and developing the procedure were conjectured by participants and, therefore, hopes that this bias was overridden by the curiosity inherent to being a Trainee EP.

The author of this thesis is currently undergoing training to be an EP at an institution which privileges psychoanalytic theory and, therefore, projective

assessment. The author took this into account reflectively when interviewing participants and analysing data, by thoroughly examining the literature on these techniques and, in particular, their use in EP practice to ensure a broad, unbiased view and not just one influenced by the training programme embarked upon. This allowed the pros and cons of projective techniques to be comprehensively considered in the current study.

Finally, the author has personal experience of and association with some of the needs and difficulties explored during this research, such as ASD and mental health difficulties and their own experiences of being neurodiverse at school. The author deemed it important to reflect upon this and its impact on the research. For the author, it meant that these difficulties were more salient when examining the data, and that also the author had preconceptions of the way these difficulties presented. The author was able to reflect upon the heterogenous and individual nature of the difficulties of CYP and, therefore, attempt not to ‘project’ their own experiences on to the research at any point. The author was also able to use it as a motivating factor when things felt ‘stuck’ within the research analysis: the author feels passionate about making change for CYP as a result of their own experiences and, thus, was highly motivated to ‘unstick’ the research process. This aforementioned passion might also affect the author’s dissemination of this research, hopefully in a positive manner.

4.6 Chapter summary

This chapter presented the quantitative and qualitative findings of this research. Quantitative findings were presented in the order of the questions asked in the questionnaire, and then some further statistical analyses were offered. Qualitative findings were discussed in relation to the five themes that were gathered from RTA,

and quotes from interview transcripts were used to support the findings. Both sets of findings are considered further in chapter 5.

5. Discussion

5.1. Chapter overview

This chapter discusses in detail the findings that were presented in the previous chapter. It uses them to answer the research questions posed by this thesis, and examines them within the context of the literature reviewed. The strengths and the limitations of the research are then considered, and their impact on the interpretation of the findings of this study. Additionally, the dissemination of the research is posed, along with possibilities for future research and implications for EP practice. Finally, conclusions are drawn regarding the research as a whole.

5.2. Discussion of findings

The findings that were presented in chapter 4 are discussed in light of the research questions that were posed for this study, which are:

RQ1) What are EPs' experiences of using the SASP?

- a) How easy/difficult is it to use?*
- b) Does its use differ with various pupil characteristics (e.g. age, gender, presenting needs)?*

RQ2) How do EPs' perceive the performance of the SASP?

- a) How does it compare to other measures of pupil voice?*
- b) What does the SASP contribute to formulation of difficulties or intervention for cases?*

RQ3) Is the SASP an engaging procedure for pupils?

- a) Is it enjoyable?*
- b) How relatable are the situations depicted in the SASP cards to pupils?*

The findings are also discussed in the context of the existing literature, which is amalgamated below. The findings should be considered in light of the strengths and limitations that are discussed following them, but these have been explored separately to maintain the clarity and transparency concerning them.

5.2.1. *What are EPs' experiences of using the SASP?*

The first research question that was posed was perhaps the most general and broad, and thus a variety of contributions to the answering of this question were produced. Firstly, it was found that EPs who were surveyed had used the SASP in total on 37 different occasions with CYP. This is an important finding in itself, as although only 14 EPs responded to the questionnaire, this allows deeper analysis of use of the SASP with a range of CYP, and of the experiences of EPs when using the SASP.

The second theme gathered by the RTA, *psychologists: our role, our way* analysed some of the more general experiences EPs had encountered using the SASP and how it related to the role of the EP. The subtheme *involving others* examined a concept that arose in the dataset frequently, whereby EPs discussed their role in relation to the position of other adults around the CYP and how the SASP contributed to this. This involved aspects of the SASP such as the dissemination of results to others, whereby mixed opinions on the reporting of the SASP were expressed. This linked closely to the third theme, *in theory...*, as comments were made by EPs linking their difficulties in reporting the SASP to the projective nature of the test. As already discussed in section 1.5, EPs historically have controversial opinions regarding projective assessments, and this research ratified that this is likely to still be the case. However, the subtheme *oh, projective* sought to analyse this further and to unpick the

perceptions of EPs of projective tests. Chandler (2003) argues that projective techniques are effective for eliciting the views of CYP with a range of needs due to the fact that they do not often rely upon language skills, and EPs tended to agree with this, commenting on the positives of the projective elements being their openness, and mostly finding the openness of the task helpful for its use with CYP. Thus, it is possible that the stigma that is sometimes associated with projective techniques is unfounded. It is also possible that, when the projective techniques are combined with other approaches and presented within a structured assessment, they are more accessible to EPs. EPs who commented on the positivity of the projective elements of the SASP often associated these with the storytelling (narrative) elements too.

The subtheme *adaptability* (within the theme *the SASP in my toolbox*) explored how the SASP could be modified to meet various needs or to gain different information which might be required during EP assessments. In keeping with the literature, which states that “*professionals have an obligation to develop and use appropriate means of gaining views of all [pupils] regardless of their abilities*” (Fayette and Bond, 2018), the many possible adaptations of the SASP discussed by EPs endorse it as a tool that is effective and which fulfils this responsibility of an EP.

Additionally, on the one occasion that the online version of the SASP was used, this was described to be highly successful for the pupil, who had prior difficulties with engaging and communication. Pupil voice techniques that employ technology were described by the reviewed literature to specifically provide opportunities for creativity, flexibility and engagement (Pollock, 2019; Zilli et al., 2020), therefore ratifying the efficacy of the SASP in this format too. However, due to the slight deviations from the original procedure, it is possible that comparisons

between the online version of the SASP and the face-to-face version cannot be drawn, so more specific research could be required to assess this.

Furthermore, EPs interviewed expressed that they would like to continue to use the SASP, stating that it would go in their 'toolbox' along with other assessments, meaning that, overall, their experience of using the SASP was likely to be a positive one. In continuing to use the SASP, EPs posed the possibility of sustained learning supervision around its use in order to aid their professional development and become more proficient using the measure. Supervision and continued professional development are vital parts of the EP role, and these could potentially ameliorate any challenges related to the SASP (for example, interpretation and reporting) that EPs discovered and experienced.

How easy/difficult is it to use?

This research question was focussed on the practicalities of using the SASP. The questionnaire asked respondents directly whether the SASP was easy to use with CYP, and 93% of the respondents agreed or strongly agreed that it was. Additionally, the participants were asked whether or not they could always use the SASP as the procedure that they were specifically trained in dictates, and this produced a range of responses (Figure 12). This relates to the discussion of adaptations as above, and although it is not necessarily a negative thing if the procedure was not fully adhered to, it may have altered EPs' perceptions regarding ease of use. For example, the SASP might have been perceived as harder if making adaptations to the procedure was required by the EP, especially if the EP was not expecting to do so and had to change things 'on the spot'.

However, other practical elements, such as time, were key features in EPs' comments both in the free text section of the questionnaire and in the interviews. They felt that the SASP was time-consuming due to its analytic depth, and highlighted that this could be a restraint in the role of the EP. The literature also acknowledges this as a constraint when seeking pupil views (Hill, 2016; Wood-Downie et al, 2021), but states that the benefits outweigh this constraint. Although this was not explicitly said by EPs during this research, the many benefits of the SASP as discussed in this section and the prior one, inform an opinion consistent with that aforementioned in the literature. In the interviews, EPs often alluded to the practicalities of the SASP, for example that once you were equipped with the cards and knowledge of the procedure, it was then a tool that could be utilised without much preparation.

Statistical analyses were also conducted to deduce information regarding ease of use of the SASP, for example whether increased uses of the SASP related to increased ratings of ease of use, but these did not produce any significant results. This could be due to the limited size of the dataset and therefore a lack of power. Thus, looking at individual uses of the SASP rather than aggregated uses across EPs might have been more useful for analytical purposes and the detection of any relationships, however this data was not collected separately during this research.

Does its use differ with various pupil characteristics (e.g. age, gender, presenting needs)?

The literature reviewed uncovered that research regarding the views of pupils often excluded certain groups of CYP, including those with certain needs or of certain age ranges (Griffiths et al., 2014; O'Connor et al., 2011; Park and Mortell, 2020; Wood-Downie et al., 2020; Zilli et al., 2020). EPs were able to use the SASP with a

variety of ages (Figure 13) and a variety of presenting needs (Figure 14). The success and frequency of these uses varied slightly. However, there were no significant correlations found between the mean age of CYP that the SASP was used with and variables such as reported engagement, EPs' perceived quality of information produced and EPs' perceived quantity of information produced by the SASP.

The subtheme *every case is individual* in the theme *to use or not to use?* explores in more detail the use with different populations. Many EPs made decisions or assumptions regarding the SASP before using it as to whether a certain pupil might access it or not based on their age or ability, but EPs still discussed constraints and strengths of using the SASP with varying needs. It is not surprising that EPs carefully judged whether to use the SASP with CYP prior to embarking on their assessment of these pupils, as Ingram (2013) specifies that EPs must have a robust rationale for the methods that they choose. EPs are well-equipped to use their professional judgement to fulfil this duty, as demonstrated by the consideration shown by the EPs in this research when choosing CYP with which to use the SASP.

Griffiths et al. (2014) report a focus of pupil voice literature on students with social, emotional and behavioural difficulties, and it happened that the most frequent group the SASP was used with was those with emotional and mental health difficulties. Hill et al. (2016) pose that there is a lack of availability of methods to elicit the views of other groups effectively, such as those with communication difficulties, but EPs were still able to demonstrate use of the SASP with these groups. Crosstabulations showed that EPs who used the SASP with CYP with language and communication difficulties and literacy or numeracy difficulties still reported high levels of perceived engagement from the CYP with whom they used the SASP.

CYP with ASD were a key point of interest within both the literature and the data collected. The literature argues that those with ASD were often lacking representation in pupil voice research (Fayette & Bond, 2018; Park & Mortell, 2020; Wood-Downie et al., 2021; Zilli et al., 2020) but in the current study CYP with ASD was the second highest category reported in the questionnaire for frequency of successful uses of the SASP, and also the second highest category reported for unsuccessful uses of the SASP, totalling 11 uses of the SASP of the 37 total. Additionally, use of the SASP with CYP with ASD was represented within the interview data. The main barrier for these CYP was some of the more reflective elements of the SASP, and this is consistent with the literature that suggests CYP with ASD may struggle when asked for their views due to more concrete thinking (Fayette and Bond, 2018).

The results of each of the crosstabulations for EBSA and for ASD were identical, and this could be due to the very close association between the two. Many students who are experiencing EBSA also fall on the Autism spectrum (Totsika et al., 2020). The SASP was not discussed in detail in relation to students with EBSA during interviews with EPs, but one EP saw a particular strength in the SASP for use within this population. This is especially pertinent given that it has been previously concluded that a population which is missing from pupil voice literature is CYP who are out of school (O'Connor et al., 2011; Park & Mortell, 2020).

EPs had varying experiences using the SASP with CYP in different age groups, but used it the most frequently with CYP aged 10-12 (closely followed by CYP aged 13-15), and made the most positive comments regarding its use with CYP in years 7-9, which encompasses age 11-14 and, thus, includes the two aforementioned brackets. Whether the increased positivity about the use of the SASP

in this age group is due to increased use is speculative, especially as there was no statistically significant relationship between increased number of uses and increased ratings of ease of use of the SASP. However, this does not address the concerns that arose within the literature that, often, CYP at either extreme of the age ranges are the ones whose views are excluded from research (Wood-Downie et al., 2020; Zilli et al., 2020). These authors do argue that it is essential to be able to seek CYP views at transition points, and the age ranges where successful uses of the SASP were highly indicated were potentially those including the age at which transition to secondary school from primary school occurs.

It was hoped that the current study would produce sufficient data to analyse whether there was a difference in response to the SASP from CYP of different genders. However, the majority of the uses of the SASP appeared to be with male CYP and there was a large amount of incomplete data regarding this demographic characteristic. There were several factors potentially contributing to this finding and possibly limiting the inferences that can be made from it. Firstly, the questionnaire question pertaining to the gender of CYP only asked whether EPs noted any differences in the response of CYP of different genders to the SASP, and did not necessarily ask them to specify which genders they had used it with. Therefore, this data was only offered up by some EPs and analytic comparisons could not be reliably drawn due to the incomplete data. Secondly, as already identified, the modal use of the SASP for participants was one use each, meaning it was likely that a large proportion of the EP participants had only had the opportunity to use the SASP with one gender, and could therefore not draw comparisons themselves or make comment. Interestingly, where gender was specified, it tended to be male. 73.1% of pupils with an EHCP are male, and 64.2% in the SEN support category are male (Gov.uk, 2021)

meaning that it is possible that EPs undertake more assessment work with CYP who are male, due to their role with pupils in both these categories.

EPs who were interviewed often concluded that a variety of factors influence whether any measure is appropriate for any particular CYP, and that consequently this should be decided on a case-by-case basis using professional judgement. This is consistent with Smillie and Newton (2020), who emphasise that this is a key assumption of the EP role.

5.2.2. How well does the SASP perform in eliciting the views of pupils?

One of the primary rationales for this research was that the SASP, a measure grounded in theory and taught on doctoral EP training, had very little research about its efficacy. This research was able to provide some insight into this.

One of the questions in the questionnaire asked the respondents to rate their opinion of the quality of the information that the SASP produces concerning pupil voice, and 93% of the respondents agreed or strongly agreed that it produces rich quality information. This was further ratified by some of the comments in the free-text section of the questionnaire and by the interview participants.

The theme *the CYP at the centre* drew together EPs' feelings about the SASP as a tool that privileged the views of CYP and gave "power" to their voice. EPs found that the SASP elicited what they believed to be accurate information about the experiences of CYP, which perhaps other tools might not have brought out, due to its nature. This is an important consideration, as the literature states that there is potential for EPs to misinterpret the views of pupils (Billington, 2006; Harding & Atkinson, 2009), especially if effective tools are not used (Gersch, 1996). The literature also considers that the power differential between CYP and professionals might result in

issues with the depth or truth of the views disclosed by CYP (Harding & Atkinson, 2009; Hobbs et al., 2000). Although power differential was not explicitly explored during the data collection in this study, EPs interviewed were confident that the SASP had allowed rapport and trust to be built, with one even stating: “*He shared with me things that maybe he wouldn’t have necessarily shared without [the SASP]*” (Participant 3).

The subtheme *the power of the SASP* in the theme *the SASP in my toolbox* explores what exactly allows the SASP to succeed as an effective tool. Most EPs agreed that it was the openness of the tool and the story-telling elements, and some EPs found the scaling element useful too. This draws on all three of the theoretical bases of the SASP (projective techniques, narrative approaches and PCP). EPs also discussed these underlying theoretical bases of the SASP and, as mentioned above, had some difficulty with the projective elements but were often more keen to apply PCP and narrative approaches. This is consistent with the literature, which found that PCP was the most frequently reported theory used by EPs (Smillie & Newton, 2020). It is possible that this is due to its direct and observable ability to provide tangible outcomes or provisions for CYP, for example by using scaling to elicit and coproduce goals and actions with CYP. EPs using the SASP valued this element of the SASP and endorsed its utility.

The visual and pictorial nature were also traits of the SASP that EPs attributed to its success and efficacy. Visual activities can be more accessible to CYP with communication and literacy difficulties (Hill et al., 2016, O’Connor et al., 2011) and this could explain the ability of the EPs in this study to use the SASP with these cohorts.

How does it compare to other measures of pupil voice?

To understand the efficacy of the SASP and to advocate for its potential use, the comparison was made between it as a novel measure to EPs and the methods that they were already using for collecting pupil voice. Respondents to the questionnaire had mixed feelings as to whether the SASP is as easy to use as their other methods of obtaining pupil voice, but mostly agreed that the SASP provides as much (quantity) information as their usual or other methods of obtaining pupil voice. The subtheme *new and old measures* elaborated on this, discovering what made the SASP different from other measures. EPs found the SASP to elicit more in-depth information than other measures, but were keen to emphasise the role of triangulation, noting that the SASP adds another ‘piece of the puzzle’ in terms of understanding a CYP and, therefore, it cannot replace other measures but instead it contributes differently.

The literature review found that, particularly in participatory research regarding CYP views, a multi-modal approach is favoured (Griffiths et al., 2014; Hill et al., 2016; O’Connor et al., 2011; Park & Mortell, 2020; Pollock, 2019), and this professional opinion of EPs stated in 3 out of the 4 interviews is consistent with that. As noted above, EPs were also keen to emphasise the role of professional judgement in deciding which methods were appropriate for which individuals, and that a ‘case-by-case basis’ approach is important to maintain, making comparison difficult.

What does the SASP contribute to formulation of difficulties or intervention for cases?

As referred to in multiple sections of this thesis (particularly section 1.3.3), a large part of the role of the EP is the statutory duty to provide psychological advice for the EHCP process. It is therefore useful to note the ability of the SASP to

contribute to this. In the questionnaire, 71% of EPs agreed or strongly agreed that the SASP elicits information useful for statutory assessments. Given the estimation that 30% of EHCPs support CYP with diagnoses of ASD (Gov.uk, 2020), this relates to the utility of the SASP with CYP with ASD, as described in section 5.1.1.

EPs who were interviewed also described utility for statutory assessment, in that the SASP contributed to formulation and hypothesis building (see the subtheme *the power of the SASP*). Most importantly, EPs emphasised the ability of the SASP to produce information that related directly to tangible outcomes and provisions for CYP (see the subtheme *their views, privileged*). A considerable purpose of statutory assessments are the recommendations by EPs of provisions for CYP that result from these assessments. Pollock (2019) states that measures of pupil voice should relate directly to practical application in order to have the most impact for a pupil, and the SASP has therefore demonstrated this ability.

However, there were mixed views on the ease of reporting and disseminating the information produced from the SASP. 50% of questionnaire respondents felt neutral about the statement “the SASP is not easy to analyse and report” and the rest of the responses were of mixed nature. There were no significant correlations between number of uses and ratings of ease of use or reporting. EPs disclosed that the projective nature of the SASP was what made it harder to report, as they felt they might need to be more tentative due to the inclusion of such techniques. Smillie and Newton (2020) also reiterate difficulties with reporting the views of CYP, but suggest the reporting of CYP words verbatim to overcome any issues with potential incorrect interpretation.

EPs found that the SASP was often most useful for eliciting the social and emotional elements of school, however this could link to the fact that the most

frequent uses of the SASP were reported with groups of CYP with these difficulties. Additionally, it was reported that the SASP was most effective where the difficulties of the CYP were school based. This is fascinating, given that the original use of the SASP was within counselling psychology (Jones, 2001), but this gives secure rationale for the dissemination of this measure further within the EP community and practice.

5.2.3. Is the SASP an engaging procedure for pupils?

The questionnaire asked EPs to rate whether the CYP with whom they used the SASP seemed engaged with it. The majority of participants agreed or strongly agreed that CYP seemed engaged with the procedure, and this was further explored and ratified by crosstabulation data suggesting that those who had success using the SASP with certain groups (ASD/social communication difficulties, EBSA, language and communication difficulties, literacy and numeracy difficulties, emotional and mental health difficulties) also reported higher levels of perceived CYP engagement.

Indeed, in the interview data, EPs alluded to the possibility that a reason that the SASP might be effective (as described above) was by virtue of how engaging it is. Exploration of why the SASP is so engaging took place within the interviews, concluding yet again that its visual and interactive nature were to thank. This is in keeping with Bozic et al. (2018), who suggest that methods with visual elements allow for more creativity and, therefore, more engagement.

Additionally, EPs advocate that the SASP might empower CYP, create a sense of agency and allow CYP to feel valued. This in itself suggests CYP engagement with the SASP and is most likely a contributing factor to the CYP's amenability to the process. Griffiths et al. (2014) assert the importance of the sense of value CYP feel

when they are given opportunities to express their views, and the promotion of their wellbeing that occurs as a result of this.

Is it enjoyable?

Due to the change of research methods, whereby CYP were struggling with the research measure and insufficient data was collected from them, this research question was not answered in a way that is distinguishable from the previous research question regarding engagement. When conducting initial, surface-level coding, evidence that suggested engagement also inferred the enjoyability of the SASP and therefore these concepts were merged during the RTA, but no further analytic depth is able to be offered for this research question.

How relatable are the situations depicted in the SASP cards to pupils?

The majority of respondents to the questionnaire agreed that the pictures on the SASP cards seemed relatable to CYP. Comments from EPs during interviews showed that the openness of the black and white cards was a “blank slate” and, therefore, CYP could interpret the figures on the cards how they wished and, hopefully, relate to them. However, there were concerns from EPs that were expressed in the free-text section of the questionnaire regarding the possible cultural bias of the cards due to them only being presented in black and white and potentially lacking in the representation of diverse hairstyles and types. This is especially important to note, as only 4 of the 14 EPs who responded to the questionnaire used the SASP with any groups that were not White British. Ethnicity was also not specifically commented on within interview data, even during conversations about the SASP cards or about different groups of CYP. Often, measures are criticised for not

being culturally sensitive and this has led to the development of approaches such as the Tree of Life (Ncube, 2006) as described in section 1.6. Although one of the theoretical underpinnings of the SASP is the same as that of the Tree of Life, when developing the SASP Jones (2001) acknowledges that cards might need to be re-drawn and substituted to replicate a more multicultural school environment.

5.3. Strengths and Limitations

It is imperative to acknowledge and address the strengths and limitations that occur when research is conducted, so as to maintain both transparency and rigour. The current study had a variety of both strengths and limitations, mainly pertaining to its methodology and data but also associated with contextual and applied factors.

Methodology and measures

Firstly, there were strengths and weaknesses inherent to the chosen methods for this study which have already been alluded to in previous chapters. This includes the strengths of mixed methods analyses, whereby using both qualitative and quantitative methods can accumulate and utilise multiple forms of data to build a more coherent answer to research questions. Additionally, it is widely accepted that using mixed methods allows the strengths of one method to potentially overcome the weaknesses of the other (Creswell, 2003). This is apparent in the current study, whereby the quantitative data offers a sound picture in terms of frequency data and ratings that can be statistically or numerically compared, however the research questions are only able to be approached by the depth provided by the qualitative interview data which explores certain concepts further, allowing a richer analysis.

In addition to this, the method chosen to analyse the qualitative data, RTA, has its own benefits and drawbacks which are outlined by Braun and Clarke (2021). Benefits include flexibility in approach (for example inductive/deductive, experiential/critical, individual/group of researchers) and ease of learning and application. Drawbacks include the potential to not provide enough analytic depth, although the research attempted to address this by employing techniques such as reflexivity, which has been explored in the Findings chapter. However, to provide further analytic robustness and gravity, the researcher could have ratified themes produced from the RTA with participants following the analysis. The researcher did not account for this in the research timeline and, therefore, was constrained by time limits.

Furthermore, time constraints meant that the questionnaire measure was not piloted before it was sent to participants. Although it was checked for validity by the author's supervisors (as described in the quality criteria section) it would have increased this validity if the measure was piloted and thus also confirmed to be accessible and clear by a group of EPs/Trainee EPs. This might have contributed to some of the lack of clarity in the questionnaire, which in turn resulted in some missing data, for example EPs could not indicate whether or not they had used the SASP for statutory assessments, but were asked to rate their opinion of its utility in this situation.

Data and findings

Some of the findings of this study should be considered in conjunction with the strengths and limitations that accompany them. For example, the data that was collected on the successful uses of the SASP with different categories of needs or age

did not represent discrete numbers of uses of the SASP. EPs could only tick each presenting need or age range once, therefore analysis pertaining to frequency of the use of the SASP with these categories should be interpreted with caution. This could have accounted for the possible 'ceiling effect' seen on the crosstabulation analyses, whereby all of the crosstabulations showed positive results regarding engagement with the SASP, ease of use ratings and utility for statutory assessment ratings. Additionally, there was a relatively small amount of data in general (14 respondents to the questionnaire) and therefore it was possible that data was insufficient to be analysed in categories. Where possible, analyses accounted for this by using the data that represented all 37 separate SASP uses but this was not available for all the questionnaire items.

During the analytic procedure, a mean age variable was created. However, this variable could possibly result in some inaccurate analyses of the relationship between age and other variables. This is due to the data available for ages being based on ranges (for example, age 10-12) as opposed to exact ages and, therefore, a true mean could not be calculated. However, it was still possible to use age as a categorical variable as intended for analysis of frequencies.

Some participants described concerns over the cultural sensitivity of the SASP. This research aimed to discover whether the SASP was appropriate for use with different ethnic groups, however the data collected regarding ethnicity did not allow for analysis of this. This is due to only four ethnic groups other than White British being mentioned by participants, and also due to incomplete data on this characteristic - participants were asked which ethnic groups they had used the SASP with, but not whether it had been successful, reliable or how many times they had used it with particular groups. The researcher also noted that, within the literature,

there is a lack of acknowledgment of the impact of ethnicity on the elicitation of pupil voice, despite this contributing widely to other factors in EP research and practice (such as exclusion and behaviour) and being a protected characteristic in the Equality Act (Gov.uk, 2010).

It is also important to acknowledge that, if an EP has not employed the SASP as a tool with a specific group of students, it does not indicate a lack of success. For example, none of the EPs who responded to the questionnaire or who participated in the interviews had used the SASP with CYP with physical or sensory difficulties. This does not mean that an inference can be made about using the SASP with this group, especially as it is possible that EPs see less CYP with physical difficulties in general than CYP with difficulties in the other categories. Conversely, the questionnaire did attempt to address this limitation by collecting data on what EPs perceived successful and unsuccessful uses of the SASP in particular groups. Additionally, there were no success criteria specified and it was left open to the professional judgement of the EPs involved in the research. This could have introduced a lack of reliability of the results of the questionnaire. For example, one EP might have deemed the use of the SASP successful if the procedure was able to be adhered to, whereas another might have deemed it successful if it a pupil appeared engaged.

Contextual and application factors

As established above, there were some assumptions made about the successes of the SASP. In addition to this, due to the change in methodology, CYP views about the SASP itself were unable to be analysed as part of this study. This is unfortunate, and cruelly ironic, due to the entire purpose and drive of the current study being the importance of the views of CYP. This means that, when considering elements of the

SASP such as their reliability to CYP, it is important to remember that this was an assumption and perception of the EP using the SASP and not the CYP themselves. Although this does not affect the validity of this research, it affects the ability to completely and accurately answer the research questions posed.

Nonetheless, a strength of this research is the naturalistic context within which it was conducted. EPs are often introduced to new measures (usually by other EPs or Trainee EPs as part of continued professional development) and are competent in applying them. The EPs who participated in this study also used the SASP with CYP in true assessment situations, implementing professional judgement when the SASP was an appropriate measure to use, making the research generalisable and transferable due to its non-engineered nature. The views represented in this study are those of experienced, practising LA EPs and Trainee EPs, also adding to the validity and generalisability of the research.

When considering generalisability of the research, it is imperative to also analyse further contextual factors that may affect this. For example, the LA within which the research was conducted was undergoing a surge in statutory assessments, and therefore these types of assessments might have been over-represented within the dataset as opposed to uses of the SASP in other types of work with CYP that EPs are usually involved with. Additionally, as represented in Table 4, the LA has a lesser percentage of pupils with SEN than the national average (12%) and also a lesser percentage of pupils eligible for pupil premium funding than the national average (23.2% primary, 27.2% secondary). This should be considered when generalising results to a wider national EP context.

The context of the Covid-19 pandemic should also be taken into account. This could have meant that there were less opportunities during the research period for EPs

to use the SASP with CYP. Wood-Downie et al. (2020) posit that the pandemic affected the collection of CYP views, however the current study attempted to ameliorate this complication by the provision of an online version of the SASP.

Finally, there was a possible introduction of social desirability bias in the research. The EP participants were colleagues of the researcher, and during interviews they might have expressed more positive views regarding the SASP as they were aware of the researcher's alignment with it as a tool. However, the researcher attempted to overcome this by also asking the interviewed EPs to complete the questionnaire, which was anonymised and, therefore, would minimise occurrences of this particular kind of bias. Social desirability bias might have also been seen in the CYP with whom the SASP was used, who might have appeared engaged with the measure and expressed what they thought the EP would want to hear. Bozic et al. (2018) posit that this is a possibility when seeking views of CYP, although EPs expressed confidence that the projective elements of the SASP allowed them to access the 'true' views of CYP due to their openness and the facilitation of the externalisation of the emotions that CYP might experience. Additionally, the researcher was aware of the possibility of this bias throughout and reflected upon it continually, thus employing attempts to diminish it, as explored in prior sections.

5.4. Future research

To address some of the limitations and gaps in the current research, there is a necessity for future research to take place regarding the use of the SASP. The researcher poses the following areas that will need further consideration and, therefore, indicate inclusion in future research:

- *CYP views of the SASP.* Data from CYP was unable to be fully collected or analysed as part of this research. As this is research that emphasises the importance of CYP views, that should include their views on the measures themselves. Further research should seek their views on their experience of using the SASP, including how engaging, relatable and representative it is to them. CYP views should also be sought regarding dissemination of the SASP in reports and findings from research regarding the SASP.
- *The use of the SASP in different populations.* The current study sought to analyse the utility of the SASP in different populations and data was collected pertaining to this, revealing some initial insights. However, to conduct more robust analyses, more data is required. Further research should aim to collect data on variables pertaining to the use of the SASP in different groups, including engagement, utility, and the quality of information produced. The groups should include CYP with a variety of presenting needs and should consider CYP of different genders, ethnicities and abilities and how the use of the SASP varies comparatively.
- *The use of different permutations of the SASP.* Many different adaptations and versions of the SASP, including the online procedure, were discussed by EPs in the current study. Future research should examine their comparative efficacy to the original SASP procedure and should consider further the situations where these permutations are appropriate, for example with CYP with certain needs or contextual constraints.

- *The use of the SASP in wider contexts.* The current study was conducted in one geographical area, during a particular contextual anomaly (the Covid-19 pandemic). For greater assurance of the generalisability and transferability of the SASP procedure, future research should be conducted using the SASP in a variety of geographical areas in the UK and by a variety of EP teams that may espouse different values and modes of practice. Additionally, EP practice has mostly resumed to a more consistent manner (there do not seem to be any more threats of national lockdowns or school closures) and therefore replication of the research under these more usual contextual circumstances should be considered.

5.5. Implications for EP practice

The themes gathered from the RTA provide a convenient structure for the presentation of the implications for EP practice that have been revealed from the current research. Some themes have been amalgamated for the coherency of the delivery of these implications. The implications include those gleaned from both the qualitative and quantitative analysis, and those related to the integration of the research question and the reviewed literature.

CYP at the centre

The SASP has been found by this research to give power, accuracy, agency and control to the voice and views of CYP. Therefore, an implication for EP practice is that EPs should consider the use of the SASP as a tool when assessing CYP. Constraints of using the SASP were considered by this research, such as time limitations, however the benefits of using the SASP (such as the depth of information

elicited) were deemed to outweigh these, further supporting the consideration of the use of the SASP in EP practice.

The proposed dissemination in section 5.6 will aid the adherence to this implication. The SASP will need to be made more widely accessible to EPs, not just via the publication of this research, but through consideration of publication of the tool and resources itself, alongside other assessment measures that EPs use.

Psychologists: our role, our way/ In theory...

In order to implement the SASP in practice, the current research revealed that EPs will need additional supervision to increase their confidence in using projective techniques, including the SASP. Despite the controversy proposed in the literature, EPs felt the projective elements of the SASP were useful, but sometimes lacked the confidence to interpret and report them.

Furthermore, this research added to the evidence-base that EPs are able to elicit, report and disseminate the views of CYP and use their professional judgement to anticipate when measures will be appropriate or not. EPs should therefore be continually trained and presented with a range of tools to equip them, and the SASP can be included in this.

This then yields the question of initial EP training and the measures taught during this period. This research would imply that the SASP could be part of the initial doctoral training provided to EPs. This is already the case on the Tavistock and Portman course, where the researcher has trained, however other institutions do not necessarily privilege the same theoretical groundings and, therefore, might be hesitant to incorporate the SASP into their training. The current research has reiterated that the SASP is founded upon three evidence-based theories, each with practical associated

methods and should, therefore, be considered for use when training EPs at doctoral level.

To use or not to use?/ The SASP in my toolbox

An implication for practice for EPs is the consideration of the use of the SASP with a variety of different CYP. The current research suggests that the SASP is suitable for most ages and presenting difficulties. However, EPs might have to be flexible with the ways in which they employ the procedure and make adaptations where necessary so that CYP with certain difficulties (for example, with communication needs) can access it.

Additionally, this research found that the SASP is a useful tool for EPs to use to contribute to their triangulation or formulation for cases. EPs should consider the SASP for this purpose.

A more complex implication for EP practice that arose from this research was the potential systemic change that needs to be advocated for by EPs within LAs. EPs were hesitant to use and report the SASP in statutory assessments due to the lack of ‘numbers’ produced. They were concerned that LAs were looking for numbers to ascertain the extent to which a CYP needed resource, support and funding and that, consequently, the SASP would not be a sufficient assessment for this.

Furthermore, EPs were concerned about time constraints when using the SASP or more detailed, in-depth assessments of pupil voice. The pressure on EPs to keep up with the overwhelming surge in EHCP assessments and other work might result in minimised time available to spend focussing on the voice of the CYP, especially if this is deemed as insufficient, as above.

This research therefore reveals that EPs should consider the systemic change they are able to make within LA procedures to ensure the privileging of pupil voice,

especially given the legal obligations within the SEND Code of Practice (2015) and the well-evidenced benefits and importance of seeking and implementing CYP views, as highlighted by this thesis. This also might involve changes in the processes involved for resource allocation (such as EHCPs) and might require a more national, united effort on behalf of the EP workforce.

5.6. Research value and dissemination

The value of this research sits mostly in its ability to provide direct implications to EP practice, which were addressed in section 5.5. This research investigated a little-known tool with a novel combination of evidence-based theoretical underpinnings and techniques, and found that EPs rate it highly in terms of effectiveness in eliciting the views of CYP. Therefore, it is essential to consider how this research will be disseminated to ensure these findings are incorporated into practice, as they will have a positive impact.

Firstly, the researcher received feedback from LA EPs who attended the original bespoke training that they would like to know the findings of the research. Therefore, the researcher will share these with the entire EP team within the LA, and will do so at a team meeting. It is hoped that this will encourage these EPs to continue to implement the SASP within their practice, and present an initial opportunity for EPs that have used the SASP to share their experiences and gain insight from one another.

Additionally, within the LA in which the researcher works, there is currently an ongoing ‘pupil voice’ project. This is designed to empower SENCos (Special Educational Needs Coordinators) and TAs (Teaching Assistants) with tools to ensure that pupils with SEN have their views acknowledged and incorporated into their

school experiences. The Senior EP in charge of this project suggested that the SASP could be introduced to SENCos and TAs, due to its prior successes. However, owing to the projective elements of the SASP, there would be a need for supervision by an EP when interpreting and analysing findings from this tool. Further consideration and discussion of this implication (and possibly further research) is therefore necessary to ensure integrity to the psychological elements of the SASP which have proven to make it effective in empowering the voices of CYP.

Additionally, the researcher will disseminate the findings of this research to the wider EP community in the hope that the SASP will be adopted by EPs nationally. This will involve the potential publication of findings in Educational Psychology journals (such as Educational Psychology in Practice), presenting at Educational Psychology conferences (such as the BPS annual Department for Educational and Child Psychology conference) and seeking opportunities to publish findings on EP online forums such as blogs. Moreover, continued teaching on the Tavistock and Portman doctoral course will allow the SASP to be imparted to Trainee EPs that will take up placements in a wide variety of LAs and, hopefully, continue to pass on their successes with this tool. It should also be considered that the SASP and its associated findings are currently in their infancy, and therefore it is hoped that the discussion and awareness generated will allow further development of the tool in line with the progression of EP practice.

5.7. Conclusion

This research explored EPs' experiences of using the SASP in their practice and attempted to discern which CYP the SASP was appropriate for use with. This was due to an identified gap in the literature, whereby the three theoretical underpinnings of the SASP had each been evidenced for underlying the methods that are used to

elicit pupil voice, however had not yet been investigated together. The SASP combines narrative approaches, PCP and projective techniques. Additionally, the SASP has been utilised in Counselling Psychology contexts, but is taught to Trainee EPs at the Tavistock and Portman, presenting an important opportunity for exploration of its efficacy within EP practice.

EPs who participated in the online questionnaire rated the SASP highly in most categories of performance, including for the information it produced and their perceived ease of use of the SASP with CYP. They indicated use with a wide range of CYP from different age ranges and with different presenting needs. EPs who were interviewed also spoke highly of the SASP, describing in depth its efficacy in multiple situations and unpicking the elements that made its uses successful. These often related to the theoretical underpinnings of the SASP, such as the storytelling elements (related to narrative approaches) and the openness of the picture cards (related to the projective techniques).

Challenges in using the SASP were identified, including time constraints and lack of confidence in interpretation and reporting. Additionally, some populations of CYP struggled to access the SASP fully, and EPs posed a wide range of adaptations, proving that the SASP is a tool that can be used flexibly.

The author presented a variety of implications of these results for EP practice and directions for future research. These include addressing some of the identified limitations of this research but also an expansion of the current findings to further explore and validate the use of the SASP.

Therefore, the current research ratified the reviewed literature, finding that EPs are well placed to elicit the views of CYP. It endorses the SASP as an efficient and efficacious vehicle for doing so for a variety of CYP. It is hoped that this research

will assist the SASP to become a more widely recognised and utilised measure within EP practice, and that further research will be conducted to supplement the evidence base regarding the SASP.

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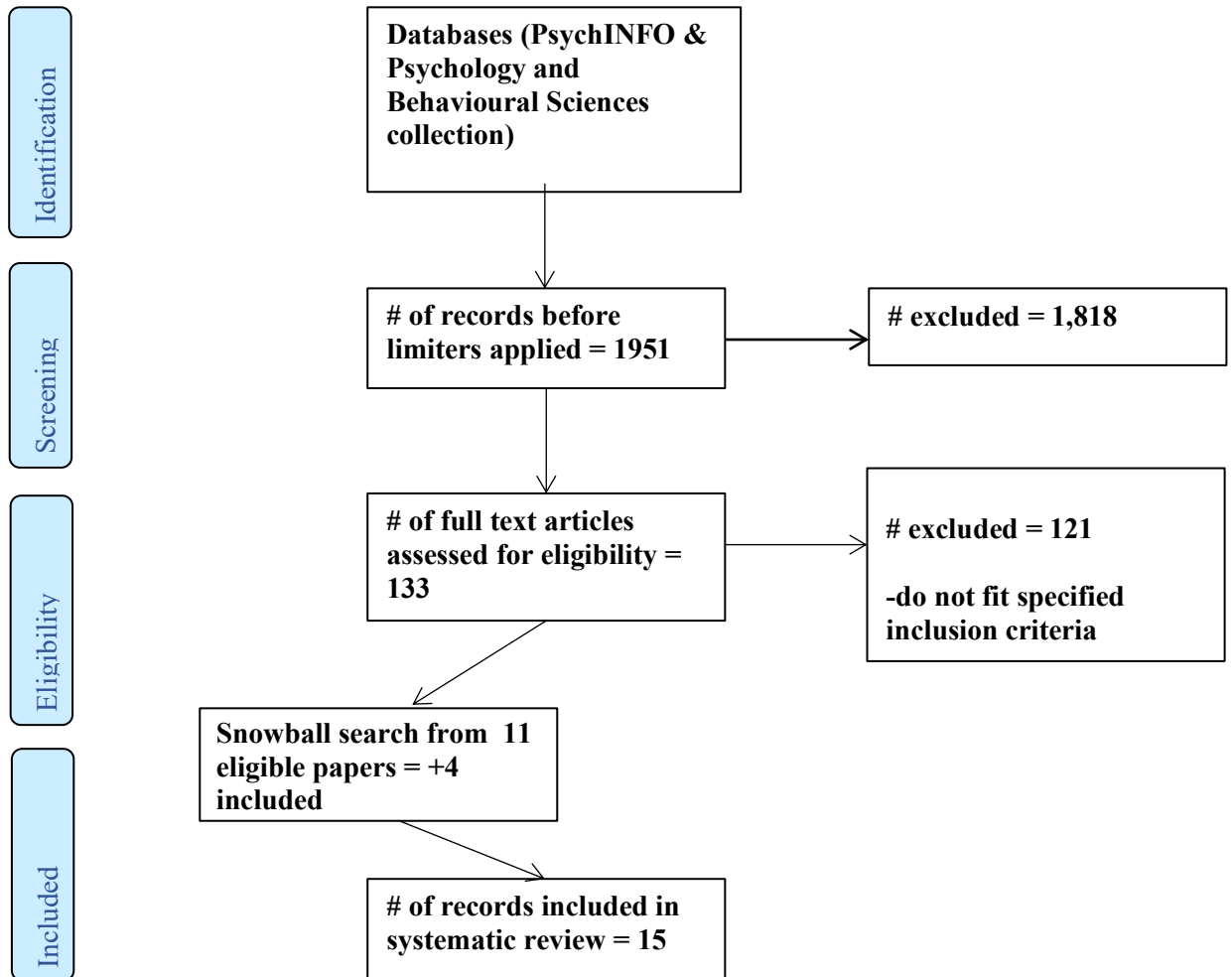
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Appendices

Appendix A: PRISMA Flowchart depicting search process.



Appendix B: Template for recording the SASP and online procedure instructions

Procedure for using the SASP Online

What you will need:

- An additional copy of the SASP pictures to be sent to an adult who can assist with setting up the assessment;
- Access to an online video conference platform by both you and the child;
- This document to hand/the record section.

Pre-requisites:

- Please note that this procedure will add different demands to the child or young person (CYP).
- It will therefore be important that the CYP understands and can tell you all the numbers from 1 to 15.
- It will also be important that the CYP has enough behavioural regulation to resist moving the images. Finally, it will be important to note that this procedure is likely to have more cognitive demands than the usual face to face process as the child will need to remember their pictures and distinguish these from the erroneous pictures around them.

Set up:

Please note you will need to communicate with an adult who can help you set up the assessment on the day at least the day before the assessment, likely more.

- 1) Identify an adult who can support you with the assessment of the child or young person. This person will need access to a printer and to be available on the day to help set up the assessment. The adult should not be present for the actual assessment.
- 2) Send a copy of the SASP pictures to the adult and ask them to print these. The adult will also need to print the numbers in Appendix 1.
- 3) Ask the adult to arrange the pictures in the layout depicted in Appendix B on the actual day of the assessment. **This is divergent from the original procedure where they are arranged arbitrarily but necessary so that the child can view all the pictures at one time and make a rapid selection with you, as the examiner, reliably knowing what they choose.**
- 4) On the day of the assessment make sure you arrive to the video call early to check in with the adult supporting you and ensure the pictures are arranged in line with what is outlined here.

Procedure:

This procedure will try to follow the usual SASP procedure as much as possible, but some amendments have been necessary:

- Ask the child to take a moment looking over the different pictures in front of them. Ensure the child understands that they should not move the pictures and that if they want to look at a picture more closely that they should return this to the right position and only move one at a time. **Once again this is an obvious divergence from the usual procedure where a child can move the pictures around as they please.**
- Tell the child: “In a moment I am going to ask you to select three pictures and to tell me a story about them. I will want you to pick pictures which show a particular type of school, like a ‘silly’ school. Do not pick up the pictures or move them, just tell me

the number above the picture you choose; so if you want the first one, you would tell me ‘number 1’ if you want the very last one, you would tell me ‘number 15’. Do you have any questions?”

- Now ask the child: “Ready? Choose 3 pictures which show a **good** school? Tell me their numbers. Now, tell me a story about a happy school, and how each of the pictures shows that it is a good school”
- Record the child’s answers verbatim (you can either record the session or use the Dictate function on Microsoft – but trial this beforehand as some devices may not be able to use the Microphone for both the video consultation platform and to run Dictate on Microsoft at the same time; in which case use two devices, Microsoft dictate runs well on your phone).
- Now repeat these steps with the following statements:

“Choose 3 pictures which show a **bad** school? Tell me their numbers. Now, tell me a story about a bad school, and how each of the pictures shows that it is a bad school.”

“Choose 3 pictures which show a **happy** school? Tell me their numbers. Now, tell me a story about a happy school, and how each of the pictures shows that it is a happy school.”

“Choose 3 pictures which show a **sad** school? Tell me their numbers. Now, tell me a story about a sad school, and how each of the pictures shows that it is a sad school.”

“Choose 3 pictures which show a **liked (the kind of school you’d really like)** school? Tell me their numbers. Now, tell me a story about a liked school, and how each of the pictures shows that it is a liked school.”

“Choose 3 pictures which show a **disliked (the kind of school you wouldn’t like to go to)** school? Tell me their numbers. Now, tell me a story about a disliked school, and how each of the pictures shows that it is a disliked school.”

- Use Appendix 2 to identify which pictures the child has chosen and continue with the usual interpretation process of the SASP; see Appendix 3 for a copy of the record form and more details on the interpretation procedure.

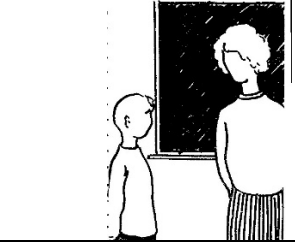

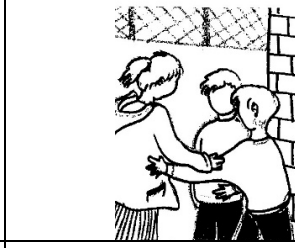
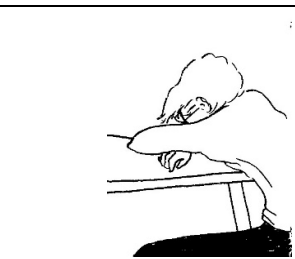
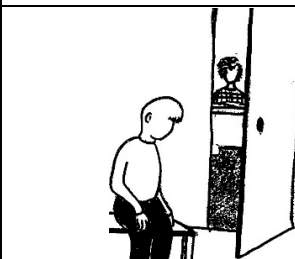
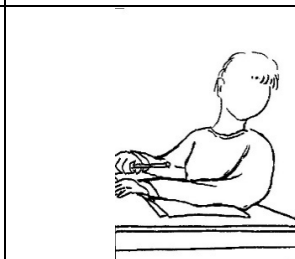

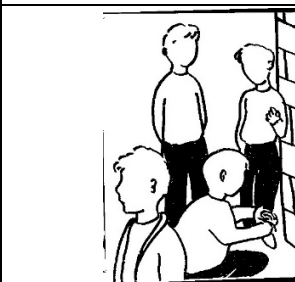


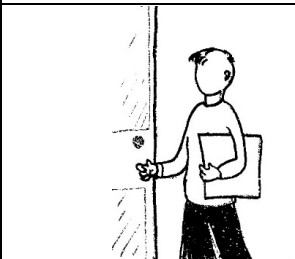
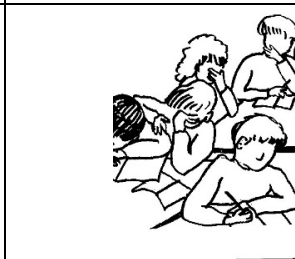

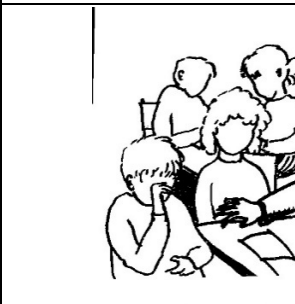
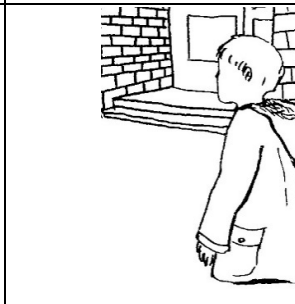
Good Luck!

Appendix 1: Numbers

Please print these out and cut them out along the perforated lines.

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15

Appendix 2: Layout for the SASP Cards

Position of pictures	TOP OF TABLE			Position of numbers
1	2	3		
				
4	5	6		
				
7	8	9		
				
10	11	12		
				
13	14	15		
				
BOTTOM OF TABLE				
CHILD'S SEATING POSITION				

Appendix 3: SASP Record Form

1. Ask the child/young person to “Choose 3 pictures that show a **good** school”

PICTURES CHOSEN: _____

2. Say, “Tell me a story about a **good** school, and how each of the pictures shows that it is a **good** school”

Verbatim response:

3. Ask the child/young person to “Choose 3 pictures that show a **bad** school”

PICTURES CHOSEN: _____

4. Say, “Tell me a story about a **bad** school, and how each of the pictures shows that it is a **bad** school”

Verbatim response:

5. Ask the child/young person to “Choose 3 pictures that show a **happy** school”

PICTURES CHOSEN: _____

6. Say, “Tell me a story about a **happy** school, and how each of the pictures shows that it is a **happy** school”

Verbatim response:

7. Ask the child/young person to “Choose 3 pictures that show a **sad** school”

PICTURES CHOSEN: ____ ____ ____

8. Say, “Tell me a story about a **sad** school, and how each of the pictures shows that it is a **sad** school”

Verbatim response:

9. Ask the child/young person to “Choose 3 pictures that show a school **you’d really like to go to**”

PICTURES CHOSEN: ____ ____ ____

10. Say, “Tell me a story about a school **you’d really like to go to**, and how each of the pictures shows that it is a school **you’d really like to go to**”

Verbatim response:

11. Ask the child/young person to “Choose 3 pictures that show a school **you wouldn’t like to go to**”

PICTURES CHOSEN: ____ ____ ____

12. Say, “Tell me a story about a school **you wouldn’t like to go to**, and how each of the pictures shows that it is a school **you wouldn’t like to go to**”

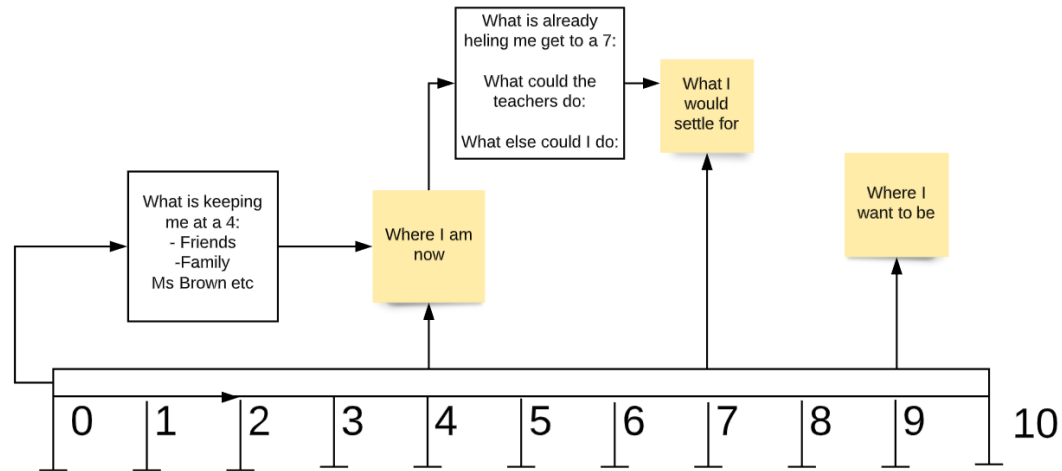
Goal	Actions	Measurement of success	Who will it involve?
I would like to work on my behaviour in class.	I will put my hand up instead of shout out. I will not distract my friends.	I will notice that teachers praise me more. I will get more achievement points.	Me, my teachers

Goal	Actions	Measurement of success	Who will it involve?

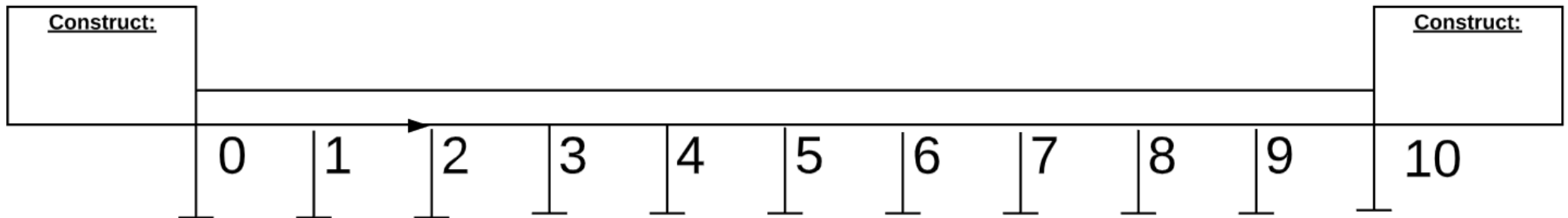
Salmon Lines

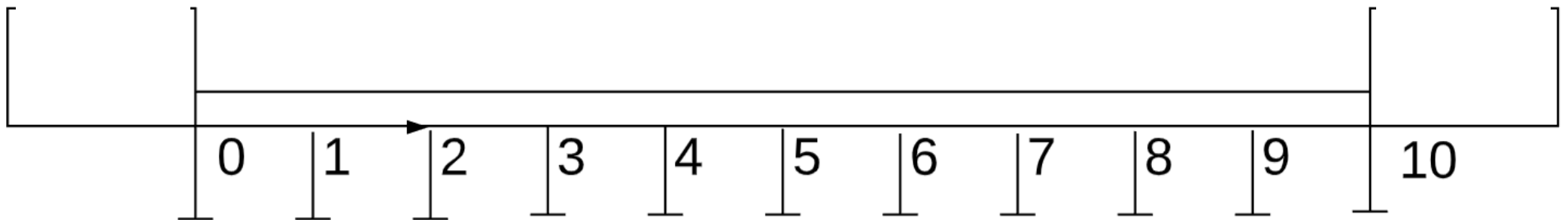
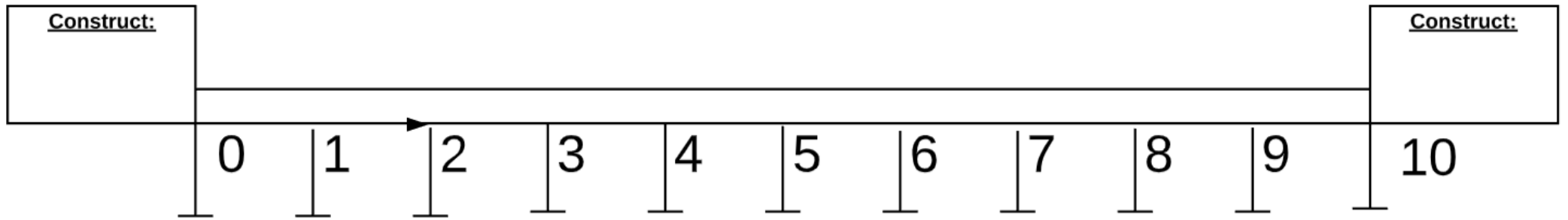
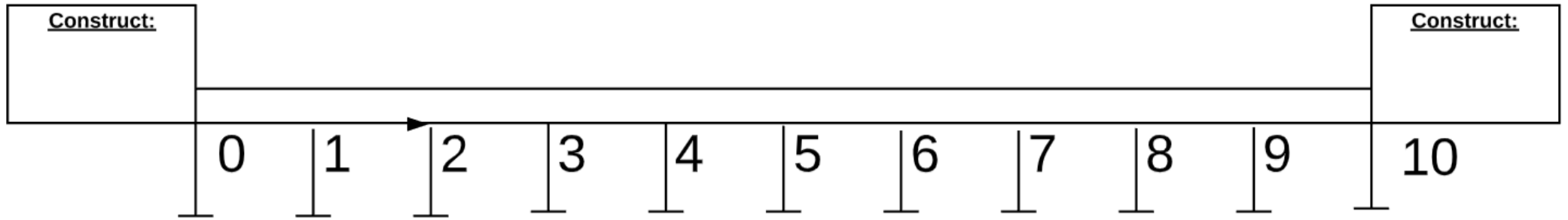
Instructions: label the construct that was a theme in the SASP on one end, and the opposite to the construct on the other end. See Dialogue Phase: Step 2c for exploratory questions.

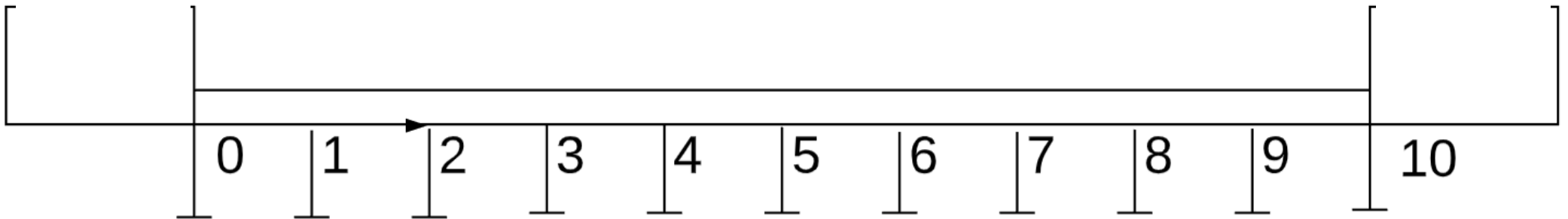
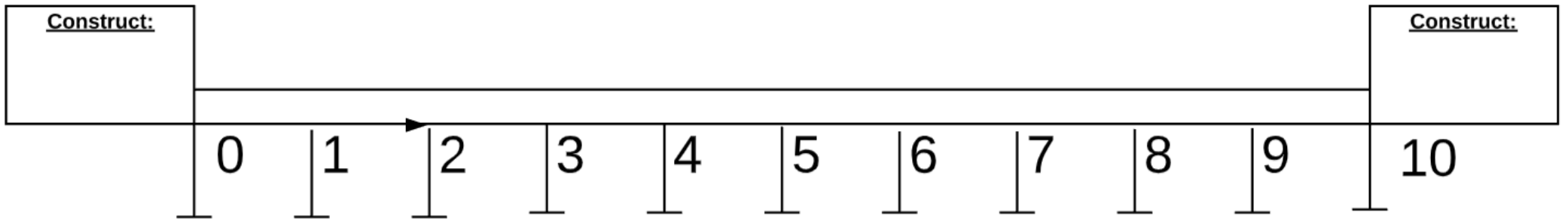
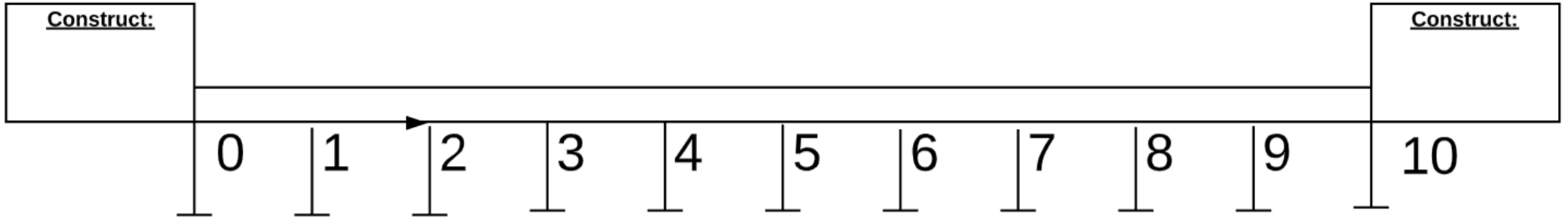
Example of a salmon line and information to be elicited:





Blank Salmon Lines:









Appendix C: SASP training slides and feedback

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The School Apperception Story Procedure (SASP)

Yasmin Lazarus – Trainee Educational Psychologist



1

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Today's Presentation...

- Gauging your perceptions
- Background and theory
- Administering the SASP
 - In 'normal' times
 - Online
 - Reporting
- Case examples
- Give it a go
- My research project
- Final thoughts
- References



2

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We love a bit of Menti...

- You know the drill!
- <https://www.menti.com/31b7wozqe2>



3

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The SASP

Background and Theory



4

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Let's break it down...

- What is 'apperception'?
- What is a 'story procedure'? Do you know of/use any others?

5

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The beginnings of the SASP

- Raya Jones: Senior Lecturer, University of Cardiff
- PhD: "Perceptions of school among primary school children with and without behaviour problems". (1996)
- Noted the utility of projective assessment combined with personal construct psychology (PCP) and narrative analysis when assessing the above group.
- Came up with the SASP and has since looked at utility in the context of Counselling Psychology. In Educational Psychology... that's where I come in!

6

The Evidence Base: Eliciting Views of Children

- EP assessment = measures tended to be specific questionnaires, tasks or procedures, or occasionally interviews but with specific focuses for questions (Ajodhia-Andrews, 2015; Cefai & Pizzuto, 2017; Gersch et al., 2014; O'Connor et al., 2011; Shaw, 2019)
- Methods used need to be appropriate but still cast the net wide enough (Shaw, 2019)
- Local Authorities **must** seek the views of children and young people in discussions and decisions about the support they receive (SEND Code of Practice). (Department of Education, 2015).

7

Theoretical foundations: Projective Assessment

- Concept of 'projection' - the process whereby (often unconscious) feelings are attributed to something or someone else. (Freud, 1897)
- Projective techniques in more modern Psychology - usually picture stimuli but can also involve written/verbal tasks such as sentence completion.
- General criticisms of psychoanalytic theory are also proscribed to projective assessment techniques:
 - questionable nature of their reliability, validity, and utility (Anastasi & Urbina, 1997)
 - whether their ambiguity actually allows conscious or unconscious responses (Jones, 2001).
- Despite this, EPs find them useful in formulation/hypothesising and exploration of issues such as relationships and self-concept (Hejnoski et al., 2006; Woods & Farrell, 2006; Knoff, 2003; McConaughy, 2005)
- They are also found to be useful for rapport building (Merrell et al., 2006).

8

Theoretical foundations: PCP

- Personal Construct Theory (Kelly, 1955)
- Stimulate the exploration of constructs that a pupil holds about themselves, and where they would ideally like to be in relation to those constructs
- For example, Ideal School (Moran, 2001)
- Leads to formulations about self-concept and also goal-based changes/interventions.



9

Theoretical foundations: Narrative/Story-telling Approaches

- Human actions and thoughts can be understood in terms of the stories that are created by the people who experience them (Howard, 1991).
- Explore difficult topics and with more marginalised populations, such as those with SEN or those with varying cultural backgrounds (Ajodhia-Andrews, 2015; Howard, 1991).
- Therapeutic use - negative stories can be 're-authored' to allow them to be processed in a more positive or useful way (White, 1995).

10

Administering the SASP

11

What will I need?

- The SASP cards
- Recording form (work in progress)
- A pen

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The SASP cards

There are 15 in total, above is a selection.

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The Process: in a 'normal' world

- Lay out cards
- Ask child/young person (CYP) to pick 3 cards that show a "happy" school (record selection)
- Ask child to tell a story about a "happy" school (record response)
- Repeat steps for "sad", "good", "bad", "school you'd like to go to", "school you would not like to go to"
- Look for themes
- NB: cards can be used more than once each.

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- Dialogue phase: report back themes, discuss with CYP
- Finding poles and placing constructs on salmon lines

Messy ----- Tidy

Naughty ----- Well-behaved

- Where are they now? Where would they be ideally? How can they get there?

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Online modifications

- Again, work in progress
- Send resources and ask an adult who is physically there to help? (prep and cut out cards)
- Show cards on screen? (online resource emailed)

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What info has the SASP given me for my report?

- A picture of the CYP's communication/story-telling ability
- Themes that are potentially salient for the CYP in terms of school
- How the CYP sees themselves in terms of certain constructs
- Goals/targets to help them get to where they'd ideally like to be on constructs

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FAQs

- What age range can I use the SASP with?
- What if the CYP keeps picking the same cards?
- What if the CYP tells a really short/long story?
- Any others?

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Break?

That was a lot of info!

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A case example

...and what the SASP added!

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Daniel

- Age 14
- Referred to CAMHS for behavioural difficulties
- My role: what is going on at school?

- Couldn't/wouldn't talk about feelings: an opportunity for projective
- A risk: RJ designed cards for younger children

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Daniel's stories/themes

- -
 - Teachers who 'hated' children and made them miserable
 - Children who were 'misunderstood' by teachers and themselves
 - Children always being told off

- +
 - Peers to chat to
 - Having fun with learning
 - Motivated to learn

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What the SASP added

- BAS3: incredibly high information processing, incredibly low working memory
- SASP: the impacts of this on Daniel – a vicious cycle
- Tied things together for a whole picture of Daniel's school experience
- Tangible feedback to SENCo/actions to put in place

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Some implementations we agreed together

Goal	Who is concerned?	Action	Desired Result
Daniel will be more motivated in school.	Daniel	Talking less in class about things unrelated to the work, using visual reminders.	Getting in less trouble.
Teachers will have a better understanding of Daniel's strengths and challenges.	Yasmin, SENCo	Yasmin will talk to SENCo about Daniel's strengths and challenges and possible ways to discreetly support Daniel in the classroom.	Better relationships with teachers and parents.
Daniel will be able to understand and manage his emotions.	CAMHS input	To be decided: potentially CBT in CAMHS	Better relationships with teachers and parents.

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Give it a go!

Break out rooms
Resources: In your inbox!

25

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How did you find it?

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My research

(we've all been there... right?)

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My research

- Part 1: Train EPs on SASP 😊 😊 😊
- Part 2: Ethical approval 😞 😞
- Part 3: EPs to volunteer to be my participants
 - Use the SASP with approx. 5 children over 2 terms (if more, even better)
 - Complete a very quick survey with each CYP you use it with
 - Complete an interview with yours truly about the experience
- Part 4: Yasmin is eternally grateful, achieves her DEDPsy and you have contributed to some valuable research on child voice. Yay!

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Another menti? Go on then...

<https://www.menti.com/w16az95mnm>

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3

What comes to mind when I say "projective assessment"?

Mentimeter



25

What methods do you usually use to obtain the voice of a child or young person?

Mentimeter

Sentence starters	Card sort	Cards
The ideal school/the ideal self	Strength cards	Dynamic assessment approaches
Subjective	pictures	Blob people

34

What methods do you usually use to obtain the voice of a child or young person?

Mentimeter

Ideal self	Cat-m	Blobs
Blob Tree	Ideal self / school	drawing, images, open ended questions, solution focused (what would it look like if...),
Nuala's game	Talking mats	Mapping the landscape of fear

34

What methods do you usually use to obtain the voice of a child or young person?

Mentimeter

ideal school	strengths and challenges, ideal school, 3 faces, 3 people, blobs, drawing themselves in school/at home	Comic strips
Complex figure drawing	KFD	All about me
Kfd	Mosaic approach	Rich pictures

34

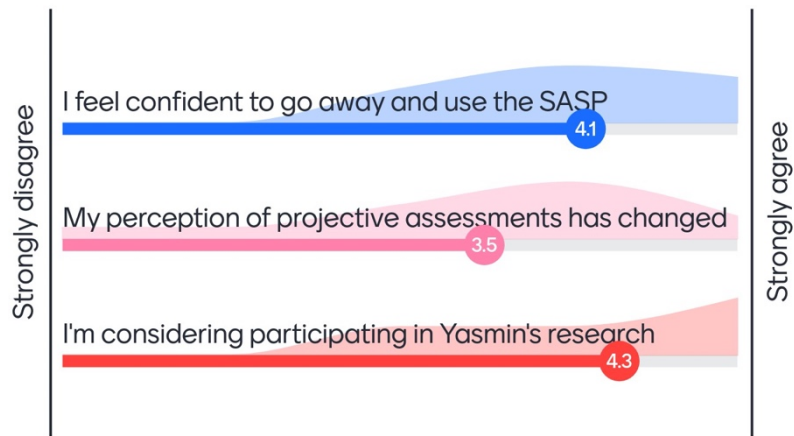
What methods do you usually use to obtain the voice of a child or young person?

Mentimeter

Is there anything you'd like me to tell the school?	personal construct psychology	Dynamic Assessment activities, drawing & colouring activities
Tree of Life	BRIEF-II	Externalising questions, EBSA resource cards, emotional literacy
The Miracle Question		

34

Rate these statements



Any parting thoughts?

- Thank you!
- Very well presented
- Brilliant training session, thank you :)
- Clear motivation and drive for change
- Really interesting! Also very good presenting :)
- fab to gain input on another tool! thank you so much :)
- Really engaging training Yasmin - you did great!
- Your enthusiasm is so apparent - you present so well and clearly
- When are the pancakes being served?



Any parting thoughts?

It was an interesting experience to try it out and reflect. Really good presentation:-)

I've found this session really valuable, thank you Yasmin. Brilliant resource which I look forward to using 😊

Hope covid doesn't stop you for much longer



Appendix D: Ethical approval forms and attachments

Tavistock and Portman Trust Research Ethics Committee (TREC) **APPLICATION FOR ETHICAL REVIEW OF STUDENT RESEARCH PROJECTS**

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

FOR ALL APPLICANTS

If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters. You need only complete sections of the TREC form which are NOT covered in your existing approval

Is your project considered as 'research' according to the HRA tool? (http://www.hra-decisiontools.org.uk/research/index.html)	YES
Will your project involve participants who are under 18 or who are classed as vulnerable? (see section 7)	YES
Will your project include data collection outside of the UK?	NO

SECTION A: PROJECT DETAILS

Project title	The School Apperception Story Procedure: Educational Psychologists' and pupils' experiences of using a novel measure to explore pupil views.		
Proposed project start date	March 2021	Anticipated project end date	May 2022
Principle Investigator (normally your Research Supervisor): Christopher Arnold			
Please note: TREC approval will only be given for the length of the project as stated above up to a maximum of 6 years. Projects exceeding these timeframes will need additional ethical approval			
Has NHS or other approval been sought for this research including through submission via Research Application System (IRAS) or to the Health Research Authority (HRA)?	YES (NRES approval)	<input type="checkbox"/>	
	YES (HRA approval)	<input type="checkbox"/>	
	Other	<input type="checkbox"/>	
	NO	<input checked="" type="checkbox"/>	
If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters.			

SECTION B: APPLICANT DETAILS

Name of Researcher	Yasmin Lazarus
Programme of Study and Target Award	M4 Doctorate in Child, Educational and Community Psychology
Email address	ylazarus@tavi-port.nhs.uk

Contact telephone number	07894166644
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SECTION C: CONFLICTS OF INTEREST

<p>Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research?</p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>If YES, please detail below:</p> <p>N/A</p>	
<p>Is there any further possibility for conflict of interest? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>	
<p>Are you proposing to conduct this work in a location where you work or have a placement?</p> <p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>If YES, please detail below outline how you will avoid issues arising around colleagues being involved in this project:</p> <p>Colleagues will be given explicit information and consent forms related to the research to ensure they understand their role. It will be made clear that colleagues are under no obligation to take part in the research. Additionally, the researcher will not be present when the colleagues are using the assessment tool being researched, so any pressure colleagues may feel to 'perform' should be minimised. Additionally, colleagues will be reminded that their participation will be anonymous and not shared with other colleagues in any way that might identify them.</p>	
<p>Is your project being commissioned by and/or carried out on behalf of a body external to the Trust? (for example; commissioned by a local authority, school, care home, other NHS Trust or other organisation).</p> <p><small>*Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)</small></p> <p>If YES, please add details here:</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>Will you be required to get further ethical approval after receiving TREC approval?</p> <p>If YES, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies (letters received after receiving TREC approval should be submitted to complete your record):</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>N/A</p>	
<p>If your project is being undertaken with one or more clinical services or organisations external to the Trust, please provide details of these:</p>	
<p>N/A</p>	
<p>If you still need to agree these arrangements or if you can only approach organisations after you have ethical approval, please identify the types of organisations (eg. schools or clinical services) you wish to approach:</p>	
<p>N/A</p>	

<p>Do you have approval from the organisations detailed above? (this includes R&D approval where relevant)</p> <p>Please attach approval letters to this application. Any approval letters received after TREC approval has been granted MUST be submitted to be appended to your record</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input checked="" type="checkbox"/></p>
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SECTION D: SIGNATURES AND DECLARATIONS

<p>APPLICANT DECLARATION</p> <p>I confirm that: The information contained in this application is, to the best of my knowledge, correct and up to date. I have attempted to identify all risks related to the research. I acknowledge my obligations and commitment to upholding ethical principles and to keep my supervisor updated with the progress of my research I am aware that for cases of proven misconduct, it may result in formal disciplinary proceedings and/or the cancellation of the proposed research. I understand that if my project design, methodology or method of data collection changes I must seek an amendment to my ethical approvals as failure to do so, may result in a report of academic and/or research misconduct.</p>	
Applicant (print name)	YASMIN LAZARUS
Signed	Y R Lazarus
Date	08/02/2021

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY

Name of Supervisor/Principal Investigator	Christopher Arnold
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<p>Supervisor – Does the student have the necessary skills to carry out the research? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Is the participant information sheet, consent form and any other documentation appropriate? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
Signed	Dr C D Arnold
Date	8/2/21

<p>COURSE LEAD/RESEARCH LEAD Does the proposed research as detailed herein have your support to proceed? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
Signed	
Date	10.02.2021

SECTION E: DETAILS OF THE PROPOSED RESEARCH

Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)

The School Apperception Story Procedure (SASP) is a measure designed to elicit children and young people's views and feelings regarding their school experience. It was developed by a Psychologist with the view to using it in counselling settings. However, there has since been recognition of its potential utility in the context of Educational Psychology, and it is taught on the M4 Child, Community and Educational Psychology Doctorate Course at the Tavistock.

The SASP is based on two well-established theoretical concepts in Psychology: Personal Construct Psychology (involving the discovery of constructs and concepts held by people and how this affects their beliefs and attitudes) and Projective Assessment (a way of gathering peoples' more unconscious feelings using potentially ambiguous stimuli). It also incorporates elements of Narrative approaches, which are based on finding out the 'stories' people hold about their experiences. These three approaches are all already utilised in the context of Educational Psychology, but not together.

The SASP procedure consists of a set of cards depicting various situations in a school. Pupils are asked to pick cards that show a happy school, and then asked to tell a story about a happy school using those cards. This is repeated for other concepts such as a sad school, good school and bad school. Their responses are then gathered and the Psychologist who administered the SASP looks for themes that occur. These are then explored in conjunction with the pupil to help make sense of their school experience and what is needed to be done to improve it in any way.

This research would therefore aim to investigate the use of this measure in the context of Educational Psychology practice, where it has not before been examined. This would involve a number of Educational Psychologists (EPs) using it with pupils with varying needs and of varying demographics (age, gender, cultural background). The pupils would briefly rate their experience of the SASP using some scales, and EPs would also rate their experience in a more in-depth survey. A selection of the participating EPs would be interviewed to gather wider information regarding the use of the SASP.

Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)

Hearing pupils' voices and seeking their views as part of a psychological assessment has been increasingly recognised as best practice over the years, and there are at least 3 key reasons in favour of listening to children and young people: legal, moral and pragmatic. Pupil voice can be described as any communication (verbal or non-verbal) that encapsulates the perspective and opinion of that pupil and can be used to influence and shape their experiences.

This practice became imperative after the United Nations Convention on the Rights of the Child (in 1989), whereby Article 12 stipulated that all children have the right to express views on matters affecting them and should be involved in any decision making about their life. In the United Kingdom, the Department of Education and Science Guidance for Assessments of Special Educational Needs (SEN) (also produced in 1989) mentioned that the feelings and perceptions of children should be taken into account, but at this time, it has been noted this was not being put into practice due to clinical difficulties in accessing children's thinking. Since then, the SEN Code of Practice has been produced and has undergone several iterations. The current version uses the word "must", insisting that Local Authorities "must" seek the views of children and young people in discussions and decisions about the support they receive.

EPs are well placed to facilitate the participation of children and young people. EPs can be positioned neutrally when eliciting views about school from pupils as they are not part of the school system, and studies have also found that EPs value gathering the views of children and young people as part of their role. Additionally, as stipulated previously, eliciting the views of pupils is both a legal and moral obligation in practice, and the SASP uses established psychological frameworks to propose a novel and effective way to

approach this task. Findings regarding the utility of the SASP in EP practice in the Local Authority of the researcher could have a potential impact on the practice of these EPs and the EP community as a whole. Findings will be fed back to the EPs and other relevant professionals in the Local Authority, and it is hoped that positive findings will be disseminated via Educational Psychology journals to the wider EP community. In turn, this research hopes to positively impact upon the experience of children and young people who are involved with EPs, giving them a voice that is heard and that can be directly applied to interventions for improving their school life and outcomes.

Provide an outline of the methodology for the proposed research, including proposed method of data collection, *tasks* assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

This research will collect both qualitative and quantitative data, and therefore the methodology will be a mixed methods design. The data will be collected and analysed concurrently, with the quantitative data being collected at the time of using the SASP and the qualitative data being collected subsequently in interviews with EPs.

There are two groups of participants involved in this research. Participant group 1 (EPs) will be recruited from the Local Authority EP service in which the researcher is on placement. All EPs in the service have already been trained on the use of the SASP due to Continued Professional Development practices in the service whereby EPs share practice.

The EPs that agree to take part in the study will be asked to use the SASP for the duration of 2 academic terms, using it on all cases judged to be appropriate by the EP. The EPs will be asked to aim to use it with a range of pupils of varying ages and presenting difficulties, and part of the EP role is to use professional judgement to decide which assessments (out of a range of many, including the SASP) should be used with each student, so this is not exceptional to usual EP practice. These pupils will make up participant group 2. After each occasion using the SASP, EPs will ask that pupils take part in a brief questionnaire to collect their views on it. It is commonplace for EPs to ask students to provide feedback regarding they work that has been done with them, so this is not extraordinary practice for EPs. The questionnaire will involve Likert-scale statements to be rated by pupils to ascertain how engaging and relatable the SASP was for the pupils involved. EPs will also provide demographic data on these pupils, to further add to evidence of the range of the utility of the SASP. After the 2-term duration, all EPs in the service that have used the SASP will take part in a survey, and a selection will be asked to take part in a semi-structured interview that will be recorded and transcribed by the researcher.

It is hoped that data will be collected in face-to-face interactions. However, if the COVID-19 pandemic does not allow this, a virtual version of the SASP is in the process of being developed, which could be administered over a video-calling platform. This altered version would seek to retain as much of the original procedure as possible. Interviews would also take place in this format should the situation require.

Quantitative data from the questionnaires and demographics will be analysed using descriptive statistics. This will allow examination and comparison of the groups that the SASP has been used with, and the general perceptions of utility and engagement from the pupil participants. If the sample size allows for enough statistical power, comparisons of utility and engagement can be analysed using T-tests to determine if there is a difference between mean scores on questionnaires between various groups, and also whether there are differences between perceptions of the SASP compared to previous measures EPs would have used for the same purpose.

Qualitative data from EP interviews will be analysed using Thematic Analysis as described by Braun and Clarke. This involves coding data and the identification of patterns, in order to generate themes arising in the data. Data will be coded without the use of pre-existing codes due to the exploratory nature of this research, therefore making it an inductive process.

SECTION F: PARTICIPANT DETAILS

Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the

exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why these criteria are in place. (Do not exceed 500 words)

As mentioned, all EPs in the Local Authority have been trained in the SASP. When ethical approval has been granted, all EPs will be contacted by email. The study will be detailed and EPs will opt in to taking part. Approximately 15 EPs (including Trainees) work in the service, and it is hoped that around 10 of these will be willing to take part, forming the first group of participants. All EPs are employed by the Local Authority and are required to have up-to-date DBS checks, safeguarding training and information governance training, as per council policy which is attached to this application. All EPs must also operate within the British Psychological Society's Code of Ethics (<https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct>) and the Health Care Professions Council Standards of Conduct, Performance and Ethics (<https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>). They are therefore well placed to fulfil their part in this research.

These EPs will then administer the SASP with pupils in a range of schools within the local authority, who will be group 2 of participants. Whilst in this setting, pupils will complete a brief measure rating their experience of the SASP. It is hoped that EPs will use the SASP with around 3-5 pupils each over the 2 term period, meaning it is expected that data will be collected for 30-50 pupils. It is hoped that these participants will be over a wide range of ages and cultural backgrounds, and also a mix of genders. All EPs working for the Local Authority have undergone mandatory Information Governance training and are therefore entrusted to store pupil data.

At the end of this period, EPs (participant group 1) will be asked to attend a semi-structured interview. It is hoped that around 6 EPs will attend this, and if there are more that would like to, then participants will be randomly selected for the interview stage.

EPs and Trainee EPs can participate in this study (due to Trainees still undertaking the same work), however Assistant EPs have a different role so will not be included in this study. Both Main-grade and Senior EPs will be invited to participate. EPs can use the SASP with any case deemed to be appropriate, seeing as they are familiar with the measure and this is part of the usual level of professional judgement involved in their role. This will include pupils who have capacity to consent to filling in the brief questionnaire, and children who are able to communicate via means of story-telling. A child's visual perceptual ability would also have to be considered. However, the case must be one in which assessment/similar data is being gathered and not where therapeutic intervention/consultation is the only EP involvement. EPs can use the SASP with cases that they are only visiting in school once but, if possible, they are asked to conduct the SASP over two sessions with a pupil.

Please state the location(s) of the proposed research including the location of any interviews. Please provide a Risk Assessment if required. Consideration should be given to lone working, visiting private residences, conducting research outside working hours or any other non-standard arrangements.

If any data collection is to be done online, please identify the platforms to be used.

The SASP will be administered with pupils in their school setting during school hours, as part of a planned visit from an EP for another core purpose (such as statutory assessment or casework, as per the SEND Code of Practice, <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>). Pupils will also complete the brief questionnaire as part of the same visit, and this data will be stored securely as is required practice of Local Authority EPs. This data will then be anonymised and passed onto the researcher, who will store it securely on the University of Essex OneDrive. Please also see the appended Risk Assessment for working in schools.

EPs will complete questionnaires related to the SASP online. This will be done using Microsoft Online Forms, which is connected to the University of Essex OneDrive account.

EPs will complete interviews either by video calling platforms (such as Microsoft Teams) or face-to-face in a Council office building, where they would usually work from.

Will the participants be from any of the following groups?(Tick as appropriate)

- Students or Staff of the Trust or Partner delivering your programme.
- Adults (over the age of 18 years with mental capacity to give consent to participate in the research).
- Children or legal minors (anyone under the age of 16 years)¹
- Adults who are unconscious, severely ill or have a terminal illness.
- Adults who may lose mental capacity to consent during the course of the research.

- Adults in emergency situations.
- Adults² with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).
- Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).
- Prisoners, where ethical approval may be required from the National Offender Management Service (NOMS).
- Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).
- Healthy volunteers (in high risk intervention studies).
- Participants who may be considered to have a pre-existing and potentially dependent³ relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).
- Other vulnerable groups (see Question 6).
- Adults who are in custody, custodial care, or for whom a court has assumed responsibility.
- Participants who are members of the Armed Forces.

¹If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability³, any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

² 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)

³ Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

Will the study involve participants who are vulnerable? YES NO

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from:

- the participant's personal characteristics (e.g. mental or physical impairment)
- their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness).
- where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable
- children are automatically presumed to be vulnerable.

7.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

EPs that are using the SASP with children, as mentioned above, are already DBS checked and have undergone mandatory training in safeguarding, conditional to them being employed by the Local Authority. They must also practice within the Ethical Guidelines from the BPS and HCPC (aforementioned). They are also experienced in working with children and young people, particularly those with any special or additional needs.

If YES, a Disclosure and Barring Service (DBS) check within the last three years is required.

Please provide details of the "clear disclosure":

Date of disclosure: 08/11/2019
Type of disclosure: Enhanced
Organisation that requested disclosure: Tavistock and Portman NHS Foundation Trust
DBS certificate number: 001679887960

(NOTE: information concerning activities which require DBS checks can be found via <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>). Please **do not** include a copy of your DBS certificate with your application

Do you propose to make any form of payment or incentive available to participants of the research? YES
NO

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

N/A

What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)

Where children are involved, informed verbal consent from their parents will be sought to anonymously collect their demographic data and views on using the SASP. Whilst this is usually collected by EPs as part of their regular practice, it will be made explicit that their data may also be used for research purposes. Please see the parental consent form attached. Children will also be given a clear and differentiated explanation of the purpose of the questionnaire, and will not be forced to complete it (which is usual practice for any measure used with a child by a Psychologist). Please see the Assent Form for pupils which is attached.

SECTION F: RISK ASSESSMENT AND RISK MANAGEMENT

Does the proposed research involve any of the following? (Tick as appropriate)

- use of a questionnaire, self-completion survey or data-collection instrument (attach copy)
- use of emails or the internet as a means of data collection
- use of written or computerised tests
- interviews (attach interview questions)
- diaries (attach diary record form)
- participant observation
- participant observation (in a non-public place) without their knowledge / covert research
- audio-recording interviewees or events
- video-recording interviewees or events
- access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes
- administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process
- performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction
- Themes around extremism or radicalisation
- investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)
- procedures that involve the deception of participants
- administration of any substance or agent
- use of non-treatment of placebo control conditions
- participation in a clinical trial
- research undertaken at an off-campus location (risk assessment attached)
- research overseas (please ensure Section G is complete)

Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life?

YES NO

If **YES**, please describe below including details of precautionary measures.

N/A

Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.

Although distress is not anticipated when using the SASP, any assessment or interaction with a Psychologist could evoke some psychological discomfort. As the EPs administering the SASP are fully trained (or undergoing training and therefore supervision), they will have had experience in dissipating or taking action when strong emotional responses are elicited during their work.

Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)

NOTE: Where the proposed research involves students, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

By participating in this research, EPs will be equipped with a theoretically-based tool to enhance their practice when seeking the views of children and young people that they work with. This will allow even better compliance with statutory guidance from the Special Educational Needs and Disabilities Code of Practice (2015), and will allow them to develop an even more in-depth awareness of their practices in this area.

Additionally, by participating, EPs will be contributing to the evidence for eliciting pupil voice within the specific context that they work within. Educational Psychology is a relatively new and evolving field, and therefore most practitioners are keen to elaborate on the existing research. Furthermore, when taking up the role of an EP, you are expected to contribute to research in this ever-growing field, and this will fulfil that for the EPs that will participate in the research.

For the pupils that will part of the research, it is also anticipated they will directly benefit from having access to this measure. They are being given the opportunity to think about and reflect on their school experiences, in a way that can have a direct impact on the support they receive. For example, if when completing the SASP it transpires that a pupil does not feel capable in a certain area related to school, the EP administering the SASP has the capacity to explore this further and then suggest possible interventions for the pupil to help them.

Where pupils decide they would not like to fill in the questionnaire as part of the research, they will be assured that this will not affect the support they will receive from the EP.

Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)

In the event of adverse or unexpected outcomes, EPs should follow the usual guidance in relation to working with children and young people. This includes Local Authority safeguarding procedures (as described previously) and also seeking supervision. It will also be made clear to EPs that, should an unexpected event occur whilst using the SASP, they should let the researcher know to ensure that it can be addressed properly.

If an adverse event were to occur, it could potentially impact the practice of the EP, in that they may be reticent to use the SASP again or partake in the research. It will be made clear that participants can

withdraw from this research at any point and, if they were to make this choice, they would be debriefed thoroughly.

Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants.

Participants will be fully aware of the nature and purpose of the study before taking part, so debriefing will involve sharing of initial findings and offering a space to discuss any thoughts or feelings brought about from their participation in the research. Should they need to discuss this in a capacity further than one which the researcher can provide, they will be signposted to Local Authority protocol which involves discussion with Senior EPs.

EPs will also be offered the opportunity to attend a presentation of findings from the researcher when the study has been completed, so that they can see their distinct contribution to the field of Educational Psychology.

Please provide the names and nature of any external support or counselling organisations that will be suggested to participants if participation in the research has potential to raise specific issues for participants.

N/A

Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)

N/A

FOR RESEARCH UNDERTAKEN OUTSIDE THE UK

Does the proposed research involve travel outside of the UK?

YES

NO

If YES, please confirm:

I have consulted the Foreign and Commonwealth Office website for guidance/travel advice?
<http://www.fco.gov.uk/en/travel-and-living-abroad/>

I have completed a RISK Assessment covering all aspects of the project including consideration of the location of the data collection and risks to participants.

All overseas project data collection will need approval from the Deputy Director of Education and Training or their nominee. Normally this will be done based on the information provided in this form. All projects approved through the TREC process will be indemnified by the Trust against claims made by third parties.

If you have any queries regarding research outside the UK, please contact academicquality@tavi-port.nhs.uk:

Students are required to arrange their own travel and medical insurance to cover project work outside of the UK. Please indicate what insurance cover you have or will have in place.

Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place. Please also clarify how the requirements will be met:

N/A

SECTION G: PARTICIPANT CONSENT AND WITHDRAWAL

Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES NO

If **NO**, please indicate what alternative arrangements are in place below:

N/A

Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES NO

If **NO**, please indicate what alternative arrangements are in place below:

N/A

The following is a participant information sheet checklist covering the various points that should be included in this document.

- Clear identification of the Trust as the sponsor for the research, the project title, the Researcher and Principal Investigator (your Research Supervisor) and other researchers along with relevant contact details.
- Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.
- A statement confirming that the research has received formal approval from TREC or other ethics body.
- If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.

- A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.
- Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.
- Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.
- A statement that the data generated in the course of the research will be retained in accordance with the [Trusts 's Data Protection and handling Policies.](https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/):
<https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/>
- Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

The following is a consent form checklist covering the various points that should be included in this document.

- Trust letterhead or logo.
- Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
- Confirmation that the research project is part of a degree
- Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
- Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
- If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
- The proposed method of publication or dissemination of the research findings.
- Details of any external contractors or partner institutions involved in the research.
- Details of any funding bodies or research councils supporting the research.
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

SECTION H: CONFIDENTIALITY AND ANONYMITY

Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

- Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?
- The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).
- The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).
- Participants have the option of being identified in a publication that will arise from the research.
- Participants will be pseudo-anonymised in a publication that will arise from the research. (i.e. the researcher will endeavour to remove or alter details that would identify the participant.)
- The proposed research will make use of personal sensitive data.
- Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES NO

If NO, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

SECTION I: DATA ACCESS, SECURITY AND MANAGEMENT

Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES NO

If NO, please indicate what alternative arrangements are in place below:

N/A

In line with the 5th principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.

1-2 years 3-5 years 6-10 years 10> years

NOTE: In line with Research Councils UK (RCUK) guidance, doctoral project data should normally be stored for 10 years and Masters level data for up to 2 years

Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.

- Research data, codes and all identifying information to be kept in separate locked filing cabinets.
- Research data will only be stored in the University of Essex OneDrive system and no other cloud storage location.
- Access to computer files to be available to research team by password only.
- Access to computer files to be available to individuals outside the research team by password only (See 23.1).
- Research data will be encrypted and transferred electronically within the UK.
- Research data will be encrypted and transferred electronically outside of the UK.

NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Essex students also have access the 'Box' service for file transfer:

<https://www.essex.ac.uk/student/it-services/box>

- Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.
- Collection and storage of personal sensitive data (e.g. racial or ethnic origin, political or religious beliefs or physical or mental health or condition).
- Use of personal data in the form of audio or video recordings.
- Primary data gathered on encrypted mobile devices (i.e. laptops).

NOTE: This should be transferred to secure University of Essex OneDrive at the first opportunity.

- All electronic data will undergo secure disposal.

NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

- All hardcopy data will undergo secure disposal.

NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.

N/A

Please provide details on the regions and territories where research data will be electronically transferred that are external to the UK:

N/A

SECTION J: PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

How will the results of the research be reported and disseminated? (Select all that apply)

- Peer reviewed journal
- Non-peer reviewed journal
- Peer reviewed books
- Publication in media, social media or website (including Podcasts and online videos)
- Conference presentation
- Internal report
- Promotional report and materials
- Reports compiled for or on behalf of external organisations
- Dissertation/Thesis
- Other publication
- Written feedback to research participants
- Presentation to participants or relevant community groups
- Other (Please specify below)

SECTION K: OTHER ETHICAL ISSUES

Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?

N/A

SECTION L: CHECKLIST FOR ATTACHED DOCUMENTS

Please check that the following documents are attached to your application.

- Letters of approval from any external ethical approval bodies (where relevant)
- Recruitment advertisement
- Participant information sheets (including easy-read where relevant)
- Consent forms (including easy-read where relevant)
- Assent form for children (where relevant)
- Letters of approval from locations for data collection
- Questionnaire
- Interview Schedule or topic guide
- Risk Assessment (where applicable)
- Overseas travel approval (where applicable)

Where it is not possible to attach the above materials, please provide an explanation below.

N/A

ATTACHMENTS ON FOLLOWING PAGES

Participant Information Sheet

Title: The School Apperception Story Procedure: Educational Psychologists' and pupils' experiences of using a novel measure to explore pupil views.

Who is doing the research?

My name is Yasmin Lazarus. I am a Trainee Educational Psychologist (EP) in my second year of studying for the professional Doctorate in Educational and Child Psychology. I am carrying out this research as part of my course at the Tavistock and Portman NHS Foundation Trust (who are therefore the sponsor of this research). I am being supervised in this by Christopher Arnold (Educational Psychologist).

What is the aim of the research?

The research aims to find out about the utility and experiences of a measure of pupil voice, called the School Apperception Story Procedure (SASP).

Who has given permission for this research?

The Tavistock and Portman NHS Foundation Trust has given ethical approval to carry out this research. The Local Authority Educational Psychology Service has also given permission for the research to go ahead.

Who can take part in this research?

I am looking for EPs within [redacted] who are willing to use the SASP with a variety of pupils for a set amount of time as part of usual EP involvement/assessment.

What does participation involve?

If you agree to take part, you will be invited to a training session on using the SASP, where you will be given all the resources needed to use it. This will last 2 hours. You will then be asked to use the SASP in your work with a range of pupils over the course of around 2 academic terms, with the aim of using it with at least 5 pupils. You will be asked to collect demographic data for these pupils and also assist them in filling out a quick questionnaire regarding their experiences of the SASP. You may then be invited to an interview to discuss your experiences of this measure. I will make audio recordings of the interviews which will be transcribed for analysis and then deleted. I will also keep a reflective diary of my experiences as a researcher to support analysis.

What are the possible benefits of taking part?

Taking part will equip you with a new measure to use with pupils, which is based on several different theoretical frameworks and psychological methods. It will also allow you to contribute to up-to-date research in the field of Educational Psychology.

What are the possible risks of taking part?

As with any EP work, a pupil may disclose sensitive or uncomfortable information during the SASP. Should this occur, you are advised to seek supervision in the usual manner and report any safeguarding concerns through usual means.

What will happen to the findings from the research?

The findings will be typed up as part of my thesis which will be read by examiners and be available at the Tavistock and Portman library. I may also publish the research at a later date in a peer reviewed journal. You will have the option to read a summary of my findings or the full thesis once the analysis has been completed.

What will happen if I don't want to carry on with this research?

Participation in this research is voluntary and you are free to withdraw from the research at any time before analysis, without giving a reason. Any research data collected before your withdrawal may still be used, unless you request that it is destroyed.

Will my taking part in this study be kept confidential?

Yes. All records related to your participation in this research study will be handled and stored securely on an encrypted drive using password protection. Your identity on these records will be indicated by a pseudonym rather than by your name. The data will be kept for a minimum of 5 years. Data collected during the study will be stored and used in compliance with the UK Data Protection Act (2018) and the Trust's Data Protection Policy, which can be found here: <https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/>

Are there times when my data cannot be kept confidential?

Confidentiality is subject to legal limitations or if a disclosure is made that suggests that imminent harm to self and/or others may occur. The small sample size of EPs that partake in the interview stage (5-8 EPs) may also mean that you recognise some examples and experiences you have shared in interviews. However, to protect your identity, pseudonyms will be used and any identifiable details changed.

Further information and contact details

If you have any questions or concerns about any aspect of the research, please contact me:

ylazarus@tavi-port.nhs.uk

or my supervisor:

carnold@tavi-port.ac.uk

If you have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, you should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk).

Information and Consent for Pupil Participants

Educational Psychologists: Please go through this consent form with the parent/legal guardian of any pupil with which you intend on completing the SASP questionnaire with.

Dear parent/guardian,

My name is Yasmin Lazarus and I am a Trainee Educational Psychologist at the Tavistock and Portman NHS Trust, on placement in [redacted]. As part of my course, I am required to conduct some research. The Tavistock and Portman NHS Foundation Trust has given ethical approval to carry out this research. The Local Authority Educational Psychology Service has also given permission for the research to go ahead.

I have chosen to explore and evaluate a new measure of pupil voice, called the School Apperception Story Procedure (SASP). This measure involves pupils looking at school-based scenarios and telling stories based on them. Themes that arise are then explored with the pupil and thought about in relation to their own school experience. This can reveal their views of their strengths and needs, and can therefore inform the support they are given in school.

As part of my research, I would like pupils who experience the SASP to complete a very short questionnaire afterwards to inform how relatable, enjoyable and useful they found it. I would also collect demographic data regarding pupils such as their age, gender and ethnic background.

If you consent to the above, all data would be anonymised and stored securely in compliance with the UK Data Protection Act (2018) and the Trust's Data Protection Policy, which can be found here: <https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/>. Your child's name would not be used, only their initials. Anonymised data would contribute to a research thesis which will be read by examiners and be available at the Tavistock and Portman library. I may also publish the research at a later date in a peer reviewed journal.

If you have any further questions, please contact me at:

ylazarus@tavi-port.nhs.uk

Thank you for your help.

Project: The School Apperception Story Procedure: Educational Psychologists' and pupils' experiences of using a novel measure to explore pupil views.

Educational Psychologist name: _____

Child Initials: _____ **Child Age:** _____ **Child Gender:** _____ **Child**

Ethnicity: _____

I confirm that I have sought informed consent from the parent/legal guardian of the above initialled child to collect data for the above named research project.

Educational Psychologist Participation Consent Form

Research Title: The School Apperception Story Procedure: Educational Psychologists' and pupils' experiences of using a novel measure to explore pupil views.

Please initial the statements below if you agree with them: Initial here:

I have read and understood the information sheet and have had the chance to ask questions.	
I understand that my participation in this research is voluntary and I am free at any time to withdraw consent or any unprocessed data without giving a reason.	
I agree for my interviews to be recorded.	
I understand that my data will be anonymised so that I cannot be linked to the data. I understand that the sample size is small.	
I understand that there are limitations to confidentiality relating to legal duties and threat of harm to self or others.	
I understand that my interviews will be used for this research and cannot be accessed for any other purposes.	
I understand that the findings from this research will be published in a thesis as part of a degree and potentially in a presentation or peer reviewed journal.	
I am willing to participate in this research.	

Your name:

Signed.....

Date...../...../.....

Researcher name: Yasmin Lazarus

Signed.....

Date...../...../.....

Thank you for your help.

Assent Form for Pupil Participants

Project: The School Apperception Story Procedure: Educational Psychologists' and pupils' experiences of using a novel measure to explore pupil views.

Educational Psychologists: Please go through this assent form with the pupil with which you intend on completing the SASP questionnaire with.

I would like to do an activity with you that involves looking at some pictures of school scenarios and telling some stories about them. We might then explore some of the stories you talked about a bit more. Is that ok? (*tick box if pupil agrees*)

I would now like to ask you some questions about the activity we did, to find out how you found it. This will help us as Educational Psychologists to make sure we use the best activities possible with pupils. Is that ok? (*tick box if pupil agrees*)

Educational Psychologist name: _____

Child Initials: _____

**Directorate for Children's Services
Education**

Service Director: [redacted]
[address redacted]

03 February 2021

To Whom It May Concern

Re: Empirical Research by Yasmin Lazarus, Trainee Educational Psychologist

Yasmin Lazarus is currently in the second year of her Child, Community and Educational Psychology professional doctorate training course, run by the Tavistock and Portman NHS Foundation Trust and accredited by the University of Essex. As part of this course, Yasmin is undertaking her Local Authority placement with [redacted] Council, in the role of Trainee Educational Psychologist, funded via the SEEL Consortium bursary scheme.

As part of Yasmin's doctorate, she is required to submit a thesis containing original research. For her research, Yasmin will be investigating the use of the School Apperception Story Procedure (SASP) within educational psychology practice. I understand that this research will be supervised by course tutors, and subject to the institution's rigorous ethical approval procedures.

In my position as Principal Educational Psychologist in [redacted], I wish to confirm that Yasmin has our full permission and backing to undertake her doctoral research, including (but not limited to):
Running training for [redacted] Council Educational Psychologists on the SASP tool, and her related research foci.

Conducting interviews with [redacted] Council Educational Psychologists regarding their experiences of using the SASP in practice.

Facilitating [redacted] Council Educational Psychologists incorporating the use of SASP in their practice (chiefly within casework/statutory assessment of children and young people) for the purpose of her research investigations.

Assisting [redacted] Council Educational Psychologists in conducting brief surveys with the children and young people following use of the SASP.

Additionally, I can confirm that [redacted] Council Educational Psychologists have full permission to use the SASP (and conduct subsequent surveys) as part of their standard practice.

Please do not hesitate to contact me should you require any further information.

Yours faithfully,



Dr [redacted]
Principal Educational Psychologist – Integrated SEND Service

Questionnaires and Interviews

EP Questionnaire

How much do you agree with the following statements?	Not at all (1)	(2)	A bit (3)	(4)	A lot (5)
The SASP is easy to use with a child					
The SASP is not as easy to use as my usual methods of obtaining child voice					
The SASP produces rich information regarding the voice of a child					
The SASP does not provide as much information as my usual methods of obtaining child voice					
The children I used the SASP with seemed engaged by it					
The SASP elicits information that is useful for statutory assessments					
The SASP is not easy to analyse and report					

Student Questionnaire

How much do you agree with the following statements?	Not at all (1)	(2)	A bit (3)	(4)	A lot (5)
I enjoyed the activity					
The activity was hard					
I was interested in the activity					
I could relate to the pictures on the cards					
The pictures on the cards were not of people who are like me					

EP interview guiding questions and topics

What was your overall experience of using the SASP?

What was your experience of using the SASP with different age groups?

What was your experience of using the SASP with children and young people with varying abilities and needs?

How did the SASP contribute to your formulation for cases? What kind of information did it provide?

How would you compare the SASP to any previous/preferred methods of eliciting a child's voice?

Any additional comments regarding the SASP?

Fieldwork Risk Assessment Audit

Name: Yasmin Lazarus	School: Tavistock & Portman NHS Foundation Trust
Student number: 19001881	Supervisor / Director of Studies: Christopher Arnold
Thesis Title: The School Apperception Story Procedure: Educational Psychologists' and pupils' experiences of using a novel measure to explore pupil views.	
Fieldwork location: Local Authority setting, Schools	Type of Fieldwork: Face-to-Face Measures
Proposed dates or periods of Fieldwork: April 2021- December 2021	
Potential hazards or risks: <i>(rate high medium or low)</i>	
1. Confidentiality in school (medium)	2. Safeguarding concerns in school (low)
3. Emergency or evacuation (low)	4.
5.	6.
7.	8.
9.	10.
Potential Consequences for each hazard: <i>(please continue on a separate sheet if necessary)</i>	
<p>Confidentiality: schools must provide a confidential space for the Educational Psychologists to carry out work, otherwise student honesty may be affected or distress may arise.</p> <p>Safeguarding concerns: work with an Educational Psychologist may result in a child disclosing a safeguarding concern. This requires action from the Educational Psychologist</p> <p>There may be an emergency or evacuation in the school whilst the Educational Psychologist is in the school. This could cause disruption and distress to both the Psychologist and the pupil they are working with.</p>	
Controls in place for each hazard in order of likely risk: <i>(please continue on a separate sheet if necessary)</i>	
<p>LOW RISK:</p> <p>Safeguarding disclosure- Educational Psychologists are qualified and experienced in working with children and young people. They should follow usual protocol for escalating safeguarding concerns within the school and the Local Authority.</p>	

Emergency or evacuation- Educational Psychologists should follow directions from school staff in the event of an emergency.

MEDIUM RISK:

Confidentiality- Educational Psychologists should ensure that the school arranges for their work with pupils to take place in appropriate and confidential spaces.

By signing this document you are indicating that you have consulted the policy and have fully considered the risks.

Signature of Student:

Yasmin Lazarus

Date: 08/02/2021

I agree to the assessment of risk in relation to this project.

Signature of Supervisor of Studies:

Dr C D Arnold

Date: 8.2.21

Yasmin Lazarus

By Email

22 April 2021

Re: Research Ethics Application

Title: The School Apperception Story Procedure: Educational Psychologists' and pupils'

experiences of using a novel measure to explore pupil views. Dear Yasmin,

I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

Please note that any changes to the project design including changes to methodology/data collection etc, must be referred to TREC as failure to do so, may result in a report of academic and/or research misconduct.

If you have any further questions or require any clarification do not hesitate to contact me. I am copying this communication to your supervisor.
May I take this opportunity of wishing you every success with your research.
Yours sincerely,

Paru Jeram

Secretary to the Trust Research Degrees Subcommittee T: 020 938 2699
E: academicquality@tavi-port.nhs.uk

cc. Course Lead, Supervisor, Course Administrator

Change to Doctoral Research Protocol

Student name	Yasmin Lazarus
Date	12/11/2021
Doctoral programme	M4
Supervisor(s)	Christopher Arnold
Has ethical approval been granted? Please include process (TREC/UREC/IRAS) and date	Yes, TREC, 22/04/2021
Please state clearly and simply the proposed changes to your project (methods of data gathering, changes to design etc)	
<p>I would like to broaden my data collection to include Trainee Educational Psychologists that are on the Tavistock training course, as they are taught the SASP as part of the course. This would be in the form of an online survey using Microsoft Forms and would not be connected to children or young people or any of the LA work they are doing. They would be asked to report general age ranges of cases they have used it with and general areas of need, but no identifiers of any cases whatsoever, which would be made explicit.</p> <p>This will then be analysed in addition to the data from EPs in the LA I have trained/worked within who have used the SASP and taken part in interviews and surveys.</p>	
<p>For information governance purposes and in line with the Trust policies, please be advised that you must use the on-line video conferencing platform Zoom to conduct research/interviews. Please contact the Technology Enhanced Learning - TEL (TELSupport@Tavi-Port.nhs.uk) to set up a zoom account.</p> <p>If you are requesting a change to data collection (remote interviews for example) please consider the following guides/considerations regarding privacy:</p> <ol style="list-style-type: none"> 1. Please ensure you have participant's consent before interviews are convened. All ethical approval documentation including consent forms/information sheets must be updated accordingly 2. Please ensure that meetings with yourself and your participants are conducting in a safe environment and that confidentiality is maintained. 3. Ask participants if they are happy with their environment; if they are alone and if they are assured that they are in a location where they will not be disturbed during the session 4. Please ask participants if they have any concerns about WIFI or the technology which may cause disruption during the meeting. 	
<p>Please return this form as directed by your supervisor or course lead You must ensure any changes are also approved by your ethical approval body before you start work</p>	

Appendix E: Questionnaire measure and data

Final EP Questionnaire (online, via Microsoft Forms):

- 1.
1. I have read and understood the information sheet and have had the chance to ask questions.
2. I understand that my participation in this research is voluntary and I am free at any time to withdraw consent or any unprocessed data without giving a reason.
3. I understand that my participation is anonymous so that I cannot be linked to the data.
4. I understand that the findings from this research will be published in a thesis as part of a degree and potentially in a presentation or peer reviewed journal.
- 5 I am willing to participate in this research *

Please rate the statements below in terms of your agreement with them. Please consider ALL your experiences of the SASP (including being trained how to use it) and also experiences where you intentionally chose NOT to use the SASP.

2. The SASP is easy to use with a child. *

Strongly agree Agree Neutral Disagree Strongly disagree

3. The SASP is not as easy to use as my usual methods of obtaining child voice. *

Strongly agree Agree Neutral Disagree Strongly disagree

4. The SASP produces rich (quality) information regarding the voice of a child or young person. *

Strongly agree Agree Neutral Disagree Strongly disagree

5. The SASP does not provide as much (quantity) information as my usual/other methods of obtaining child voice. *

Strongly agree Agree Neutral Disagree Strongly disagree

6. The children I used the SASP with seemed engaged with it. *

Strongly agree Agree Neutral Disagree Strongly disagree

7. The SASP elicits information that is useful for statutory assessments. *

Strongly agree Agree Neutral Disagree Strongly disagree

8. The SASP is not easy to analyse and report. *

Strongly agree Agree Neutral Disagree Strongly disagree

9. The pictures on the cards seem relatable to children and young people. *

Strongly agree Agree Neutral Disagree Strongly disagree

10. I could not always use the SASP cards exactly as the procedure dictates. *

Strongly agree Agree Neutral Disagree Strongly disagree

11. Please tick the age ranges with which you have successfully (in your opinion, even if with variation) used the SASP (tick as many as apply): *

Age 4-6 Age 7-9 Age 10-12 Age 13-15 Age 16-18 N/A

12. Please tick the presenting difficulties with which you have successfully (in your opinion, even if with variation) used the SASP (tick as many as apply): *

ADHD, attention difficulties ASD, social communication
Behavioural difficulties Cognition and learning needs
Emotional and mental health difficulties
Emotionally Based School Avoidance/School attendance difficulties
Language and communication difficulties Literacy/numeracy difficulties
Physical and medical needs None of the above

13. Please tick the presenting difficulties with which you have UNSUCCESSFULLY (in your opinion) used the SASP with (tick as many as apply): *

ADHD, attention difficulties

ASD, social communication

Behavioural difficulties

Cognition and learning needs

Emotional and mental health difficulties

Emotionally Based School Avoidance/School attendance difficulties

Language and communication difficulties

Literacy/numeracy difficulties

Physical and medical needs

None of the above

14. In total, approximately how many children or young people have you used the SASP with? This can be formally, informally, fully, partially...

*

15. Did you notice a difference in how children and young people of different genders responded to the SASP? Did you use it more with one gender, for example? *

16. What ethnic backgrounds were the children and young people you used the SASP with? Please list as many as you remember. *

17. Do you have any other comments about the SASP? *

SA= strongly agree, A= agree, N= neutral, D= disagree, SD= strongly disagree

Question	PP1	PP2	PP3	PP4	PP5	PP6	PP7	PP8	PP9	PP10	PP11	PP12	PP13	PP14
The SASP is easy to use with a child.	SA	SA	SA	A	A	A	A	A	A	A	SA	D	A	A
The SASP is not as easy to use as my usual methods of obtaining child voice.	N	D	SD	D	N	D	N	N	D	N	D	A	N	A
The SASP produces rich (quality) information regarding the voice of a child or young person.	A	A	SA	A	A	SA	A	A	A	N	A	A	A	A
The SASP does not provide as much (quantity) information as my usual/other methods of obtaining child voice.	D	N	SD	N	D	SD	N	D	D	N	D	N	D	N
The children I used the SASP with seemed engaged with it.	SA	A	SA	A	SA	A	N	SA	A	SD	A	D	SA	N
The SASP elicits information that is useful for statutory assessments.	A	N	SA	A	A	A	A	N	A	N	N	A	A	A
The SASP is not easy to analyse and report.	N	N	SD	D	N	D	N	N	D	N	A	A	N	D
The pictures on the cards seem relatable	SA	A	SA	A	A	SA	A	N	A	D	A	N	A	A

to children and young people.														
I could not always use the SASP cards exactly as the procedure dictates.	A	A	D	A	SA	N	A	D	A	A	D	A	D	SA
Please tick the age ranges with which you have successfully (in your opinion, even if with variation) used the SASP (tick as many as apply):	10-12	7-9	7-9; 10-12	7-9; 10-12; 13-15; 16-18	7-9; 10-12	4-6; 7-9; 10-12; 13-15	10-12	13-15	10-12; 13-15	13-15	13-15	N/A	7-9; 10-12; 13-15	10-12
In total, approximately how many children or young people have you used the SASP with? This can be formally, informally, fully, partially...	2	2	2	7	3	4	0	1	3	1	1	1	10	1

PP NO.	Please tick the presenting difficulties with which you have successfully (in your opinion, even if with variation) used the SASP (tick as many as apply):	Please tick the presenting difficulties with which you have UNSUCCESSFULLY (in your opinion) used the SASP with	Did you notice a difference in how children and young people of different genders responded to the SASP? Did you use it more with one gender, for example?	What ethnic backgrounds were the children and young people you used the SASP with? Please list as	Do you have any other comments about the SASP?
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		(tick as many as apply):		many as you remember.	
1	Emotional and mental health difficulties;Cognition and learning needs;	None of the above;	Coincidentally have only used it with boys, but I see no reason that it couldn't be used with children of any gender.	White (British) Asian (Pakistan)	I don't always feel like I have time to do it justice (but that applies equally to lots of things within my work!).
2	Behavioural difficulties;Emotional and mental health difficulties;Language and communication difficulties;	None of the above;	No	White British	No
3	Emotional and mental health difficulties;	None of the above;	n/a	Unsure	I found the SASP a resource which can be applied in a flexible manner to gain an insight into CYP's viewpoint. A very useful tool to have to hand.
4	ASD, social communication;Emotional and mental health difficulties;Behavioural difficulties;Emotionally Based School Avoidance/School attendance difficulties;Cognition and learning needs;Language and communication difficulties;Literacy/numeracy difficulties;	ASD, social communication; ADHD, attention difficulties;	not so far i havent....	all WBR from memory	i really like it!

5	ASD, social communication;Behavioural difficulties;Emotional and mental health difficulties;Emotionally Based School Avoidance/School attendance difficulties;	ASD, social communication;	I happened to have only used it with males - not through design, it just happened to be what I was working on	white british	I have really appreciated trying the materials out and in turn reflecting on my practice, especially in relation to gaining the voice of the child - which all too often becomes habitual and unfortunately surface level at times
6	ASD, social communication;Cognition and learning needs;Emotionally Based School Avoidance/School attendance difficulties;Emotional and mental health difficulties;Literacy/numeracy difficulties;	None of the above;	Used it with 4 males and 1 female so far	Irish traveller, mixed heritage (black african and white british), White portuguese and White british	no
7	Behavioural difficulties;	None of the above;	N/A	N/A	The SASP presents as a unique and innovative way for children/young people of all ages to explore their thoughts and express their views in terms of their school experience
8	ASD, social communication;Cognition and learning needs;Emotional and mental health difficulties;Emotionally Based School Avoidance/School attendance difficulties;Literacy/numeracy difficulties;	None of the above;	N/a	White, British	It was quite time consuming, next time I might miss out a couple of the story questions. I feel I'd get as much useful information. The salmon line for scaling really helped make it applicable to the YP and school. I wondered if it is culturally bias, as the images are black and white, all people appear white (in my opinion) and there is lack of diversity in the hair styles.

9	ASD, social communication; Emotional and mental health difficulties; Emotionally Based School Avoidance/School attendance difficulties;	None of the above;	Yes. Although I found it opened up conversations about school, wellbeing and areas of strength and difficulties.	White British.	I think it is a great tool to use with young people as they are not always able to articulate where the area of strength/ difficulties are and so this helps to bring this focus into the conversation. Also they can feel a little uneasy speaking face to face and so the tool takes some pressure away from them feeling self-conscious especially when I used it with a very shy child.
10	None of the above;	Behavioural difficulties; Cognition and learning needs;	N/A	White British	For my CYP, telling a story was not suited to him. He struggles to communicate and trust adults. I didn't know this before the SASP, so it was a useful exercise nonetheless but it did not elicit any great insights into his own experiences - it was still helpful however even though he did not engage with it fully
11	Emotional and mental health difficulties;	None of the above;	No	White	Very interesting information emerged but young person got quite emotional and that was hard to manage. Also difficult to analyse it in a way that could give useful feedback for parents and school

12	None of the above;	ASD, social communication; Behavioural difficulties; Emotional and mental health difficulties; Language and communication difficulties;	I have only used it with one child who identified as male and so can't compare	Black Caribbean	It seems like a really useful tool to elicit a child's views on school and understanding what is important to them. The child I tried to use it with has attachment needs along with a diagnosis of autism. He finds it difficult to feel safe in school and work with familiar adults. I think this tool would have required me to become more familiar to him and would take a very long time to complete with a child with needs such as his
13	ASD, social communication; Behavioural difficulties; Cognition and learning needs; Emotional and mental health difficulties; Emotionally Based School Avoidance/School attendance difficulties; Language and communication difficulties; Literacy/numeracy difficulties;	None of the above;	No	White British, African, African Caribbean, Asian, Mixed heritage	N/A
14	ADHD, attention difficulties; Behavioural difficulties; ASD, social communication; Emotional and mental health difficulties; Emotionally Based School Avoidance/School attendance difficulties; Language and communication difficulties;	ADHD, attention difficulties; ASD, social communication; Behavioural difficulties; Emotional and mental health difficulties; Emotionally Based School Avoidance/School	I used it with a boy	He was White British	Yes - sorry if it's unhelpful but I've ticked the same needs for successful and unsuccessful, because it was a little mixed with the boy I used it with. It felt like in some ways it was successful, because he was able to tell me one story - about a teacher falling off the desk and dying. This encouraged further conversations around safety, and was helpful to consider as part of my formulation and consultations with his school - this was a LAC boy who had

I attendance
difficulties;Langu
age and
communication
difficulties;

experienced a lot of trauma and loss - his immediacy in thinking of a dangerous situation in which somebody may die or be hurt was thought to link to his hyper-vigilance related to traumatic ACEs. The use of the SASP pictures also encouraged some other comments from him, e.g. "some kids care about this at school, but not me", so it was helpful to have them there as prompts as i was getting to know him. However he wasn't really able to pick three pictures - mostly only one and he seemed really unsure which i think was due to difficulty in abstract thinking around it (he is a VERY literal thinker) - he said at one point "I don't know, loads of different things could be happening" - so the telling a story bit was hard and didn't happen other than what was mentioned about (which i did feel was significant). I am looking forward to using this with other children and i think it will work better than this one but i did overall find it a useful experience. Thanks Yaz!

Appendix F: RTA Codes and definitions

Initial codes and definitions

Code	Definition
Captures barriers to learning	The SASP elicits views of CYP about what they consider barriers to their learning
Captures environmental factors	The SASP elicits views of CYP about things in their environment that impact their experiences
Captures feelings of children	The SASP elicits views of CYP about their feelings and emotions
Captures information about relationships with others	The SASP elicits views of CYP about their relationships with other people in their lives
Captures thoughts of children	The SASP elicits views of CYP about their inner thoughts and thought patterns
Captures what is going well	The SASP elicits views of CYP about what they consider to be successful elements of their current experiences
Captures what would be ideal	The SASP elicits views of CYP about what they consider would be an ideal situation for them to be in, usually regarding school
Deciding when to use the SASP	The process of deciding when is appropriate to use the SASP with a CYP
Different ways to use the SASP	Adapting the SASP procedure to fit different needs in terms of the CYP or the information needed for assessment
Engaging	The extent that SASP is believed by EPs to be engaging for CYP, from their experience of using it
How the SASP contributes to reports	The different ways in which the SASP produces information that can be used for writing up reports for CYP
Narrative qualities	The elements of the SASP procedure that align with narrative approaches, such as the story-telling
Practicality	The elements of the SASP that make it practical and easy to use
Projective qualities	The elements of the SASP procedure that align with projective techniques, such as using drawings or facial expressions
Relatability	The extent that SASP is believed by EPs to be relatable to CYP, from their experience of using it
SASP vs. other measures	How the SASP compares to other measures of eliciting the voice of the CYP
School Avoidance	Using the SASP in cases where there is Emotionally Based School Avoidance

Sharing ideas with other psychologists	The desire to speak about SASP experiences with other psychologists that have also used the SASP
Sharing information with parents	The involvement of parents in the SASP procedure or cases where the SASP has been used
Sharing information with other professionals involved	The involvement of other professionals in the SASP procedure or cases where the SASP has been used
Statutory assessments/ constraints	The use of the SASP in statutory assessments and the associated processes that arise from this
Supervision around using the SASP	The desire of EPs to have more input on their use of the SASP from other EPs to improve their knowledge and practice
Theoretical perspectives drawn on	The different underlying theories that the SASP draws upon that EPs are able to identify and speak about
Training to use the SASP	The process of learning to use the SASP by being trained by another EP/Trainee EP who has experience of using the SASP
Using the SASP with different ability levels	The strengths, constraints and perceptions on suitability related to using the SASP with CYP with varying levels of ability such as cognitive ability
Using the SASP with different age groups	The strengths, constraints and perceptions on suitability related to using the SASP with CYP within a variety of age ranges
Using the SASP with different emotional levels	The strengths, constraints and perceptions on suitability related to using the SASP with CYP with varying levels of emotional literacy or emotional health
Using the SASP with different genders	The strengths, constraints and perceptions on suitability related to using the SASP with CYP from different genders
Using the SASP with different language levels	The strengths, constraints and perceptions on suitability related to using the SASP with CYP with a varying level of language
Using the SASP with social/ communication needs	The strengths, constraints and perceptions on suitability related to using the SASP with CYP with a variety of needs related to social skills or communication
Ways of adapting the SASP	The specific details and ideas regarding 'Different ways to use the SASP' (see definition above)
What information the SASP gives	The things that can be found out about the experience of a CYP by using the SASP
What the SASP can measure	The answers to specific questions that the SASP can give about certain elements of the experiences of CYP

MERGED CODES AND EXAMPLES OF EXTRACTS

Merged/ Amended Code	Comprised of	Definition	Example of coded extract from interview transcript
Ability level	-	The strengths, constraints and perceptions on suitability related to using the SASP with CYP with varying levels of ability such as cognitive ability	“that’s going to be very important with using the SASP is to use it with children who can almost be introspective, who can actually think about the things that are there” (Participant 1)
Adaptability/ flexibility (of SASP)	Ways of adapting the SASP Different ways to use the SASP	The ability of the SASP procedure to be adapted to fit different needs in terms of the CYP or the information needed for assessment	“It could be very valuable in the EPs’ toolkit because there’s so many different ways that, that you can use it” (Participant 1)
Age	-	The strengths, constraints and perceptions on suitability related to using the SASP with CYP within a variety of age ranges	“I felt with very young children that it was a tool that could be used because of the simpleness of the line drawings” (Participant 3)
Case selection	Deciding when to use the SASP Statutory assessments/constraints	Factors that influence the decision to use the SASP with a CYP	“I would still potentially use it, but I don’t know if I would necessarily make a decision before I went in” (Participant 2)
Emotional level	School avoidance Using the SASP with different emotional levels	The strengths, constraints and perceptions on suitability related to using the SASP with CYP with varying levels of emotional literacy or emotional health	“they’re both SEMH needs and it’s.. they both did it really willingly” (Participant 2)
Engaging	-	The elements of the SASP that EPs propose are those that make it engaging	“I was able to put it on the screen, which meant neither my face nor his face was on the screen anymore and then... I’d captured him” (Participant 4)

Gender	-	The strengths, constraints and perceptions on suitability related to using the SASP with CYP from different genders	“he’s sort of on the cusp of teenager man boy” (Participant 4)
Influences on learning/ school	Captures what is going well Captures barriers to learning Captures what would be ideal Captures environmental factors	The ways in which the SASP procedure captures the views of CYP with regards to they perceive to influence their learning or their experiences of schools	“you’re very much looking at the things they’re finding difficult in school. The things that they think are important to them and also some of them, so of their barriers to learning” (Participant 1)
Involving others/ Dissemination	Sharing information with parents Sharing information with other professionals involved	The process of sharing the information about/elicited by the SASP with relevant people involved in the cases of CYP with which the SASP has been used	“SASP is quite an innocuous thing to present to the parent and say look, I just want to talk them through these” (Participant 4)
Language level	-	The strengths, constraints and perceptions on suitability related to using the SASP with CYP with a varying level of language	“if they are able to share with you and get across sort of verbally ideally what it is that they’re thinking in their mind I feel like it’s a really valuable tool for being able to sort of elicit that in a way that, like those other tools that I’ve mentioned, don’t.” (Participant 3)
Narrative qualities	-	The elements of the SASP procedure that align with narrative approaches, such as the story-telling	“Interestingly I think the storytelling element was perhaps what I deem challenging about the SASP” (Participant 4)
Practicality	-	The elements of the SASP that EPs propose are those that make it practical and easy to use	“It’s quite an easy assessment in that sense. Because once you’ve got set up with the cards... it’s quite a simple task” (Participant 2)
Projective qualities	-	The elements of the SASP procedure that align with projective techniques, such as using drawings or facial expressions	“there aren’t any of the faces or emotions put in there that it actually felt like a much more

			open tool for gathering their views” (Participant 3)
Relatability	-	The elements of the SASP that EPs propose are those that make it relatable to CYP	“The drawings are fairly spot on because there’s no actual faces etc. There’s very little for them to say ‘that’s not me” (Participant 1)
Relationships	-	The views of CYP about their relationships with other people in their lives that the SASP elicits	“I got some really nice little themes from her about... people being friendly towards each other and that was really important to her” (Participant 2)
Social/ communication needs	-	The strengths, constraints and perceptions on suitability related to using the SASP with CYP with a variety of needs related to social skills or communication	“The ASD child. He found it difficult to, um to kind of orient himself and apply himself... and the task was just too open ended for him” (Participant 2)
Theoretical application	-	The different underlying theories that the SASP draws upon that EPs are able to identify, speak about and apply	“I’ve used. From is it Beaver’s book? Personal construct” (Participant 2)
Thoughts and feelings	Captures feelings of children Captures thoughts of children	The cognitions and emotions of CYP that are captured by using the SASP	“it was a really useful and powerful tool for gathering perspective actually of what children were thinking about” (Participant 3)
Training/ ongoing learning	Training to use the SASP Supervision around using the SASP Sharing ideas with other psychologists	The process of learning to use the SASP and continued development of skills related to using the SASP	“I wondered again. What others experiences have been with that?” (Participant 2)
Utility for EPs	What information SASP gives How the SASP contributes to reports	The elements of the SASP that make it useful for EPs in their practice	“I got positive comments about the voice of the child section because I’ve got quite a lot from him” (Participant 4)

	What the SASP can measure		
	SASP vs. other measures		

Appendix G: Statistical Analyses, SPSS outputs

Frequencies

		Statistics								
		EasyToUse	NotAsEasyAsUsual	RichQuality	NotAsMuchQuantity	ChildrenEngaged	UsefulForStatutory	NotEasyAnalyseReport	RelatableToChild	CouldNotUseAsProcedure
N	Valid	14	14	14	14	14	14	14	14	14
	Missing	0	0	0	0	0	0	0	0	0
Mean		4.1429	2.6429	4.0714	2.2857	3.8571	3.7857	2.7143	3.9286	3.5000
Median		4.0000	3.0000	4.0000	2.0000	4.0000	4.0000	3.0000	4.0000	4.0000
Mode		4.00	3.00	4.00	2.00 ^a	4.00 ^a	4.00	3.00	4.00	4.00
Std. Deviation		.77033	.84190	.47463	.72627	1.23146	.57893	.82542	.82874	1.09193
Percentiles	25	4.0000	2.0000	4.0000	2.0000	3.0000	3.0000	2.0000	3.7500	2.0000
	50	4.0000	3.0000	4.0000	2.0000	4.0000	4.0000	3.0000	4.0000	4.0000
	75	5.0000	3.0000	4.0000	3.0000	5.0000	4.0000	3.0000	4.2500	4.0000

a. Multiple modes exist. The smallest value is shown

EasyToUse

	N	%
disagree	1	7.1%
agree	9	64.3%
strongly agree	4	28.6%

NotAsEasyAsUsual

	N	%
strongly disagree	1	7.1%
disagree	5	35.7%
neutral	6	42.9%
agree	2	14.3%

RichQuality

	N	%
neutral	1	7.1%
agree	11	78.6%
strongly agree	2	14.3%

NotAsMuchQuantity

	N	%
strongly disagree	2	14.3%
disagree	6	42.9%
neutral	6	42.9%

ChildrenEngaged

	N	%
strongly disagree	1	7.1%
disagree	1	7.1%
neutral	2	14.3%
agree	5	35.7%
strongly agree	5	35.7%

UsefulForStatutory

	N	%
neutral	4	28.6%
agree	9	64.3%
strongly agree	1	7.1%

NotEasyAnalyseReport

	N	%
strongly disagree	1	7.1%
disagree	4	28.6%
neutral	7	50.0%
agree	2	14.3%

RelatableToChild

	N	%
disagree	1	7.1%
neutral	2	14.3%
agree	8	57.1%
strongly agree	3	21.4%

CouldNotUseAsProcedure

	N	%
disagree	4	28.6%
neutral	1	7.1%
agree	7	50.0%
strongly agree	2	14.3%

Correlations

Correlations

			EasyToUse	HowMany
Spearman's rho	EasyToUse	Correlation Coefficient	1.000	.024
		Sig. (2-tailed)	.	.935
		N	14	14
	HowMany	Correlation Coefficient	.024	1.000
		Sig. (2-tailed)	.935	.
		N	14	14

Correlations

			HowMany	NotEasyAnalyseReport
Spearman's rho	HowMany	Correlation Coefficient	1.000	-.430
		Sig. (2-tailed)	.	.125
		N	14	14
	NotEasyAnalyseReport	Correlation Coefficient	-.430	1.000
		Sig. (2-tailed)	.125	.
		N	14	14

Correlations

		MeanAge		ChildrenEngaged
Spearman's rho	MeanAge	Correlation Coefficient	1.000	-.038
		Sig. (2-tailed)	.	.898
		N	14	14
	ChildrenEngaged	Correlation Coefficient	-.038	1.000
		Sig. (2-tailed)	.898	.
		N	14	14

Correlations

		MeanAge		RelatableToChild
Spearman's rho	MeanAge	Correlation Coefficient	1.000	-.347
		Sig. (2-tailed)	.	.225
		N	14	14
	RelatableToChild	Correlation Coefficient	-.347	1.000
		Sig. (2-tailed)	.225	.
		N	14	14

Correlations

		MeanAge		RichQuality	NotAsMuchQuantity
Spearman's rho	MeanAge	Correlation Coefficient	1.000	-.492	.034
		Sig. (2-tailed)	.	.074	.908
		N	14	14	14
	RichQuality	Correlation Coefficient	-.492	1.000	-.681**
		Sig. (2-tailed)	.074	.	.007
		N	14	14	14
	NotAsMuchQuantity	Correlation Coefficient	.034	-.681**	1.000
		Sig. (2-tailed)	.908	.007	.
		N	14	14	14

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		MeanAge		ASDSocialCommSuccess
Spearman's rho	MeanAge	Correlation Coefficient	1.000	.163
		Sig. (2-tailed)	.	.578
		N	14	14
	ASDSocialCommSuccess	Correlation Coefficient	.163	1.000
		Sig. (2-tailed)	.578	.
		N	14	14

Crosstabulations

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
ChildrenEngaged * ADHDAttentionSuccess	14	100.0%	0	0.0%	14	100.0%
ChildrenEngaged * ASDSocialCommSuccess	14	100.0%	0	0.0%	14	100.0%
ChildrenEngaged * BehavDiffsSuccess	14	100.0%	0	0.0%	14	100.0%
ChildrenEngaged * CogandLearningSuccess	14	100.0%	0	0.0%	14	100.0%
ChildrenEngaged * EmotionalandMHSuccess	14	100.0%	0	0.0%	14	100.0%
ChildrenEngaged * EBSASuccess	14	100.0%	0	0.0%	14	100.0%
ChildrenEngaged * LangandCommsSuccess	14	100.0%	0	0.0%	14	100.0%
ChildrenEngaged * LiteracyandNumeracySuccess	14	100.0%	0	0.0%	14	100.0%
ChildrenEngaged * PhysicalandMedicalSuccess	14	100.0%	0	0.0%	14	100.0%
ChildrenEngaged * NoneofAboveNeedsSuccess	14	100.0%	0	0.0%	14	100.0%

Crosstab

Count

		ADHDAttentionSuccess		Total
		no	yes	
ChildrenEngaged	strongly disagree	1	0	1
	disagree	1	0	1
	neutral	1	1	2
	agree	5	0	5
	strongly agree	5	0	5
Total		13	1	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	-.200	.140	-.708	.492 ^c
Ordinal by Ordinal	Spearman Correlation	-.289	.162	-1.044	.317 ^c
N of Valid Cases		14			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Crosstab

Count

		ASDSocialCommSuccess		Total
		no	yes	
ChildrenEngaged	strongly disagree	1	0	1
	disagree	1	0	1
	neutral	1	1	2
	agree	2	3	5
	strongly agree	2	3	5
Total		7	7	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.361	.205	1.342	.205 ^c
Ordinal by Ordinal	Spearman Correlation	.297	.248	1.078	.302 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		BehavDiffsSuccess		Total
		no	yes	
ChildrenEngaged	strongly disagree	1	0	1
	disagree	1	0	1
	neutral	0	2	2
	agree	3	2	5
	strongly agree	3	2	5
Total		8	6	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.104	.235	.363	.723 ^c
Ordinal by Ordinal	Spearman Correlation	.000	.268	.000	1.000 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		CogandLearningSuccess		Total
		no	yes	
ChildrenEngaged	strongly disagree	1	0	1
	disagree	1	0	1
	neutral	2	0	2
	agree	3	2	5
	strongly agree	2	3	5
Total		9	5	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.467	.148	1.827	.093 ^c
Ordinal by Ordinal	Spearman Correlation	.485	.189	1.919	.079 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count		EmotionalandMHSUCCESS		Total
		no	yes	
ChildrenEngaged	strongly disagree	1	0	1
	disagree	1	0	1
	neutral	1	1	2
	agree	0	5	5
	strongly agree	0	5	5
Total		3	11	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.817	.085	4.914	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.724	.126	3.639	.003 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count		EBSASUCCESS		Total
		no	yes	
ChildrenEngaged	strongly disagree	1	0	1
	disagree	1	0	1
	neutral	1	1	2
	agree	2	3	5
	strongly agree	2	3	5
Total		7	7	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.361	.205	1.342	.205 ^c
Ordinal by Ordinal	Spearman Correlation	.297	.248	1.078	.302 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count		LangandCommsSUCCESS		Total
		no	yes	
ChildrenEngaged	strongly disagree	1	0	1
	disagree	1	0	1
	neutral	1	1	2
	agree	3	2	5
	strongly agree	4	1	5
Total		10	4	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.076	.201	.265	.796 ^c
Ordinal by Ordinal	Spearman Correlation	-.021	.243	-.071	.944 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		LiteracyandNumeracySuccess		Total
		no	yes	
ChildrenEngaged	strongly disagree	1	0	1
	disagree	1	0	1
	neutral	2	0	2
	agree	3	2	5
	strongly agree	3	2	5
Total		10	4	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.343	.154	1.263	.230 ^c
Ordinal by Ordinal	Spearman Correlation	.329	.205	1.207	.251 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		PhysicalandMedicalSuccesses		Total
		no	yes	
ChildrenEngaged	strongly disagree	1	1	1
	disagree	1	1	1
	neutral	2	2	2
	agree	5	5	5
	strongly agree	5	5	5
Total		14	14	14

Symmetric Measures

		Value
Interval by Interval	Pearson's R	. ^a
N of Valid Cases		14

- a. No statistics are computed because PhysicalandMedicalSuccess is a constant.

Crosstab

Count		NoneofAboveNeedsSuccess		Total
		no	yes	
ChildrenEngaged	strongly disagree	0	1	1
	disagree	0	1	1
	neutral	2	0	2
	agree	5	0	5
	strongly agree	5	0	5
Total		12	2	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	-.811	.103	-4.801	.000 ^c
Ordinal by Ordinal	Spearman Correlation	-.637	.164	-2.863	.014 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
EasyToUse * ADHDAttentionSuccess	14	100.0%	0	0.0%	14	100.0%
EasyToUse * ASDSocialCommSuccess	14	100.0%	0	0.0%	14	100.0%
EasyToUse * BehavDiffsSuccess	14	100.0%	0	0.0%	14	100.0%
EasyToUse * CogandLearningSuccess	14	100.0%	0	0.0%	14	100.0%
EasyToUse * EmotionalandMHSuccess	14	100.0%	0	0.0%	14	100.0%
EasyToUse * EBSASuccess	14	100.0%	0	0.0%	14	100.0%
EasyToUse * LangandCommsSuccess	14	100.0%	0	0.0%	14	100.0%
EasyToUse * LiteracyandNumeracySuccess	14	100.0%	0	0.0%	14	100.0%
EasyToUse * PhysicalandMedicalSuccess	14	100.0%	0	0.0%	14	100.0%
EasyToUse * NoneofAboveNeedsSuccess	14	100.0%	0	0.0%	14	100.0%

Crosstab

Count		ADHDAttentionSuccess		Total
		no	yes	
EasyToUse	disagree	1	0	1
	agree	8	1	9
	strongly agree	4	0	4
Total		13	1	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	-.053	.088	-.185	.856 ^c
Ordinal by Ordinal	Spearman Correlation	-.122	.098	-.426	.678 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		ASDSocialCommSuccess		Total
		no	yes	
EasyToUse	disagree	1	0	1
	agree	2	7	9
	strongly agree	4	0	4
Total		7	7	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	-.192	.303	-.679	.510 ^c
Ordinal by Ordinal	Spearman Correlation	-.440	.280	-1.699	.115 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		BehavDiffsSuccess		Total
		no	yes	
EasyToUse	disagree	1	0	1
	agree	4	5	9
	strongly agree	3	1	4
Total		8	6	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.028	.236	.096	.925 ^c
Ordinal by Ordinal	Spearman Correlation	-.106	.262	-.369	.719 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		CogandLearningSuccess		Total
		no	yes	
EasyToUse	disagree	1	0	1
	agree	5	4	9
	strongly agree	3	1	4
Total		9	5	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.057	.211	.199	.846 ^c
Ordinal by Ordinal	Spearman Correlation	-.044	.249	-.152	.882 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		EmotionalandMHSuccess		Total
		no	yes	
EasyToUse	disagree	1	0	1
	agree	2	7	9
	strongly agree	0	4	4
Total		3	11	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.570	.171	2.400	.034 ^c
Ordinal by Ordinal	Spearman Correlation	.485	.156	1.923	.078 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		EBSASuccess		Total
		no	yes	
EasyToUse	disagree	1	0	1
	agree	2	7	9
	strongly agree	4	0	4
Total		7	7	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	-.192	.303	-.679	.510 ^c
Ordinal by Ordinal	Spearman Correlation	-.440	.280	-1.699	.115 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		LangandCommsSuccess		Total
		no	yes	
EasyToUse	disagree	1	0	1
	agree	6	3	9
	strongly agree	3	1	4
Total		10	4	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.091	.193	.318	.756 ^c
Ordinal by Ordinal	Spearman Correlation	.023	.243	.080	.937 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		LiteracyandNumeracySuccess		Total
		no	yes	
EasyToUse	disagree	1	0	1
	agree	5	4	9
	strongly agree	4	0	4
Total		10	4	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	-.122	.193	-.425	.679 ^c
Ordinal by Ordinal	Spearman Correlation	-.278	.187	-1.004	.335 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		PhysicalandMedicalSuccesses		Total
		no	yes	
EasyToUse	disagree	1	0	1
	agree	9	0	9
	strongly agree	4	0	4
Total		14	0	14

Symmetric Measures

		Value
Interval by Interval	Pearson's R	. ^a
N of Valid Cases		14

- a. No statistics are computed because PhysicalandMedicalSuccess is a constant.

Crosstab

Count

		NoneofAboveNeedsSuccess		Total
		no	yes	
EasyToUse	disagree	0	1	1
	agree	8	1	9
	strongly agree	4	0	4
Total		12	2	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	-.629	.212	-2.799	.016 ^c
Ordinal by Ordinal	Spearman Correlation	-.479	.192	-1.892	.083 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
UsefulForStatutory * ADHDAttentionSuccess	14	100.0%	0	0.0%	14	100.0%
UsefulForStatutory * ASDSocialCommSuccess	14	100.0%	0	0.0%	14	100.0%
UsefulForStatutory * BehavDiffsSuccess	14	100.0%	0	0.0%	14	100.0%
UsefulForStatutory * CogandLearningSuccess	14	100.0%	0	0.0%	14	100.0%
UsefulForStatutory * EmotionalandMHSuccess	14	100.0%	0	0.0%	14	100.0%
UsefulForStatutory * EBSASuccess	14	100.0%	0	0.0%	14	100.0%
UsefulForStatutory * LangandCommsSuccess	14	100.0%	0	0.0%	14	100.0%
UsefulForStatutory * LiteracyandNumeracySuccess	14	100.0%	0	0.0%	14	100.0%
UsefulForStatutory * PhysicalandMedicalSuccess	14	100.0%	0	0.0%	14	100.0%
UsefulForStatutory * NoneofAboveNeedsSuccess	14	100.0%	0	0.0%	14	100.0%

Crosstab

Count

		ADHDAttentionSuccess		Total
		no	yes	
UsefulForStatutory	neutral	4	0	4
	agree	8	1	9
	strongly agree	1	0	1
Total		13	1	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.107	.091	.371	.717 ^c
Ordinal by Ordinal	Spearman Correlation	.122	.098	.426	.678 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		ASDSocialCommSuccess		Total
		no	yes	
UsefulForStatutory	neutral	3	1	4
	agree	3	6	9
	strongly agree	1	0	1
Total		7	7	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.128	.274	.447	.663 ^c
Ordinal by Ordinal	Spearman Correlation	.168	.283	.589	.567 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
 b. Using the asymptotic standard error assuming the null hypothesis.
 c. Based on normal approximation.

Crosstab

Count

		BehavDiffsSuccess		Total
		no	yes	
UsefulForStatutory	neutral	3	1	4
	agree	4	5	9
	strongly agree	1	0	1
Total		8	6	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.074	.252	.257	.802 ^c
Ordinal by Ordinal	Spearman Correlation	.106	.262	.369	.719 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
 b. Using the asymptotic standard error assuming the null hypothesis.
 c. Based on normal approximation.

Crosstab

Count

		CogandLearningSuccess		Total
		no	yes	
UsefulForStatutory	neutral	3	1	4
	agree	5	4	9
	strongly agree	1	0	1
Total		9	5	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.019	.238	.066	.948 ^c
Ordinal by Ordinal	Spearman Correlation	.044	.249	.152	.882 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
 b. Using the asymptotic standard error assuming the null hypothesis.
 c. Based on normal approximation.

Crosstab

Count

		EmotionalandMHSuccess		Total
		no	yes	
UsefulForStatutory	neutral	1	3	4
	agree	2	7	9
	strongly agree	0	1	1
Total		3	11	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.111	.233	.388	.704 ^c
Ordinal by Ordinal	Spearman Correlation	.102	.246	.356	.728 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		EBSASuccess		Total
		no	yes	
UsefulForStatutory	neutral	3	1	4
	agree	3	6	9
	strongly agree	1	0	1
Total		7	7	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	.128	.274	.447	.663 ^c
Ordinal by Ordinal	Spearman Correlation	.168	.283	.589	.567 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		LangandCommsSuccess		Total
		no	yes	
UsefulForStatutory	neutral	3	1	4
	agree	6	3	9
	strongly agree	1	0	1
Total		10	4	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	-.040	.231	-.140	.891 ^c
Ordinal by Ordinal	Spearman Correlation	-.023	.243	-.080	.937 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		LiteracyandNumeracySuccess		Total
		no	yes	
UsefulForStatutory	neutral	3	1	4
	agree	6	3	9
	strongly agree	1	0	1
Total		10	4	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	-.040	.231	-.140	.891 ^c
Ordinal by Ordinal	Spearman Correlation	-.023	.243	-.080	.937 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Crosstab

Count

		PhysicalandMedicalSuccesses		Total
		no	yes	
UsefulForStatutory	neutral	4	0	4
	agree	9	0	9
	strongly agree	1	0	1
Total		14	0	14

Symmetric Measures

		Value
Interval by Interval	Pearson's R	. ^a
N of Valid Cases		14

- a. No statistics are computed because PhysicalandMedicalSuccess is a constant.

Crosstab

Count

		NoneofAboveNeedsSuccess		Total
		no	yes	
UsefulForStatutory	neutral	3	1	4
	agree	8	1	9
	strongly agree	1	0	1
Total		12	2	14

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Interval by Interval	Pearson's R	-.209	.243	-.741	.473 ^c
Ordinal by Ordinal	Spearman Correlation	-.210	.257	-.743	.472 ^c
N of Valid Cases		14			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

Appendix H: Interview Transcripts

SASP Interviews

Participant 1 (18/10/2021)

Interviewer:

Fantastic so uhm. My first question is quite a general one uhm and it is what is your overall experience of the SASP. So that can be related to the training, that could be just your general thoughts about it what.. What sort of comes to mind? Yeah, what's your overall impressions and experiences of the SASP?

PP1:

So in terms of my experiences of the SAPS, it was obviously during training, and I thought it was a very very good... tool that could be used for gathering children views so that you're very much looking at the things they're finding difficult in school. The things that they think are important in in school and also some of them, some of their barriers to learning, and I think a psychologist say the things that we're looking at. We're looking at where this child is, what their barriers are, and also what they feel needs to be put in place in order for them to make good progress in school, so it's very good. Uhm, for looking at that and just you know. Gathering gathering the child's, the child's views. So we have an understanding of how they are functioning.

Interviewer:

Yeah yeah, I agree with all of that and I'm glad that you see all that as well, so that's good.

PP1:

Yeah, very much so yeah.

Interviewer:

Good, OK, so that's sort of my first question. My second question is what is your experience, if any of actually using the SASP?

PP1:

Right, I'll just quickly say my experience. Unfortunately, using the SASP is I had three pupils who possibly could have used the SASP with, so I spoke to schools about it and they were quite keen for me to use it and the two pupils who are definitely going to use it with unfortunately. One of them was on holiday for two weeks without telling me, and that was in that was in the summer term. So and then when he and then he when he returned from holiday. And and I said I was going to do it with him. It would have been. It would have been relatively difficult for him. He's a pupil with Autistic spectrum disorder. I don't mind doing it online or I would have actually done a home visit, but his grandfathers said he's he doesn't want to take parts anymore so that fell apart.

Interviewer:

Ah. OK.

PP1:

That's not the one I was going to do it with as well, and he was at a private school which when I set up the date to see him, I phoned them up. They said sorry, we're actually. Schools

closed two weeks earlier than I thought it would be. They weren't going to the end of term, so I lost that one. There's a third one who I was going to go into school and see him.

Interviewer:
OK.

PP1:
And again we spoken about it with school and he just refused. He refused the whole assessment. So it wasn't just the SASP, he refused the cognitive assessment and refused to meet with me. So unfortunately the three time I was going to do. They fell apart. I thought about doing one in September 'cause I think we had up till the end of September to do it.

Interviewer:
Yep.

PP1:
But unfortunately the only pupils that I was working with then work twin boys. Pre-verbal Under 5 and it's not suitable for them so.

Interviewer:
Yeah.

PP1:
Please accept my apologies.

Interviewer:
But that's that's useful information for me to know who it's not suitable with. That's really useful information for me, and because I'm I'm also looking at that.

PP1:
Yeah.

Interviewer:
So yeah, that's definitely good to hear who it would not be able to be used with, like hearing that from your professional opinion that I can write up that, yeah, you can't use it with someone who's preverbal. So yeah, that's really useful.

PP1:
Exactly.

Interviewer:
Uh, OK, that's good to hear so. Uh, my my next question is and I guess from your perspective this would be a little bit different, but my my original question is what is your experience of using the SASP with children or Young people of varying abilities and needs? But for this I think you could answer it fairly hypothetically I think.

PP1:
I'm gonna definitely answer it hypothetically because I think one thing that's going to be very important with using the SASP is to use it with children who can almost be introspective who can actually think about the things that are there. So it might be challenging and you might

have to guide some traps, and children, maybe have extra questions for children who find it difficult to actually think about their behavior and be using sort of metacognitive skills so it could be that you're thinking in terms of ages. So you could say um, it is for children 7 or above, but you might have a very eloquent 5 year old who could do it really well.

Interviewer:

Uh-huh

PP1:

You might have a 9 year old who would struggle with that, so it's very much about children who can with help reflect on their behavior and reflect on their needs and have a really good understanding of what their barriers to school are at their obviously at their level.

Interviewer:

yeah.

PP1:

Some, some some that they could do that themselves, and some might need prompting.

Interviewer:

Yeah, definitely. I think that's going to be something that will hopefully be an interesting point of emergence. From all my interviews of where. Where is that line of age and ability?

PP1:

Yeah, it might be rather than age, it might be stages rather than age. It might be sort of looking at at stages, and the upper level. I think that it's in terms of doing it, perhaps with teenagers or older children. I think it's very good 'cause I think the drawings aren't necessarily something which a child will say "oh that's that's immature. That's not me". I think the the drawings are fairly spot on, because there's no actual faces, etc. There's very little for them to say. "That's not me" there's boys, there's girls and you know that their age and exactly who they are is not particularly clear. Which is great, 'cause it's a blank canvas for them to write on.

Interviewer:

Yeah yeah, I really like that about it too. Uh, OK uhm. My next question is well. It would be slightly hypothetical. I guess you 'cause the question is how? Did it contribute to your formulation for cases, and what kind of information did it provide? But for you, I guess that's kind of speculative. What kind of additional information do you think it it could provide?

PP1:

I think what the information I think that it would have provided for me, the one that was looking for is in some respects. Sort of triangulating the information I got from from school and from and from teachers from teachers and parents as to what they consider this child's behavior, the source of perhaps their struggle with learning. And it'd be very good information for thinking well what what's the child's view? You know what's the child's view of this. And sometimes we look at erm person constructive. What's it PC?

Interviewer:

Yeah, PCP, yeah personal construct psychology, yeah?

PP1:

That's right, Yeah. So I think in terms of supporting that sort of intervention. I think it'll be very very very, very good at that see. So you're looking at and also just the way that they interpret the pictures, because they might. 'cause the the the children are faceless. They will then put their emotions on that child's face. I think it's very very good at that. A child might look at something and say oh he's sad and somebody will say oh he's just tired. So it's very much about what. Also what's that child's interpretation of different situations, what they see and that'll give us an insight into perhaps what they're experiencing at school, at home. And what things they they are finding difficult. And it's also some some things that sometimes we include something called hostile intent. So it might be good for children who are sort of. Put hostile intent in all of them, so that, again, we're looking at that, then cognitions as well. Do they always see hostile intent for others? Do they always? Are they in touch with their emotions? Do they always see that, what do they project onto the drawings?

Interviewer:

Umm yeah, I think it's a really useful one for those difficult emotions, isn't it?

PP1:

Yes yeah yeah yeah.

Interviewer:

Yeah, OK, that's really useful. Thank you and my next question is how would you and this doesn't have to be hypothetical? Uhm, how would you compare the SASP to any previous or preferred measures that you would usually use or that you've used up to this point for eliciting a child's voice?

PP1:

I think I would put it as something that I would almost it'll be a big go for. For me, one that I would really like to use almost the very first thing I would use as I think it's very good at eliciting a child's voice because I've just worked with pupil recently who I did the children's automatic thoughts scale with the the Cats. And just from what his parents have said and what teachers have said, I know that he filled it in in a way that he thought I would want him to fill it in. So his answers weren't exactly legitimate, but I think with the um with the SASP it is very much going to pick up the child's view because it's not. I mean if you look at the children's automatic thoughts scale, it can be very good unless the children think. What do you want me to say? But I think the SASP there is an element in it at all. It's very, very open and you're probably getting more truthful answers from from pupils. You know? 'cause I use I use PCP or use the looking glass self. It's what what does mum think of you what does dad think of you... do your family and also things like... Describe yourself to me. Describe the person you'd like to be and I think we spoke about that at our last meeting and how would you move from the person that you would like to be... you are... to the person you'd like to be the ideal self and I think it's very, very good for actually having a framework, but then talking about those things as well.

Interviewer:

uh-huh. And I guess the SASP is also one of the things that the SASP is based based on is PCP, so that's almost building on that for you.

PP1:

Yeah, exactly. Yeah.

Interviewer:

Yeah other any other measures that you use as well to sort of specifically get a child's view?

PP1:

Yes, child's views, I use, I use PCP. I use sentence completion as well.

Interviewer:

Yeah, OK, tell me a bit more about that and how it compares to the SASP.

PP1:

I think with with then again with sentence, sentence completion, especially for working with younger children. It helps him frame their answers, whereas the SASP is a bit more open. And I think in terms of the needs of the child. I think that the SASP is very good for introspection because, but the sentence completion you're very much almost directing them as to what they need to say, what they need to answer but with the SASP it's more open, and perhaps you would get richer. More more introspective, more interesting answers than sentence completion, which is very much you setting the agenda and them responding.

Interviewer:

OK, yeah, I I think that's really legitimate. Thank you. OK, uhm and then my final question to you is do you have any additional comments or thoughts regarding the SASP and its use?

PP1:

The only thing the only thing that I would say with that with the SASP is at the moment it's not isn't actually printed and available at the moment or are they... Are you developing it or is it just being developed?

Interviewer:

It's sort of. It's not a formally printed like card or anything. It is just in that Word document and it's. It's not me that's developed it it's another psychologist. But yeah, it's not. You're right. It's not like available for purchase or anything like that.

PP1:

Yeah, exactly, I think it's something which I think would be in terms of the EP's toolkit. It could be very very valuable in in the EP's tool kit 'cause there's so many different ways that that that you can that you can use it. Obviously, you gave directions as to how to use it, but I can think of a lot of different ways that actually, you know, you could use it just as a card, maybe for child who is. Like you're trying to listen to elicit what's wrong with them. So just use one of them and just say do you feel this do you feel that? And I think that's that's very good. I think the whole thing is excellent as part of... You know you're doing assessment of a pupil, but each one of them as well can give you some insight into almost giving them some ideas of trying to find out what's what's the matter, 'cause I think there's one with a child laying on a desk with their with their head down.

Interviewer:

Yes.

PP1:

Yeah, so it could be. You know you could actually put you. You could use it for almost like a

comic strip sometimes and use it for um? It's Gray who does this and she does like comics strips where you...I can't remember the name of... social stories.

Interviewer:

Yes.

PP1:

Yeah, yeah, so you could use it for for social stories as as well. So when I feel like when I feel like this head on desk then you have your control sentence. This is what I do sort of thing.

Interviewer:

Yeah, I never thought of it like that. That's a really good use of it and so yeah, thanks, that's a. That's a really good thought.

PP1:

Thank you.

Interviewer:

Uh, and anything else that has come to your mind.

PP1:

I just think it's it's. It's very, very good for us for being something which is not particularly not scary for child to do and it's kind of like they they can engage. You know it's not a a worksheet sort of. Say you've got children who need a certain set of literacy in order to do this. It's very open and I think in that respect it's a very good tool that can be used with children of different ages and stages. I think that's that's good, yeah? There's still other things to to think about for for using it, and it's it's it's very good. 'cause I think that one of my friends who was also at Tavi and I don't know what it's called, but it's very much about. Around the South there's things like a lion sitting down with a crown on his head and there... developed in the 1930s and there's a what's it called again anyway? There's a bear like a mummy bear with her...with her children, there's a big hen with all her chicks and it's like you you say to children. Tell me the story about this, and I think that's.

Interviewer

Oh yeah, yeah, it's literally called. I think it's called. Tell me a story or the children's apperception test.

PP1:

That's like that's right, the children's apperception test, and that's quite. That's quite interesting, and again you can. One of the things that you can also use to get children's views is the, UM, the drawings. So you just say draw your family. So draw all of them doing something and there's one pupil I worked with and he was the youngest in the family. His older sister had a had a baby who and they will all living together. So this boy drew all his family but he drew the new baby sitting on his head. As if he is crushing him. And he felt he'd been displaced. And so all those sorts of things are very good, so I think.

Interviewer:

yeah, and I mean, you seem to have quite a good knowledge of projective tests as well, and you do you think that that has any impact on how you how you would feel using the SASP?

PP1:

I suppose I suppose yes in that I'll be quite confident in using it. It might be that somebody who's perhaps new to the profession. Or not Tavi trained, although I'm UCL trained but I think there's a lot you can gain from sort of, thinking about children, what their introspection is, how they can comment, how they can comment on their behaviour, what's happening with their behaviour, what rewards they're getting from it because, basically, behaviour is communication and they're doing something to get a reward, you know that's the way to think about it. It's that boy who had the his his younger his his nephews sitting on his head. It just tells at the moment he feels very displaced. How's that affecting him in school?

Interviewer:

OK, yeah, I think that as well thinking about what you said that. Yeah maybe it does have an effect on the sort of your knowledge of projectives and stuff. 'cause yeah the fact that you knew about the children apperception test. Stuff like that, even if you've never used it. 'cause I, I've never used the children apperception test, but these all come from. You know, same area, I guess.

PP1:

They do, yeah, yeah. 'cause there's one, uh somebody from the Tavi came to work with us and she said one, he was a trainee came in and said I didn't get much from this and he got absolutely loads. But it's just I suppose 'cause he was young to the profession. He didn't necessarily see all the things that you know that that were there.

Interviewer:

Yeah.

PP1:

I think that's it.

Interviewer:

OK, all right. Well thank you so so so much.

Participant 2 (18/10/2021)

Interviewer:

My first question is. What is your overall experience of using the SASP?

PP2:

OK, and please stop me and guide me if I'm kind of going off in the on the wrong direction and so my overall experience is that I have, I've enjoyed using it and I have felt, that it's a really useful piece to have in my toolbox when I'm doing kind of voice at the child work. I've had lots of different experiences of using it. Uhm, and sometimes it has worked well and sometimes it has been quite hard to use it with a young person. But all of the experiences that I've had have told me something about the young person, so it's something that I feel I will continue to have and want to have in my in my briefcase, when I go and see students.

Interviewer:

OK, that's good. I like that idea of the toolbox and and that. Yeah OK, good. And yeah when when, when you are thinking about overall you can think of your sort of unofficial ones and

your official ones. And yeah, even even when we used it in the training. UM, yeah, just overall. OK. So my next question for you. Is what was your experience of using the SASP with different age groups?

PP2:

OK, so. The specific experiences that I've had, I've had two uses of it with year 8, year 9 kind of age range and I've had a couple of uses of I think one reception and there was one year 2 child with it and and I must say that my experience of the year 8 year 9s as obviously there's I feel that I've been able to use it, you know, in a much more. Well, I don't. It has been close to the way I think it's meant to be used. Uhm? But they've kind of, you know, you you give them the instructions and they they do with it what they will. With the younger students the younger pupils, one of them didn't access it at all. And the other one just trying to remember. I think she found it quite hard. Uhm, I haven't used it with kind of the junior age range, so that's something that I will I want to do, you and I think it's been most useful for the older students, in my experience, I mean, there may be an Infant School child who can access it, but I haven't used it with that child yet.

Interviewer:

Yeah, tell me a bit more about what was it that the younger child couldn't, struggled with about it. And do you? Do you think that was down to age?

PP2:

I don't necessarily think it was just down to age. I think it was. I think it was also down to the specific difficulties that that child had. So, for example, the ASD child. He he found it difficult to, um to kind of orient himself and apply himself to anything adult directed specifically anything adult directed that he hasn't had prior experience of. And the task was just too open ended for him. So. When I got to the point at which I was using it with this child, he'd already been out of class, had already done an activity with the TA, and I sat down and I was asking him some questions and it was just it was just too much. It was too overwhelming for him. So I kind of presented it to him, and it was like back to class I wanna go back to class now. So it's like, OK, we we don't need to do this, that's fine. Yeah, so I suppose. In the back of my mind, I'm thinking I, I mean it was useful. It was useful information to have that he wasn't able to access it. Uhm? Yeah, but I thought in the back of my mind I'll just have to be really careful when I'm working with very young ASD students and maybe think about how I can make it a bit more structured and piece by piece. I didn't get a chance to do that because he'd he'd already chosen to walk. And I've got, I've got a lot of information already so it didn't seem much point in trying to labor it too much.

Interviewer:

Yeah yeah and like I mean it kind of links to my my next question which is about and this sort of different range of needs and difficulties that you've used it within your experiences of that and you sort of talked a bit about a young child with ASD. What are sort of the other presenting needs that you've used it with and your experiences of that?

PP2:

So with the other young child they were. It was. It was more of a cognition and learning, so she was. You know she was, she was. Eager wanted to please? Very chatty, but I'm just trying to think back so I don't. I probably made notes and I can't remember. Which of my 6 notepads they're in?

Uhm? It may even have been, Yasmin that I did the task with her, but she couldn't do the questionnaire.

Interviewer:

OK, yeah.

PP2:

I think I think maybe it was the questionnaire she didn't understand 'cause I had already spoken to parents and said I wanna do this. Do you give permission? And I'm pretty sure she said she was happy to have a go at the task. I'd have to. I'd have to look. I can have a look back at her report and see if I've included 'cause I if I'd gotten really anything useful from it, I would have written it into the report, but I think it was the questionnaire she found difficult like there was like the the double negatives. Did I email you about that even? Do you know what I did use it and I used it in my report. It's all coming flooding back now here it comes. I just need a few prods here and there and it was really helpful because it underlined and I think I found this specifically with the one that I've got here in black and white. I think it underlined some of the kind of free semi structured discussions that we were having and it just helped to crystallize them and talk a little bit more around those specific things that they were talking about, so I got some really nice little themes from her actually around wanting to be helpful. School needing to be a helpful place for her and people being friendly towards each other and that was really important to her because I think that she'd had a few experiences where other students had called her stupid. And so it was really important to her that people were friendly and helpful and that was the students and the teachers and I just whacked all of that into my report. So it was a really nice way of doing it. There you go.

Interviewer:

Yeah, that's good.

PP2:

She just couldn't cope with the questionnaire afterwards.

Interviewer:

Yeah, and that's OK. I mean the questionnaire isn't part of the measure, is it? That's just part of my experiment, so that's OK. Uhm, that wouldn't normally be part of the procedure and OK. And what about the year 8 and 9 students that you use it with? What were their sort of presenting needs?

PP2:

So they're both SEMH Needs and and it's. It's actually I found it to be a really. They both did it willingly for the for the latest SEMH one I did 2-3 weeks ago. I gave them an option of doing either the SASP or... It wasn't the value card, it was the diamond five. We had Diamond 5 so I said do you want to do this one or that one and they chose to do the SASP UM?

Interviewer:

Nice.

PP2:

So, and I think that they you know it's not got any reading attached to it they can talk about it and. Both I mean yeah. So the one I did 2-3 weeks ago they weren't particularly forthcoming,

but I suppose it was a structured enough task in a non threatening enough task for them to give it a go and they did give it a go. Uhm? They did the task. Well, and I think sometimes. Can't remember which. Actually. No, I've used it with another child as well. I've used it five times.

Interviewer:
Amazing awesome.

PP2:
Uhm, they've actually taken it, so that would have been that was. Hang on a minute. I just need to get myself back in time. I only did the case a few weeks ago. Anyway, what I want to say about it is that they. They approached it. They wanted to do it. And they wanted to just carry on selecting pictures so that they enjoyed the task so much they properly threw themselves into it and they were like this one. This one, this one, and this one and this one. Uhm? And again, that was a very off the cuff when I didn't plan to do it. Uhm? I just had it and I 'cause I hadn't prepped mum with it, hadn't prepped anyone with it. I just I was just like oh, there we go. I've got the SASP let's do that. Uh, and I think it's quite an easy assessment in that sense. Because once you've got set up with the cards, which I haven't yet laminated. And you get used to the way you know the information that it can draw out. And it's quite simple way it's a quite simple task. I think it is one you just pull out the bag, and go right then. Let's give this one a go. So yeah I have used it five times. For the other pupil. The other SEMH older pupil. I I had a set that all up it was just after you'd kind of presented it so everything went by the book then you know. And yeah, it was it got a lot of information from him and again it was kind of underlining stuff we'd already talked about, so it let us delve into that a little bit deeper, and I think that in future, certainly with older pupils I would use it a bit more flexibly and I would take my time with it. I mean that was the first time I used it and it was really like there's the information, OK? That's fine, it was a short task that's fine. Let's put it away and do the questionnaire and that's done. I think now with it I would spend a lot longer on it and give myself a lot longer with it just to start trying to unpick things a bit more, I can see how it could be just a really nice, useful task to spend quite a bit of time on.

Interviewer:
OK, cool yeah you've given me loads there that's awesome. OK so my next question for you and you've kind of answered this uhm? But if you've got anything to add is how and what did it contribute to your formulation for cases? Or kind of, what specific information did it add up? You know what instances did you really find it added that that kind of thing you have said a bit about this, but if you've got anything to add?

PP2:
I think I've probably said said it. Uhm, I think it. It's it is helping with the triangulation and it. Uhm, I was gonna say it kind. I suppose it helps. Give them a bit more of a voice and you're.. it shows that you're It shows that you do want to know about their views. This isn't to do with formulation. 'cause this is to do with maybe the impact on them. You're not just saying how's school how's this how's that you're actually saying, OK, this is the picture you've chosen, tell me.. these are the pictures tell me a story. And I'm going to write this down and we're going to, I'm going to pick out the themes for you. It's kind of I hope it helps them to feel that we are properly listening. Uhm? That we're not just wanting sound bites from them? Formulation wise it's helped me feel a lot more secure about what I'm saying. This is, uh, they said this, but this is a task we did and this is what they said about that task. These are the themes that came up, so I think I hope it, it gives it a bit more power to their voice.

Interviewer:

You mean rather than just like having a conversation saying, well, we had a conversation. You're saying to put it down to a task.

PP2:

Yeah.

Interviewer:

OK yeah, that makes sense.

PP2:

I don't think I've had an experience yet where it's kind of been anything more than that, I'm not sure whether it could ever be more than that, I'd love to hear about other people's experiences with it. That would be really nice to see how they've used it and what, how it has added to their hypothesis building?

Interviewer:

You can read my thesis.

PP2:

I would love to. You have to get it done now 'cause I want to read it.

Interviewer:

Yeah yeah, yeah. Yeah OK interesting OK so. Uh, my next question as well is so obviously you've been an educational psychologist for a lot longer than I've sort of. Then I came along and gave you the SASP. What were you using to elicit child views? Before I equipped you with the SASP? And how does this SASP compare to that and and compared to other measures you have in your toolbox to to use and what you would prefer to use and. Situationally, that kind of thing what what's the comparison?

PP2:

Yeah, I'm OK, so I mean I've got. I've got the diamond five. I've got blobs, uhm. I used to do the, or I still do do the UM the kind of the role plays the "Pretend I I'm going to pretend that you're Mrs Bla Bla.. Now tell me three things about..." I do that. The three faces I've used, UM. From is it Beavers book? Personal construct.

Interviewer:

Yeah.

PP2:

But anyway, I can't remember I. I've used sentence starters before. Well, I also use Ideal school. Yeah, they're just kind of in there, but. A lot of it. It's really bad to say this, but. The work we're doing is very kind of time poor at the moment and sometimes if you've got standardized assessments to do.

Interviewer:

it's true.

PP2:

I feel personally that I might not spend as much time doing that side of things as I do doing the kind of the BRIEF, the Piers... I do do the Piers Harris? So yeah. OK, so I've said all those things and they're more kind of they're as I said they're more free flow. They've got structure, but they're more free flow, but I do. I do do a lot of things like Pier Harris, Self image profile. Uhm? That sort of thing. Uhm, and some scaling. On the back of that.

Interviewer:

OK, so how could this sort of compared to what you would previously sort of pull out to get a child views?

PP2:

Uh. I think I just like the pictorial nature of it, UM. And I think it will depend as ever, it depends on the child, the circumstance, the time you've got. Uhm? So for one of the times I did recently the the TA sat with us. And watched it and and actually for this child that was the recent juniors. I don't know if she's junior. Actually was she year three or year two... she was year 3 actually so early junior. The one that was pulling out all the cards are going this one, this one and this one. It didn't suit her the activity, we did the the hot seating and role play one. And she loved that so. So I would still I would still potentially use it, but I don't know if I would necessarily make a decision before I went in that. OK, that's the one that I'm going to use. I will just feel it and. And I've got it and yoink pull it out. Uhm? With older pupils, I think it's probably quite a nice one to use because the other ones. I don't think I've ever hot seated with an older student. I do use a standardized assessment, but. To be honest. The longer in the tooth I get, the more I dislike any standardised assessment, I just think.....[off topic convo].... We know. We know about the limitations of these assessments, but we also know that they're extremely powerful in getting resource or getting people to orient themselves to the issue, and if we can put a number next to a problem no matter how solid we are on that number, or is that really measuring or they really there? If we can say "they've got low self esteem, look at that figure. It's really low". I think to some extent.

Interviewer:

I mean. What about? Going back to the SASP, did any of UM did you use? Did you get as far as using the sort of personal construct scalingy bits with any of the young people?

PP2:

I don't think so, no. The only one that I I feel that I could have done that with was child x the first sorry. It's probably child x. I mean the the year. The Year 2 girl. She was, I don't feel that she was anywhere near able to do any scaling. 'cause of her cognition and learning needs? Uhm?

Interviewer:

Because that I'm thinking that could produce a number.

PP2:

That could produce a number. Uhm? And it. I mean, I mean, I ideally as well it it kind of ties into an outcome. Doesn't it mean they? They're they're a five, but they want to be a six? We need to make sure they get to 6, don't we? How do we do that? And then, yeah, so that's I can see how that would be incredibly helpful. And I mean the session that you did underlined that. Sorry, I'm just making a sandwich while we're talking. I'm so that's probably my next

step with it is to feel that I can do that I think. In my experience as well has been that even if I introduce it and I wanted to chat to you about this, even if I introduce it as. “Blah blah blah and I want you to tell me a story”. All of them, all of them have then just said, well I think this picture represents this for me and it's blablabla. And then it becomes a bit richer. And this picture represents this, so it's not they don't. They understand it is about them. They don't see it as a theoretical story. That's um. Oh, projective. In any way. And they do break it down picture by picture and I haven't corrected them. Because it's it's been helpful information and I suppose it's been helpful because I think they they know what this task is about entirely. Yeah, I wondered again. What others' experiences have been with that? If I'm just if I should be stopping and saying? Let's think of a story that we could tell it about this. I don't know.

Interviewer:

No, I mean it's all about the information you're getting, isn't it? I think I would say my experience has been 50:50, where and again it's the older students for me that will tell the story and understand and remember that the task is to tell the story.

PP2:

OK. Yeah.

Interviewer:

And but yeah, the which is interesting 'cause you think actually the older students, the ones that might “suss” it out. But no, they're the ones that for me, tended to remember the task and gone. Yes, OK, well I need to tell a story.

PP2:

Right? Yeah. Tell a story right? Yeah, that's interesting.

Interviewer:

And how you feel about the sort of projective element of it? And just in general. And how you feel about using a test that is basically labelled as projective?

PP2:

Yeah, I think I would have. I think I would have found it harder to report if they had been more productive about it. Uhm, I think I found it easier because they fully understood or they seem to fully understand that I wanted to get at what they thought. And. Yeah. I do have a little bit of a thing about projective. When you're right, when you're doing something like writing it as an app D I can understand maybe consultation, or if you're doing therapeutic work, you could work with that over time. And test out your hypotheses over time. But for an app D where you're saying this is the child's views. It would again have to be, well it's all hypothesis, isn't it? But it would be. Uh, more tentative, maybe hypothesis.

Interviewer:

You would always you would always come if you could run it over the with the child and you would say, well, I. Yeah, does this sound like what you were thinking or what does this sound like your experience? But yeah, is is interesting. 'cause the word projective does come with. It's almost it's own stigma and but my my other question is to you as well is that you? You've used quite a few personal construct psychology measures as well and the other sort of area. This one comes under is. It's yeah, it's Personal Construct psychology. The two. It's it's projective and personal construct psychology.

PP2:

Yeah, I suppose, yeah, I've I've always reported that as "this was what their.." this is. What you know presented the task and say "this is what they said about the task" rather than. You know this is what they think about themselves. So yeah, there's ways around it.

Interviewer:

Yeah, OK cool uh, my my final question to you is do you have any additional comments about the SASP? Anything that we haven't spoken about? Anything you think is important to talk about about it, your experience of it.

PP2:

I think I think I'm just eager to. I suppose I've used it in a quite a basic way so far, so it's up to me now to try and develop it and feel that I can get more out of it. So that's on me but I don't think there's anything, I think the materials that we've got are helpful as they are and. Yeah. Thanks for introducing it to us.

Interviewer:

My pleasure, thank you for being part of my. Hey, uh thesis, let me I can stop the recording now.

Participant 3 (20/10/2021)

Interviewer:

So my first question is a really general one and it what's your overall experience of the SASP?

PP3:

Oh my thoughts period. So thinking about the training initially was that I just thought it was really useful and powerful tool for gathering perspectives actually of what children were thinking about and then when it came to actually using it, I thought it would be really easy to find cases to use it with. And then as the summer sort of went on. And I thought Oh my gosh, I'm so I've only ended up using it with one person.

Interviewer:

That's alright.

PP3:

I, but I really thought there was scope to use it with so much more. Uh, so many more like people and it is a tool that I would continue to use going forward and I felt a little bit sometimes in finding the right person. Um that then when it would come to asking the permission bit, as though a little bit that was putting on the parents before speaking to the child. So you know, like the way they're waiting so long for an assessment and things like that. But actually when I spoke to Dad or that really doesn't come across all, so that was just something that I'm sort of like carrying about the kind of. Added extra thing of asking for consent but. Um. Yeah, but does. That sort of. Does that give an overview?

Interviewer:

Yeah, that definitely does, and my next question is tell me a bit about your experience of using the SASP with different age groups or how you think it might work with different age groups and the ages that you did use it with and that you didn't and sort of why, why not?

PP3:

OK, alright so the person I did use it with was a primary school aged person and so key stage 2. They um, but I felt that there was scope to use it with sort of bearing into the spectrum, I felt even with very young children that it was a tool that could be used because of the simpleness of the line drawings. And ah. And I guess this is anecdotal, 'cause I didn't actually use it with this sort of like secondary or early years people, but I was thinking that with secondary school people that again because there aren't any of the faces or emotions put in there that actually it felt like a much more open tool for gathering their views. And I also thought that, um you know when we did the training for like dynamic assessment and thinking about that, I thought it was actually the idea of it being like a really good warm up tool for sort of gathering children's perspectives of how they might sort of experience school and the stories that they might put to it. Uhm? And yeah, so the little person, sort of he. Yeah, he he shared with me things that maybe he wouldn't have necessarily shared. Without that, as a sort of pictorial tool in front of him and. And yeah, 'cause he spoke about sort of bullying other people. And he spoke about. So that was when he was thinking about the bad school. But um in the good school he was talking about helping other children and other people helping each other and... I guess I don't know if many people have used this sort of with children that have got autism. Just thinking about theory of mind type thing, but just thinking about being able to sort of see more than one person sort of perspective and that's just coming to me now because he's and he said about, oh, she's helping the class. So maybe. That person is not allowed to sort of. You know, maybe they're in trouble, so they're on sort of timeout. So this thinking about sort of multiple perspectives, but the same situation so. And that that was sort of my experience of it thinking. I'll be, I feel like I've done very badly for you.

Interviewer:

No no no.

PP3:

Well, I guess when you gathering them altogether that there will be sort of overlapping sort themes with what people say I imagine or different things on there. And oh please can you remind me the question again in case.

Interviewer:

So thinking about sort of the age of the of the kid you used it with, and yeah, the appropriateness, really.

PP3:

Yeah, so he was key stage two and yeah, it just felt like it sort of opened, sort of conversation about how he sort of might find school or what school might like be like for him when thinking about sort of a good school or bad school. And. But like I said, if I'd had the sort of the ability to use it with more people I or put it onto cases then I felt that there was scope for it to be sort of. Much broader. And by imagine it might, you know, sort of bring up a lot more sort of conversation for older secondary school children, but I did see the scope for it to be used with younger children as well.

Interviewer:

Yeah, OK, cool, that's definitely also my question and my next question. You kind of touched on as well and is sort of tell me a bit about the range of presenting needs that the SASP might be used with and that you your experience of that. So yeah, you talked a little bit about ASD,

but tell me about the presenting needs of of the case you used it with and how that affected your experience of using the SASP with him.

PP3:

Oh, and so he's presenting need was mainly SEMH and and thinking about regulating emotions and um. One of the benefits I thought about using it with him was this idea of sort of what might be happening for different people within the pictures that he would sort of choose. And so I I. I feel like it'd be a great tool for. Trying to help explore what somebody else's experience might be sort of a little bit. I guess there's sort of social stories, maybe not social stories, but I'm thinking about, uh, what's his name, Tony Attwood? You know, and thinking about sort of scales of justice and just trying to? Have this situation in front of you that you're looking at, and actually what speaks to you about this picture and and just being sort of able to get some sort of insight of. What words you would put with that particular picture? Because there are no sort of emotions, So what? What can you? What is the body language or what is happening in the picture? For that for that particular young person, and. Yeah, just interesting to sort of draw out what the differences might be actually for if it had been done with sort of multiple people thinking about how the same picture might give a very different story on who's looking at that picture and what their perspective is?

Interviewer:

Yeah, I guess that's the openness of the tool, isn't it? Uh, and yeah, you're right. Different sort of presenting difficulties and different diagnoses might affect it. So that's sort of and a lot of what I'm hearing is the value of using it with with children with SEMH difficulties. So yeah, you're definitely adding to the conversation on that for sure, and OK, so my next question is, and you've also kind of touched on this... my next question is how does how did it or how do you think it could contribute to your formulation for cases or your report or just generally contribute to your work towards a a case?

PP3:

Well, I I think really strongly in that idea of sort of perspective again, so thinking about. Yeah, often there might be cases where I might recommend things like. Trying to help look at the different things are happening socially, so trying to think about recommendations that along alongside those... I'm going backwards really. And so I'm thinking about all the wrong way round, but. Having some insight into what that child's perspective is, and actually often there might be sort of cases where they have great difficulty being able to see it from somebody else's perspective, and so I would see it as a really great tool for helping to make those formulations actually, if. If you're kind of getting that insight into what could school looks like or how they might experience a happy school or sad school, or actually how it might be different. Their understanding of the difference between happy or good or sad or bad so. But how those stories might sort of vary.

Interviewer:

Yeah, I completely agree, yeah.

PP3:

And but I certainly I took. I would take away like the idea of being able to gain an insight into how they're experiencing that situation, but also potentially being able to use it as a tool for generating that conversation of Oh well, what might he be thinking? Or what might the the the person that's got the ball in the hand? What are they sort of thinking about or what's

what's just happened so I would see it as a really sort of valuable tool for sort of expanding a conversation about what's happening in the image.

Interviewer:

Yeah, yeah, yeah, you're definitely not the first person to say that as well. Um about the utility of the images themselves and OK. So my next question for you is so obviously you've been an EP for longer than before I sort of came along and introduced the SASP, and you've been collecting children views before I gave you the SASP. What would you sort of usually used to collect the views of a child or elicit the views of a child in general for a statutory assessment or for a non statutory piece of work? Well, how does the SASP compare to that?

PP3:

Usually I say tools that I use quite a lot, I guess are sort of strength cards and bear cards and and for gathering their views. I haven't, oh. What else do I have. I've got a little bag. Hold on, I'll come back in a second. Just as a as a prompt for myself. Just thinking about gathering their views. So I've got my little can do, they're, a bit like the strength cards as well. They're like little can do dinosaur things, so just a different yeah, they look like this. But yeah, they might be sort of, and that's for slightly younger age than sort of strength cards, but.

Interviewer:

OK, yeah.

PP3:

And well, some I use. I might often ask them to sort of draw a picture of the people that are important to them. So if they're interested, if you know they're open to sort drawing. Uh, But so card sorting activities to sort of gather their views and also so recently I've added the sort of well being tool. It I don't. Yeah you familiar with those school well being cards so so trying to gather their perspectives about school in that sense. I think that was at some point last year, so before you introduced us to the SASP still, but uhm gathering views, yeah, I think I draw quite a lot on sort of card sorting type activities and possibly sort of scaling type activities as well. So like yes so yes or no or like the five can make me lose control. That sort of those sorts of activities. And but the other question then, the other part of the question was about how.

Interviewer:

How does the SASP compare to these measures? You know it practically in what it elicits. Just yeah. How's it compare?

PP3:

Well, I really like the fact that it's again, it's a visual tool, so this idea if that they've got some ownership about what they're choosing and what they're able to sort of share with you. And I wouldn't necessarily say it's a replacement for any. I feel like there's this sort of. Merging together so you know I referred to that sort school well being cards, even even. So they've got like little perspectives about, I don't know if you're familiar... they've got little statements to say that. I know what I want to do after school or I feel safe in school and those sorts of things, but again, those words already there. So the child can read them, or whether I would read them to them. It's then thinking about. Yes, this is applicable and it's true to me or or it's not, whereas I think the value of the SASP is that it is that simple picture. If they are able to share with you and get across sort of verbally ideally what it is that they're thinking in their mind I I feel like it's a really valuable tool for being able to sort of elicit that in a way that,

like those other tools that I've mentioned, don't. And and I think that is something to do with the fact that there are no expressions, and they're they're very much the simplicity of this sort of line drawing of the pictures. Is there an element that I've missed off in the second part of the question? You said about comparison, right?

Interviewer:

Yeah, I don't. I don't think so. Just yeah, about does it add to sort of um? Yeah, are there particular cases. Perhaps you think you'd go. Ah yeah, I would use the SASP for that. And rather than X measure that I might have used in the past. You know are there any occasions that would stand out to you like that.

PP3:

And I can't say that there's any that would stand out like that at the moment 'cause. I guess even though they're sort of tools that I drawn on quite regularly. It feels very much like always still on a case or by case basis, 'cause sometimes somebody engages um with something that you use and sometimes they don't engage with it that way. But you might be able to sort of manipulate a tool to try and gather some of the same information. And using the different tools, do you know in that? Do you know what I mean? So for instance, like a.

Interviewer:

Like triangulation, kind of.

PP3:

Yeah, I mean it if they haven't responded well to something actually, you might just sort turn the question around. Uh, sort of you approach it in a different way. You're still gathering the same sort of information, but. I yeah I don't have like a sort of in my mind, at least like I said, person that I would like this sort of ideal person or box. But I would say it as a tool to sort of use alongside and that other sort of measures that I mentioned alongside and? Yeah, so thinking about. Whether they are sort of responding or whether there's a rapport there about whatever sort tool it is I'm trying to use.

Interviewer:

Yeah, OK, yeah, that's that's pretty good. And the other sort of question that I've been using as a prompt, so I think I I might ask you as well is the UM. So obviously the SASP is labeled as a projective test and and that's because the lack of emotion on the faces means that essentially the child or young person is projecting their emotions onto it, and I wondered how you sort of felt about it being the label of a projective test and how how that influences your use of it or your view of it, and how you feel about projective tests, basically.

PP3:

I think that really resonates for me personally really well with the role of an EP, because everything that we're gathering in an assessment, whether it's consultation or a direct one to one assessment, it's all a gathering, and then that process of actually formulating, What are my thoughts about how this person is presenting. So it's to me that's all really along those lines of projecting and then. In the way that we sort of, run in the sense of like doing EHC request type reports. There isn't that sort of follow up of sort of being able to sort of check in, so when I was training we we had a different model that wasn't ... we had a different model running where there was a lot more sort of preventive early intervention work and there was the scope to do that, then with reports to check in, both would sort of school and home if the young person or any of the adults working with them actually. That that was something that

always followed up in when I was sharing a report about if actually, your viewpoint hasn't been sort of. If I haven't reflected sort of you or your viewpoint, then sort of tell me and I can sort of amend that so. I think that's really, really important. I think that is something that makes it valuable, then those other ones that I've mentioned already. You know the card sorting, you're you're putting them into little boxes, aren't you with the statement and what actually matches me, and often they'll put it somewhere in the middle, like they're not sure they don't know about that one. It's not a yes or a no so. Yeah, that makes that makes. That's probably. Yes, but to me that's something really positive about it.

Interviewer:

Cool, OK and then my final question to you then is do you have any additional comments or things to add about your experiences of the SASP that we haven't talked about? That would yeah, just anything else.

PP3:

No, the only other thing was and I think I probably sort touched on it in the beginning was the sort of guilt like I felt about not doing it with more people. 'cause I really do see it as a really really valuable tool. Yeah, I just feel really grateful that. And you were able to sort of share it as a as a tool in the team meeting. And yeah, and I I was concerned about not being having an awful lot to give you, so I was...

Interviewer:

Now you're good. Now you're good I've got I've got plenty and I can probably stop the recording now.

Participant 4 (21/10/2021)

Interviewer:

OK cool. So my first question for you is nice broad general one and it's what is your overall experience of the SASP.

PP4:

Right, OK, so I obviously attended the training, which was lovely, very insightful, interesting, easy to access. Absolutely was raring to go thinking that's going in my bag. Uhm? I'll come back to that point. So. Yes, was obviously in on doing it straight off kind of thing, UM. When I used it and this isn't this is my kind of my main example of using it. I hadn't fully understood the procedure in terms of your research, so I'm sorry I didn't do the uh, the questionnaires associated with it to help with the research. So although I I feel like I had a good good go on the ground with it, that particular case or whatever, the information from that isn't contributing to the that aspect of your research. So sorry about that, but I thought I would still be helpful for me to talk to you about how that went, basically.

Interviewer:

Yeah yeah yeah. That 'cause that contributes to this. So yeah definitely.

PP4:

Say that's why I still signed up to talk to you. I suppose. Uh, and then more recently because I knew I was going to be talking to you and I thought I really want to give this another go properly. I actually then once I was in the situation opted not to use it for a couple of reasons, so I thought that would be also worth a chat.

Interviewer:

Yeah fantastic, OK cool. Um so that's good to know. So the first sort of directed question is then tell me about your experience of the SASP with different age groups or not with different age groups. And yeah, talk to me about different ages and the SASP.

PP4:

Yes, so I am I the one where I used it and really I think the meat used the meat of it for for what it's worth he was a secondary age student. Uhm, so he's year 7. And the student I opted not to do it with was he's about 14, UM on meeting him, he's sort of, you know, with 14 year olds, they're sort of on the cusp of teenager man boy, you know they're a little bit of everything. And actually, once I met him, I felt like it wouldn't sit well with him. That kind of using visuals and I I it just didn't. He was quite, I suppose quite a wise 14 year old. If you see what I mean and it just felt like I couldn't. It didn't sit right in that moment.

Interviewer:

Uh-huh yeah.

PP4:

So yes, both second secondary age.

Interviewer:

OK, cool and do you feel like it was appropriate for the year 7?

PP4:

Yes. And so the context with him was this was mid lockdown madness, so everyone was at home and this chap, UM? ASD profile. And was already struggling with the a lot of the online learning that was going on so he would have his camera off. He wouldn't engage in even with his, you know, his cohort, his peers. Uh, even socially didn't want to do those things and and I thought, great, I have to get this young man's views somehow. Uhm and. So I used the SASP. We would... It was that when the there was talk of like the online version of it. So that was what I did, I did with him and. Uh, do you want me to go into the what I actually did with him? The kind of yeah?

Interviewer:

Yeah, yeah, that'd be cool.

PP4:

Uhm, so with him I was able to put it on the screen, which meant neither my face nor his face was on the screen anymore and then he was I'd I'd I'd captured him then he had he had something to look at and the questions I was asking. They're well done in that they are about those images aren't they? You know it's not as directas... What do you think? You know it? It's it's a. It's a very clever bypass to the scrutiny of a direct question. And you know, I was worried even with him, I thought, oh, he think it's... Will he think it's young because it's, pictorial prompt and things, but that didn't didn't seem to matter in that in that moment at all, and. I didn't quite. To be honest, very honest and I wasn't doing the full, uh, write verbatim.

Interviewer:

yeah yeah.

PP4:

I just couldn't on the on the ground do that in that moment and so had my scrappy notes. And then we're kind of circling back to what he was saying to me really. Uhm, he wasn't massively engaged in that, I would say.

Interviewer:

Fair enough.

PP4:

He he was just kind of like I've done this. Why are we talking about this more, you know you know, wasn't it as expansive? Maybe as ...and he was quite kind of. Bit black and white, you know, but I I would say back to his ASD profile like wasn't totally unexpected. Uh, having done that piece of work I walked away in that moment, thinking, oh well, I did my best, you know, but actually. That App D by coincidence was put in for a QA. You know we're quality assuring and I got positive comments about the voice of the child section because I've got quite a lot from him and I and I went back and looked at it. I thought, oh yeah, how strange that I thought he was tricky to engage in things and no, not done great there, you know, but actually there was there was loads of content to what he's, what he said like it was a real representative picture of what his his views were, so I felt I felt quite pleased by that. And again, it's all thanks to going through that process and and doing it that way.

Interviewer:

You know, that's really nice to hear. It's really valuable. I like that. That's cool, OK, nice, and so you kind of answered a bit of my next question there as well, which was sort of the same question, but about the sort of presenting difficulties that you might have had experience with. So tell me about when you decided not to use it and the presenting difficulties there with the with the 14 year old.

PP4:

Yes, so I was all. I think I was all excited because there's a secondary student with an ASD profile. Keen to get his views and I thought I know, I know what works so well. I met his parents and, UM, got, you know got fairly good picture of his needs anyway, before I'd gone in. So we're talking an ASD profile. Or a mild end, though in hindsight. Uhm, and he does now have an ADHD label. You know, I'll leave that there 'cause this isn't about, yeah. So. I think I just wanted to make sure because of his age and it's sort of bordering on PFA preparation for adulthood type outcomes. We wanted to make sure I hit it right with what he actually wants. You know, build that picture of what school is gonna look like for him. Then having sat down with him and just a few opening questions. He was quite, UM. I don't know quite sort of self-aware really. You know, his insight was pretty good so. Verbally, he could keep up with the kind of things I was talking about. He was sort of showing good levels of, um, God. What's the word? Oh agency, so I think 'cause I've recently written this thing so he had quite a good idea about how he can control and impact his you know, what happens to him. Quite sort of higher level thinking I suppose is what I'm saying and it felt a little bit like if I did, then whipped out my pictures and asked him to tell me a story. It wouldn't. It would have jarred bit with the level that we were kind of talking. Uhm, I think if maybe I got over myself and just said bear with me. Let's have a go at this. He probably would have done it. But when you've got limited time, you sort of have to opt for one avenue or another. So I did the resiliency scales with him... Yeah, just some of those other types of thinking with them rather than. Uhm, you know 'cause actually what I should say with regards to his probably

file is there's like a home situation adding to his. Situation. His self regulation, thinking more along the attachment. Side of things you know.

Interviewer:

There's almost less about school anyway.

PP4:

Exactly, yeah exactly, there wasn't a lot of I think when you've got maybe. A big window of opportunity for change in terms of what could happen at school for that child. SASP is ideal 'cause they can help steer that. What matters to them, whereas with him school stuff was kind of, uh, right. He just wanted to be sort of left alone and got on with it, you know. Uhm and staff mirrored that that view actually. So yeah, so that was one where it kind of wasn't my friend the end.

Interviewer:

No that's also really valuable, thank you. Right cool OK so. The next question again, you kind of touched on it. But just in case there's anything you'd like to add, how did the SASP contribute to your formulation for cases, or or your App Ds? Or what you brought to a report? So kind of what was its contribution?

PP4:

I suppose when I'm, the one where he engaged really well. How did it contribute to my formulation? Or pretty pretty hugely really? Because it kind of formed the basis of what his views were in in the that helped me think about what he was saying. You know what he was saying was wasn't typical in that he was saying, actually I like to be alone. I want the teachers to do XY and Z for me. But I'm actually OK. I don't want you know. So when you're thinking about some of those images, I want to be alone. And and that wouldn't have... I would have made certain assumptions perhaps if he hadn't have communicated that, so I would have assumed, right? Let's get him on a social skills this and that and get him on the football team. And you know the I mean I'm not that stupid but you see you, you know what I'm saying so I guess.

Interviewer:

Yeah.

PP4:

Yeah, what was it was the question is that did that answer that question, yeah.

Interviewer:

Yeah, how did it contribute to your formulation and what did it add to your report? That kind of thing.

PP4:

Yeah, well yeah. I mean a lot like as I said and and and it was even commented on by my... You know the fact that it was a good voice of the child section, so yeah, that was pretty. Pretty good, I'd say.

Interviewer:

So awesome yeah that's great. OK, my next question for you is so obviously you've been an EP for a lot longer than I sort of came along and gave you the SASP and so you've obviously

got many other ways of collecting the views of a child. So my question is. What other ways would you usually use to collect the voice or elicit the voice of a of a child, and how does the SASP compare to those?

PP4:

Yeah, I'll be honest. It does vary. It can feel like sometimes a bit of a light touch. Tell me what you like about school? Tell me what you don't like, you know just open open-ended questions. Uhm, I do have various sort of. You know, bullet lists of openers kind of thing and all very language led. Though you know, talk to me kind of thing.

Interviewer:

Uh-huh

PP4:

Uhm? I'm just trying to think if there's any sort of similar. Back in the day when I was, you know, post training and stuff, I'd use it more scaling probably. Uhm, a lot more like you know the PCP type things which is not unrelated, is it?

Interviewer:

No, not at all. It's the same area.

PP4:

Yeah, this is same kind of area so. Uhm? Is there anything wildly different that I tried? Oh wait, there was some cards we got handed round once. Or did we? What were they called? No, unlike the the value thing we did, that ACT training and the values cards it it. It was cards, but it was like.

Interviewer:

Yeah yeah on the values.

PP4:

It's more like statements rather than single values, and then you get them to say which ones are more them and not them and divide it up kind of. Uh, I've used that a couple of times, but again, it's not. It doesn't always form my toolkit. Sadly. I don't sound very creative.

Interviewer:

No, but how does the SASP compare to what you might usually do?

PP4:

Yeah, I think the the sasp is a more involved version of what I would usually do. It's almost like the ideal scenario of what you do, usually do, isn't it? You know, I think almost like if I was doing a joint piece of work with an assistant or trainee, I'd get them doing the SASP because I think that that's like a nice concerted piece of work to do with a young person and. You know the full process of where you're you're gathering the themes and then you're using the scaling. Uhm, that would would would be lovely, I think ideally.

Interviewer:

Yeah, OK, cool. So another question for you as well. Is you mentioned PCP measures which the SASP comes under the other area that the SASP comes under? Well, there's two other areas. One of them is narrative approaches and the other is projective approaches. My sort of

question to you is how you feel generally about projective things. How you feel about things labeled as projective and how you felt about using. Out there and using and reporting and yeah.

PP4:

Yeah, projective. Yeah, I suppose if you'd have opened with. This is a project if you know or gone. You know that. The hackles would have gone up a little bit. And I suppose I'm sadly so sadly, so you know, I'm sort of lamenting that because with Appendix D work. What you're trying to do is triangulate evidence, so you're trying to be quite, UM, correct? I would say, and so I always. Do my formulation based in what you can see, whereas projection work is more about, well, this is what I'm bringing to this and and I I'm... this is me 10 plus years in. I'm only now more confident that saying my interpretation of XYZ is is this like? Here's my recommendation. Based on that. Take it or leave it, but it has taken me a long time to feel comfortable in that and and maybe that's my, you know, had I been Tavi trained or whatever. As you know, would be more. I would be, that would be my go to, wouldn't it more often, but yeah, and then so you said, was it projective? And uh narrative? Yeah, so that sits more comfortably with me as a practitioner. Interestingly, I think the the story storytelling element was perhaps what I deem challenging about the SASP because it's tell me a story and you know if you think of the two that I was thinking of doing it with. You know their profiles mean that they struggle to imagine. And create and perhaps also talk in terms of time, first that you know back then, now past present. Whatever. I'm saying narrative, a sense of time. Kind of, UM. And I guess when you think about the type of children young people you meet quite a few probably would struggle to construct something along those lines. Uhm, but that doesn't mean don't do it. I guess.

Interviewer:

So yeah, as you said, you still got information. It just means, yeah it. It might be slightly different from what's intended. Yeah, you're right, I I I. I've heard that a couple of times about actually, it's not even the projective element that the children with that kind of profile struggle with. It's the story. Ah yeah, interesting interesting there, uh, OK. And my final question to you is, do you have anything you want to add? Any final comments? Anything we haven't discussed?

PP4:

No, I suppose. I'm sorry my let me stop that pinging UM. I was interested in the story element? But as you've set it out, you said yeah, the whole narrative bit. That's part of this. That's kind of there on purpose kind of thing. Yeah, I'd be interesting to get those that have done it. To see where those successes have been with regards to that, that particular element of it. And what what's the idea? I suppose what's the idea with that with the storytelling element?

Interviewer:

I mean. It's also partly part of the projective element. They kind of crossover, because when you're telling it as a story, it means you're not saying I, it's almost like. Well, for some children it doesn't have to be. I did this and then I did that they could tell a story that's like John did this and then John did that and then I can see John at the desk with his head down in that picture. So it doesn't. It's almost externalizes it even further.

PP4:

Yes.

Interviewer:

And and yeah, and it creates that sense of time and chronology. And well this. This was me in the playground playing when I was in primary school and that was a bad school because I was on my own. But in in secondary school this is me and it's a good school 'cause I'm yeah, so it does give that sense of time or it can do, you know sometimes if it if that's the case. But yeah, I guess I guess. You got it spot on, it's it's the chronology and it's the. The things that sometimes are or ASD cohort struggle with.

PP4:

Yeah, but I suppose as you set it out there it also kind of lends itself to change, doesn't it? You know we're not static point in time. So that sort of lends itself to the further discussions that you have. Further along a bit.

Interviewer:

Exactly, yeah, I think as well this piece of research is pretty difficult because you know. I and I've said this to all of the EPs that have done it with me is that you know, I gave you a two terms, not even a term and a half, and really to find appropriate cases. It just doesn't really work like that, you know. I mean it is not. It's just not always gonna happen but. Yeah, I kind of expected that, and even talking about the cases that weren't appropriate is really valuable. 'cause that gives me things to write about. Well, no, we can't we, you know, we shouldn't. We should reconsider using it for XY and Z people. And you know, yeah, so I, I I, I recognize that it was a really hard task.

PP4:

Oh no. I mean not right? I mean it's only adding, isn't it? It's only adding it's it's and it's been fun. It's nice to do normal things like throw in new resource at me any day. I absolutely love to be able to try things out like doing the same old drudgery. It's it's. It's boring and kids pick up on that. You know, so you know. Kind of coming along something new and different. They can sense. Oh she, she's keen. Why is she keen on it? I don't know I'll just have to go, you know, but as you were talking then I did have a a small thought that went through my head is that we are. Trying to respond to the increase in emotional, emotionally based school avoidance.

Interviewer:

Yes we are.

PP4:

Kids that we're seeing, and I know that there is a pathway being developed. I mean to what does that look like? At the moment? I don't. Not sure it's even got one paving slab on this pathway, but it's being talked about and thought about and it did make me think that those kids would probably be a good. A good cohort for talking about school, the storytelling, bringing their experiences and get them thinking about what school could or should look like? You know? Uh, voice of the child. In those the case that I've come across as a supervisor and in my own, you know, caseload. There does seem to be this sort of. Their voice is a bit masked by the parental voice. And Sasp is quite an innocuous thing to present to the parent and say look, I just want to talk them through these. You know it's not, it's nothing. You need a lot of trust from from parents in these cases for for a whole gamut of reasons, but I think it would have a lot of mileage in those. Yeah, that particular situation.

Interviewer:

That's yeah, it's really valuable contribution. Yeah, it's interesting. You say I'm I'm yeah, I'm a big part of this whole EBSA working.

PP4:

I think it's just so complex. Isn't it? Like each each case is different?

Interviewer:

Ridiculously different and ridiculously complex. And yeah, things need to happen desperately, so I'm glad we've we've got this as a project now. But yeah, it's. Yeah, but yeah, if if there's nothing else.

PP4:

No, I don't think so. Just thanks for showing it to us and. Bringing it to us and letting us be involved, so yeah.

Interviewer:

My pleasure, thank you for being a participant. For me it means a lot.

Appendix I: Excerpt from reflective diary

