HOW SCHOOL STAFF UNDERSTAND THE RELATIONSHIP BETWEEN PROBLEM BEHAVIOURS AND LANGUAGE DIFFICULTIES.

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Abstract

The high incidence of undiagnosed language difficulties in students experiencing problem behaviours was the genesis of this exploratory study. The study considered how adults supporting these students understood the relationship between behaviour problems and language development.

A mixed methods methodology was adopted and the study was located within a critical realist ontological stance and a constructionist epistemological position. Semi-structured interviews and a Q sort were used for data collection. Eight participants were interviewed and 20 participants completed the Q sort. The participants were Special Educational Needs Coordinators and Pastoral Managers based in local authority schools in the North of England.

Thematic analysis was used to analyse the interview data set and the Q sort was analysed by an inverted factor analysis with a qualitative interpretation of the resultant factors. Finally, an integrated analysis using triangulation was conducted and this identified three meta-themes which indicated that despite a range of recent initiatives, school staff continued to have a limited understanding of the relationship between problem behaviours and language difficulties. School staff perceived their expertise to be within their subject areas and pedagogy and there was a reliance on previous experience and existing practice when considering causal relationships and interventions.

The study has implications for Educational Psychology practice at casework and systems levels as well as for commissioning of services. Educational Psychologists (EPs) need to be aware that how school staff understand the relationship between behaviour and language may preclude the identification of language difficulties, as may their own theoretical lens. EPs can promote the development of data collection systems and interventions for language skills as well as supporting the initial training and continuing professional development of teachers in this area. Commissioners of services need to include EPs in multi-disciplinary teams to conduct comprehensive assessments of students with behaviour difficulties.

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Abbreviations

ABC	Antecedents, Behaviour and Consequences
ADHD	Attention Deficit with Hyperactivity Disorder
ADOS	Autism Diagnostic Observation Schedule
APPG	All Party Parliamentary Group
BCRP	Better Communication Research Programme
BESD	Behaviour, Emotional and Social Difficulties
CPD	Continuing Professional Development
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DFE	Department for Education
DoH	Department of Health
EBD	Emotional and Behavioural Difficulties
ELCISS	Enhancing Language Communication in Schools
EP	Educational Psychologist
GCSE	General Certificate of Education
IDP	Inclusion Development Plan
ITT	Initial Teacher Training
NQT	Newly Qualified Teacher
OFSTED	Office of Standards for Education
PGCE	Post-Graduate Certificate of Education
QCA	Qualifications and Curriculum Authority
SALT	Speech and Language Therapist
SAT	Standard Attainment Test
SCITT	School Centred Initial Teacher Training
SD	Standard Deviation
SDQ	Strengths and Difficulties Questionnaire
SEAL	Social and Emotional Aspects of Learning
SEBD	Social, Emotional and Behavioural Difficulties
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SLC	Speech, Language and Communication
SLCN	Speech, Language and Communication Needs
TA	Teaching Assistant
TDA	Teacher Development Agency

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Chapter 1 Introduction

1.1 Overview of the chapter

This chapter will provide an overview of the thesis. The genesis of the study will be outlined along with the research objectives and rationale, the epistemological position of the research and the theoretical framework. The relevance of the research to professional practice, the distinctive contribution of the research and the role of reflexive thinking will be briefly outlined.

1.2 Introduction to the research topic

Concern regarding behaviour in schools is not a new issue as these extracts from the Powys Digital History Project show:

> **5th June 1865**- 'Punished Edwin Lewis for using bad language, and throwing stones'.
>
> **20th December 1882** - 'Punished Gratten Tuck for using bad language in School'.

Exclusion statistics from the Department for Education (2014) indicate that persistent disruptive behaviour continues to be the most common reason for exclusion and accounts for 30.8 per cent of permanent and 24.2 per cent of fixed term exclusions from schools. If other categories which are also related to behaviour (verbal abuse and physical assault) are included then this rises to

67.5 per cent of permanent and 70.4 per cent of fixed term exclusions. The majority of exclusions occur in the secondary sector with 84 per cent of permanent and 81 per cent of fixed term exclusions occurring in secondary schools. In 2014, OFSTED (The Office for Standards in Education) identified disruptive behaviour as a reason why teachers leave the profession. It was recently reported in the press (Guardian, 2015) that a survey by ATL (Association of Teachers and Lecturers), a teachers' union, found challenging behaviour to be one of the five most important reasons why teachers leave the profession.

Challenging behaviour in schools is of concern to parents, school staff and national policy makers and being permanently excluded from school is likely to have a detrimental impact on children and young people's life chances. There have been a number of national reports and initiatives since the 1980s to promote positive behaviour in schools (The Elton Report, 1989; Department for Education, 2005 and Department of Children, Schools and Families, 2009) with the most recent government guidance on behaviour in schools being provided in 2014.

Some responses to the challenges raised by managing behaviour in schools have related to structural issues, good quality teaching, school policies and rewards and sanctions but there has also been a focus on identifying the causes of students' behavioural difficulties. The complexity of these causes is acknowledged in evidence provided to Parliamentary Groups and National Reviews and included amongst the range of factors is the importance of developing appropriate language skills.

The link between language impairment and social, emotional and behavioural difficulties and its effects on everyday functioning, developmental trajectories, educational attainment, family relationships and friendships are extensively documented in research literature (Conti-Ramsden, Mok, Pickles & Durkin, 2013; St Clair, Pickle, Durkin & Conti-Ramsden 2011; Boting & Conti-Ramsden 2008). In addition to this, the impact on individuals, communities and the nation of delayed or impaired language skills has been recognised in recent national reports and initiatives including the Bercow Report (DCSF, 2008) and The Cost to the Nation of Children's Poor Communication (Hartshorne, 2006.) The focus of this study is how adults supporting students with behaviour difficulties in mainstream secondary schools understand the relationship between problem behaviours and language difficulties.

1.3 Genesis of the Study

The focus for this research arose from the researcher's role as a local authority Educational Psychologist (EP). This work involved supporting school in identify why children and young people were experiencing difficulties, including behavioural difficulties, which were presenting barriers to learning. School staff were also supported to plan interventions to promote students' strengths and to enable them to be successful in school. Prior to training and working as an EP, the researcher had been a Deputy-Head teacher and Special Educational Needs Co-ordinator in a mainstream high school and had a background as a teacher of Religious Education. As an EP, the researcher works within a consultation model of service delivery which provides the opportunity to plan

and monitor interventions. Individual assessments are also completed and young people's views elicited.

When involvement from an EP has been requested by schools it is often to support a student who is in danger of either a fixed term or permanent exclusion. School staff would request involvement by an EP to further clarify and identify the students' strengths and difficulties and to assist staff in providing more effective support in order to avoid exclusion.

School staff would provide information regarding students' difficulties and as a consequence individual work might be undertaken with the students to provide a profile of their strengths and difficulties. This individual work often showed that, on formal assessment measures, many students performed less well on the Verbal sub-tests in comparison to their performance on Perceptual or Non-Verbal Reasoning sub-tests. Verbal sub-tests require knowledge of verbal and linguistic concepts and are more weighted to understanding and use of language. However, the students' language or verbal skills had not been identified as a cause of concern by school staff when involvement from an educational psychologist had been requested.

Literature in the field (Lindsay, Dockerell & Strand, 2007; Lindsay & Dockerell, 2012; Whitehouse, Watt, Line & Bishop, 2009 and Yew & O'Kearney, 2013) showed that students with less well developed language skills were at greater risk of a range of social, emotional and behavioural difficulties as well as poor academic attainments and educational outcomes. The literature also highlighted unidentified language difficulties in some young people with

behavioural difficulties (Benner, Nelson & Epstein, 2002). This led the researcher to question why staff supporting the students had not considered language difficulties as a cause of the problem behaviours or as cause for concern.

1.4 Research objectives and rationale

This area is of research is important as allowing students to 'slip through the net' and for their needs not to be accurately identified can have a significant impact on their life chances as well as having implications for future spending on support services. Evidence presented to the All-Party Parliamentary Group on Speech and Language Difficulties (2013) indicated that a high percentage (60 per cent) of young offenders had speech and language difficulties and these had often been labelled as behavioural problems in adolescence.

Recent national initiatives, policy and legislation on speech, language and communication (The Bercow Report, and Better Communication, DCSF, 2008), behaviour (Gove & Truss, 2013) and special educational needs (Children and Families Act, 2014, The special educational needs and disability Code of Practice, 2015) reiterated the importance of early identification and support for children and young people and the complexity of the causes of students' behaviour difficulties. The crucial role of staff development was also highlighted and there have been recent initiatives to improve both teachers' initial training and their continuing professional practice in supporting children with behaviour and also speech, language and communication difficulties (Inclusion Development Plan, Teaching and supporting children with speech language and

communication difficulties, 2008; Inclusion Development Plan Supporting children with behavioural, emotional and social difficulties, 2010 and Special Educational Needs Toolkit, 2009).

Classroom teachers and those responsible for managing special educational needs and behaviour in schools have a key role in identifying and supporting young people with behaviour difficulties. They are responsible for identifying and implementing support strategies and interventions as well as requesting the involvement of external professionals. How they perceive the causes of students' difficulties will influence the course of action taken and the range of support and interventions offered. Therefore, it is important that their views of the relationship between problem behaviours and language difficulties and the importance of language as a possible underlying cause of behaviour difficulties are explored.

A review of the literature identified that there was paucity of qualitative research into mainstream secondary schools teachers' understanding of the relationship between problems with behaviour and language difficulties.

The literature review informed the research question which was developed. This was a 'hybrid' or 'integrated question' (Creswell, 2009 p. 138) which was appropriate for the two-phase mixed methods designed based on a sequential exploratory design adopted as the research design.

The research question described the content of the study and this was as follows:

'What is the understanding of key staff (pastoral managers and SENCOs) in mainstream high schools of the relationship between students' behaviour difficulties and their language skills?'

1.5 Theoretical Framework

Three areas of psychological thinking underpin this research. The first are those psychological theories which describe the importance of language in the development of socialisation including the ability to manage emotions and behaviour. The second area of psychological thought concerns decision making, including rational and irrational thought and thinking errors and the third being attribution theory.

The centrality of language development in socialisation can be seen in the work of both George Herbert Mead (1863-1931) and Lev Vygotsky (1902-1936). Vygotsky (1962) stresses the importance of two aspects of language: inner speech which is the ability to reflect on our own feelings and external speech, using social speech for communication with others. Initially, children's speech is social speech and not related to internal thought but from around the age of two years children then start to develop socially and use language to understand thoughts and feelings. Language is essential to intellectual and social development and for self-regulating behaviour.

The second area of psychological thought which is relevant to this study is that related to decision making and thinking errors. Kahneman's (2011) work on human decision making and judgement is relevant here. Kahneman identifies two systems for thinking: fast and slow. Fast thinking involves automatic processes and uses stereotypes while slow thing involves effort and logical calculation.

Kahneman (2011) also identifies that people make heuristic short cuts or errors where they associate new patterns with existing ones and fail to take account of probability. Overconfidence also causes errors and evidence to support existing theories or hypotheses is looked for rather than considering alternatives. Other causes of errors include how easy it is to think of an example and the context of the choice. School staff who support students with behaviour difficulties are making decisions which may have far reaching consequences for their students so it is important to understand how decisions are made and how these may be influenced.

The third area of psychological theory is that of attribution theory. Attribution theory attempts to explain how people make sense of others' behaviour to enable them to exert control and make predictions about future actions

In day to day life people make attributions and identify causal relationships which in turn affect their behaviour and Edwards and Potter (1993) argue that from a social constructionist perspective, attribution theory can be 'relocated in a wider discourse' (p. 37) They argue that their Discursive Action Model (DAM) provides a theory by which attributions can be studied. The model has three

parts, Action, Fact and Interest and Accountability. Attributions are considered to be 'things people do, not things people perceive or think' (p. 24). Through performing these actions people are acting in relation to their stake or interest such as responsibility or blame. Agency and accountability are important features.

1.6 Relevance to Professional Practice

The All-Party Parliamentary Group (2013) identified that the 'extensive overlap between communication difficulties and behavioural problems may not be reflected in professional practice' (p. 12) highlighting that different aspects of students' development are considered and addressed by different professionals. Educational psychologists would be uniquely placed to address this as they have a background and training in all aspects of child development. In addition to this they also have skills in working with complex cases and in a multi-disciplinary way.

In addition to being uniquely placed to address issues related to identification and support for students with behavioural difficulties, EPs could also have a role in providing training for teachers and support staff so they are better equipped to support children and young people in schools. This training could be provided both at the point of initial training and also through continuing professional development. Educational psychologists work systemically and would have the necessary skills to assist schools in developing appropriate monitoring and intervention programmes to ensure early identification of difficulties and the development of students' skills. In addition to this,

educational psychologists can also have a role in supporting parents so that they are more able to be advocates for their children.

1.7 Distinctive Contribution

The distinctive contribution of this research is that it explores the understanding of adults who support students with behaviour difficulties in mainstream secondary schools. Existing research in the field has focused on identification of language difficulties and the prevalence of language difficulties in children with behaviour difficulties and has largely adopted a quantitative methodology. Existing research has not addressed the underlying understanding of school staff regarding whether students with behaviour difficulties may or may not have language difficulties. This understanding will in turn affect decisions about interventions.

1.8 Epistemological Position

Having considered the three main epistemological and ontological positions of Objectivism and Realism, Constructionism and Relativism and Subjectivism, the position adopted for this research was that described by Harper (2012) as weak/moderate social constructionism. This recognises that there are social and cultural constructions but there is also 'a real world that exists independently of our perceptions, theories and constructions' (Creswell and Plano Clark, 2011 p. 45)

The researcher considered that this position was consistent with the view that knowledge is socially and historically constructed but that only some aspects of reality are constructed and there is also a reality that exists apart from human consciousness. The researcher's ontological stance was that of critical realism while at the same time adopting an epistemologically constructionist stance. This was considered to be an appropriate stance in relation to this research. The viewpoint of adults in schools would be considered from a socially constructionist perspective as would the perception of language difficulties while acknowledging that these difficulties can exist independently of this construction.

Adopting this epistemological and ontological position has affected not only the way the research has been conducted but also how it has been reported, the claims made and the role of the researcher. This research has not been presented as being objective and generalizable. There has been an important role for reflexivity within the research and issues related to confirmability, transparency, credibility and dependability have been addressed.

The epistemological position has also determined the research methodologies which have been adopted. Experimental research would not be an appropriate methodology because of its underpinning epistemological, ontological and theoretical perspectives therefore qualitative methodologies with an underpinning socially constructionist epistemology were adopted.

1.9 Reflexive Thinking

Finlay (2008) argues that current thinking goes beyond Shön's (1987) model of a reflective practitioner and 'invites professionals to engage in both personal reflection and broader social critique' (p. 2) and cites Eby's (2000) model of reflective practice which consists of three aspects: self-awareness, reflection and critical thinking. Critical theory involves both identifying and challenging assumptions with a focus on emancipation. Finlay and Gough (2003) argue that reflexivity can assume that there is access to 'subjective feelings and values' (p. 26) and that this is within a positivist stance; however, it is important that the researcher makes visible the effect which they consider they have had on the research process and power relations are a key issue within the research. As a qualitative methodology was adopted for this research, reflexivity was a central issue for the researcher who was aware of their role in the construction of meaning.

The importance of being aware of the researcher's role in the construction of meaning has been particularly important in the analysis of the data. The importance of being aware of the power asymmetry issues that exist when conducting interviews and also in the researcher's dual role as a Local Authority Educational Psychologist and researcher interviewing school staff have been issues within the research. How these issues were addressed will be described in the Methodology Chapter.

1.10 Summary

Providing support to schools and young people experiencing difficulties in school is central to the researcher's current role of an educational psychologist. The majority of students who are permanently excluded are excluded because of their behaviour and the majority of permanent exclusions are from secondary schools (DFE, 2014). Any form of difficulty could have a significant impact on a student's life chances but particularly damaging would be a permanent exclusion from school.

Language is the key to developing skills in self-regulatory behaviour so it is important that adults supporting students with behaviour difficulties have an understanding of its importance and are aware of their students' language skills. The researcher's professional experience of supporting secondary school staff has shown that the extensive overlap between the two is neither clearly understood by them nor reflected in their professional practice. The aim of this research study is to explore their understanding and views.

This thesis is organised into nine chapters and an appendix. Chapter 1 has introduced the thesis and the literature review is addressed in two sections, Chapters 2 and 3. The first section of the literature review describes the current national context while the second section critically evaluates the research based evidence. Chapter 4 outlines the methodological approach adopted and includes a description of the location and context of the research along with methods employed. The data analysis is divided into three chapters with the analysis of the interview data being presented in Chapter 5, the Q sort data

analysis in Chapter 6 and the integration of the data using triangulation in Chapter 7. In Chapter 8, the results are considered in relation to the literature and theoretical framework and the limitations of the research are discussed. In the final chapter, Chapter 9, the implications for educational psychology practice are considered along with the practical utility of the research and the implications for future research.

The next chapter outlines national initiatives and legislation relating to students' behavioural difficulties and language development.

Chapter 2 Literature review: the national context

2.1 Overview of the chapter

This chapter presents a review of national and local initiatives and legislation within the United Kingdom to raise awareness of the critical importance of speech, language and communication skills and their impact on behaviour, achievement and workforce development.

This section of the literature review outlines recent national initiatives and legislation concerning:

- Speech language and communication;
- Behaviour;
- Special Educational Needs and Disabilities;
- Workforce development.

The impact on commissioning and specific services such as Speech and Language Therapy will not be considered unless it affects service delivery in school. The review will focus on those initiatives and legislation which affect secondary education.

2.2 Speech, Language and Communication

The most recent review of provision for speech, language and communication was conducted in 2006 by John Bercow, MP who was asked to lead the review by the Secretary of State for Health and the Secretary of State for Children, Schools and Families. As well as reviewing existing provision the review also provided recommendations for the future development of services. The outcome of the review was published in the Bercow Report: A Review of Services for Children and Young People (0-19) with Speech, Language and Communication Needs (DCSF, 2008).

Evidence for the review was obtained through the use of a questionnaire, consultation meetings, visits and specifically commissioned research. From this evidence, the final report identified five themes:

- Communication is crucial.

- Early identification and intervention are essential.

- A continuum of services around the family is needed.

- Joint working is critical.

- The current system is characterised by high variability and lack of equity.

  (Bercow Report, 2008 p. 7)

In total, the report made 40 recommendations based on the five themes and these included establishing a Communication Council and a Communication Champion. The recommendations emphasised the importance of joint working between services and the identification of good practice within services. The

report highlighted the importance of ensuring that newly qualified teachers had a better understanding of the needs of children with speech, language and communication difficulties and how these could be met. Additionally, the report recommended the identification of the range of skills within the existing workforce along with any deficits in these skills.

The report outlined the current state of children's speech, language and communication skills, identifying that approximately 50 per cent of children from socio-economically deprived backgrounds had speech and language skills which were not as well developed as those of their peers. The report also noted that it was impossible to quantify the number of children with secondary speech, language and communication difficulties.

The Government set out its response to the Bercow Report (2008) in an action plan, Better Communication (DCSF, 2008) and included the adoption of the recommendations to appoint a Communication Champion and establish a Communication Council. The plan identified that workforce development would be promoted through the qualifications framework, the further development of initial teacher training units by the Training and Development Agency and the Inclusion Development Plan promoted by the National Strategies. In addition, the Department of Children, Schools and Families (DCSF) and the Qualifications and Curriculum Authority (QCA) were to provide guidance for teachers to support the development of speech, language and communication skills. Progress in implementing the plan which would be reviewed in 2010.

The action plan also included a specially commissioned research programme, the Better Communication Research Programme (BCRP) which produced four thematic and ten technical reports as well as a final report. The final report drew on evidence from the other reports and presented the main recommendations from the research programme (Lindsay, Dockrell, Law & Roulstone, 2012). The key research findings from the main report and one technical report, 'What Works': Interventions for children and young people with speech, language and communication needs (Law et al., 2012) will be outlined.

The technical report by Law et al. (2012) considered the available evidence base for the effectiveness of interventions used to support children with speech, language and communication (SLCN) difficulties. Most interventions supported pre-school and primary children although some support for secondary students was provided through I CAN secondary talk and the Enhancing Language and Communication in Secondary Schools (ELCISS) programme. In total 57 interventions were identified and of those five per cent had a strong level of evidence, 56 per cent a moderate level of evidence and 39 per cent had indicative evidence. Most interventions were aimed at improving a combination of speech, language and complex needs with 30 per cent of the interventions focused on improving speech while 39 per cent targeted language. The interventions reflected the Wave model used for other interventions in schools: universal provision (Wave 1), targeted support (Wave 2) and specialist support (Wave 3). The report identified the need for new interventions to be evaluated and the development of clear evaluation criteria as well as the need for existing interventions to be compared with students' progress in school. The report also identified workforce development as a key issue.

The main BCRP report (Lindsay et al. 2012) made six recommendations including the adoption of the Wave model to develop support for children with SLCN. In addition to this the systematic collection of outcomes for children with SLCN was recommended along with a review of the Department for Education (DFE) guidance on the use of the category of SLCN in the School Census. Further recommendations included having the appropriately skilled workforce necessary to meet the needs of children with SLCN, the need for a programme of initial and post qualification training, as well as the importance of the strategic role for commissioners of services. The final recommendation identified the need for research into understanding the needs of pupils with SLCN and the effectiveness of interventions.

Following the Bercow Report (2008), further evidence was presented to the All-Party Parliamentary Group (APPG) on Speech and Language Difficulties in 2013 which indicated that children in socially disadvantaged areas are more likely to be identified with SLCN. The importance of parental talk in the development of children's early language was also identified. The report highlighted the importance of neighbourhood factors as children become older and acknowledged the complexity of the links between social disadvantage and SLCN. The report recommended developing the communication skills of socially disadvantaged children's which would in turn promote social equality.

The APPG (2013) report also identified that the 'extensive overlap between communication difficulties and behavioural problems may not be reflected in professional practice' (p. 12). In his evidence James Law, Professor of Speech and Language Sciences, Newcastle University, suggested that professionals

only assess within their own specialism and that children who are referred to either the child and adolescent mental health services or to speech and language therapy should have both their language and behaviour assessed and this was adopted as a recommendation in the report. In her evidence to the APPG (2013) Professor Karen Bryan, Head of the School of Health and Social Care, University of Surrey, reported that a high percentage (60 per cent) of young offenders had speech and language difficulties. These had often been labelled as behavioural problems in adolescence.

The APPG report (2013) made a number of other recommendations including having a focus on social communication in the later primary years as this could improve teenage behaviour. It also recommended that training be available to all those working with children so that they could provide a good oral environment particularly for those in socially deprived areas.

As well as these national initiatives and reports, work has also been undertaken within the voluntary sector to promote the development of communication skills through the work of the charities I CAN and the Communication Trust.

The purpose of the Communication Trust is to bring together a range of organisations to work to support children to developing their communication skills so they are able to communicate to the best of their ability.

The strategic aims of the Communication Trust are

- to make speech, language and communication a burning issue;

- to empower the workforce;

- to strengthen our networks with even better co-ordination and collaboration across the third sector;

- to support the changing landscape for services.

(Communication Trust 2015)

The Trust produces resources throughout the age range from pre-school to age 18 in order to support parents and staff working in schools and early years settings. These resources include the Speech Language and Progression Tool (2015) and Universally Speaking (2011). In addition to this, the Communication Trust has published a short guide for secondary school leaders identifying the importance of speech, language and communication within secondary schools and the resources available for schools.

The Trust also commissioned a report on how pupils with SLCN could be supported through transition from primary to secondary school (Ayre & Roulstone, 2009). The research identified four themes:

- The need to raise awareness of both SLC more broadly and SLCN in particular;

- The need for a whole school approach;

- A focus on specific subjects – resources targeted for particular subject areas;

- Transition and transfer – sharing information, induction, buddying and communication with parents.

Resources to support staff in enabling students with SLCN to make a successful transition to secondary school were identified within each theme.

Within each of the broad areas there were more detailed findings from the focus groups and interviews. These findings suggested that there was little use of the SLCN acronym, the range of SLCN was not recognised and there was evidence of a 'lack of awareness of language difficulties which are less visible' (Ayre & Roulstone, 2009, p. 23). However, it was noted that many staff were aware of the impact of their own communication skills in the classroom.

A number of research reports on SLCN have been commissioned by I CAN, a children's communication charity. These have included: The Cost to the Nation of Children's Poor Communication (Hartshorne, 2006). This was prior to the Bercow Report (2008) but was republished in 2009. The report identified that not only are there children with specific, primary language impairment and a range of other SLCN but there are also children who have transient impoverished language skills. The report identified that 'upwards of 50 per cent of children in some areas of the UK have impoverished language on school

entry' (p. 3) and highlighted the impact of SLCN on children's life chances. The economic cost in terms of the provision of special educational needs, the impact of criminal activity and the provision of mental health services was also identified.

A paper focusing specifically on secondary pupils was also published by I CAN (Hartshorne, 2011) where it was claimed that secondary school students with SLCN are a 'hidden population' (p.11). This conclusion was reached using the DfE school census data which showed a fall in the number of young people identified with SLCN in secondary schools when compared with primary schools. The data also showed an increase in those identified with behaviour difficulties. A number of reasons were suggested for these patterns in the data including the prioritisation in secondary schools of social, emotional and behaviour difficulties and literacy difficulties, problems identifying language difficulties in adolescents and language difficulties being misinterpreted as inappropriate behaviour. Furthermore, it was suggested that clear speech or superficially good language skills could mask difficulties and students might deliberately hide their difficulties. The paper also claimed that secondary schools do not prioritise speaking and listening and there was a lack of support from specialist services such as speech and language therapists in this sector of education. It also asserted that the concept of early intervention was misinterpreted as referring only to early years and it is 'too late to make a difference' (p. 13) once students are in secondary education.

2.3 Behaviour

While the major review into speech, language and communication needs was conducted in the recent past, the major review of behaviour in schools was much earlier and was undertaken by Lord Elton in the late 1980s. However, in the House of Commons Education Committee on Behaviour and Discipline in Schools report (2011) it was noted that 'Much of what Lord Elton said in his Report, published in 1989 remains valid today' (p. 9). In his report, Lord Elton identified that most teachers were concerned about low level disruption and the cumulative effect this had on learning rather than incidents of physical aggression. The report also indicated that most schools were well run and identified factors which were considered to promote good behaviour including a clear behaviour policy, strong leadership and teachers who were effective classroom managers. The complex nature of the problem was recognised in the report and it was noted that home life and other factors including special educational needs (SEN) can be causes of behaviour problems. It also highlighted the need for 'rapid assessment' (p. 17) to identify whether there was an underlying special educational need which may be a contributory cause of behaviour problems.

Since the Elton Report (1989), a group of professionals led by Sir Alan Steer has produced two further reports regarding behaviour and discipline in school. The Practitioner Group Report (2005) focused on the principles which should underpin approaches to behaviour in schools. These were: good quality teaching, effective leadership, an appropriate curriculum, rewards and sanctions, as well as pastoral and parental support. A further report in 2009

made 47 recommendations grouped in three main themes: 'legal powers and duties, supporting the development of good behaviour and raising standards higher' (p. 2). The recommendations focused on good quality teaching which engaged pupils in learning, teachers having appropriate training in behaviour management and schools being supported by parents as well as parents being providing with support. The report also recommended that the Teacher Development Agency (TDA) should review initial teacher training to ensure that new teachers had the appropriate skills in teaching children with SEN as these needs may be a cause of inappropriate behaviour.

The House of Commons Education Committee on Behaviour and Discipline in Schools (2011) considered evidence regarding the nature and level of challenging behaviour in school as well as how this could be managed and standards improved. Evidence presented to the Committee indicated that difficulties with basic skills were a significant cause of behaviour difficulties leading the Committee to recommend that schools should be 'obsessed with ensuring that children have the reading, communication and comprehension skills they need to get the most out of their education' (p. 3). The Committee recommended that exclusion should act as a 'trigger' for an assessment of need including special needs to ensure that behaviour was not a consequence of an undiagnosed special educational need. Witnesses to the committee suggested there were 'serious weaknesses in teachers' abilities to identify and support pupils with special educational needs' (p. 37) and that current practice in both identifying and supporting children with special educational needs was inconsistent. The Committee noted that good practice and techniques for managing behaviour were often poorly disseminated and that there was a need

for both continuing professional development as well as good initial teacher training.

Since the Committee's report, the Government has published advice for head teachers and staff in schools on behaviour and discipline (DFE, 2014). This updated advice outlined 'tough but proportionate sanctions' (Gove & Truss, 2013), it stressed the importance of praise and rewards and provided guidance on behaviour policy. In addition to this, Charlie Taylor's Checklist (2011) provided advice on classroom management and advice was also provided on how to support pupils whose challenging behaviours may be the consequence of mental health needs (DFE, 2014). The latter identified a number of risk and resilience factors for children grouped into four areas: in the child, in the family, in the school and in the community. Communication was identified as one of a range of 'in child' risk factors. While advice on mental health and classroom management was provided, the main document on behaviour and discipline focused on teachers' legal powers and the clarification of their roles and responsibilities.

National reports on behaviour as well as evidence provided to Parliament and recent government guidance have focused on structural issues within school, high quality teaching and support from parents as key issues in managing students' behaviour in schools. However, there has also been a major initiative to develop students' skills with the Social and Emotional Aspects of Learning (SEAL) initiative being introduced by the National Strategy for Behaviour and Attendance in primary schools in 2005 and then in secondary schools in 2008. This was a structured programme to develop students' social and emotional

skills aiming to 'develop the underpinning qualities and skills that help to promote positive behaviour and effective learning' (DfE National Strategies web page for SEAL). This was achieved through developing skills in self-awareness, managing feelings, motivation, empathy and social skills. Within the units there were opportunities to develop an emotional vocabulary as well as recognising emotions and managing feelings. The National Strategies ended in 2012 and there was an expectation that this work would be embedded and continued within schools. However, it was indicated in the report of the national evaluation of SEAL (Humphrey, Lendrum and Wigelsworth, 2010) that the implementation of the whole school approach was variable and SEAL 'failed to impact significantly' (p. 2) on students' skills including their behaviour.

2.4 Special Educational Needs

Students experiencing difficulties with speech, language and communication and also with behaviour would be considered to have a special educational need (SEN), a term which was introduced in The Warnock Report (1978). Following this report, the Education Act 1981 resulted in the process whereby children and young people had Statements of Special Educational Needs which identified their needs and the provision necessary to meet these needs. The first SEN Code of Practice was issued in 1994 and identified the stages of support which should be available for school students. These ranged from School Action, where support was provided from within the school's resources, through to School Action+ where outside specialists were involved in providing support, to finally a Statement of Special Educational Need which provided additional resources to schools. The aim of these processes was to ensure that

special educational needs were clearly identified and supported. A new Code of Practice was introduced in 2001 following the Special Educational Needs and Disabilities Act 2001. This identified four categories of SEN:

- Physical and sensory impairments;

- Communication and interaction;

- Cognition and learning;

- Behaviour, social and emotional difficulties.

While the aim of the SEN Code of Practice (2001) was to ensure that children and young people's difficulties were identified and supported the Lamb Inquiry (2009) into parental confidence found that parents needed to be listened to more closely and the system needed to be more ambitious for children with SEN. The Inquiry found that some parents perceived themselves as having to fight to have their children's needs identified and supported and their children were not always encouraged to achieve their potential. The Inquiry made 51 recommendations and described the need for a 'major reform of the current system' (p. 2). The Inquiry identified four key areas where changes were needed:

- Children's outcomes to be at the heart of the system;

- A stronger voice for parents;

- A system with a greater focus on children's needs;

- A more accountable system that delivers better services.

The Children and Families Act 2014 introduced a single Education, Health and Care plan to support children with special educational needs. A new Code of

Practice for SEN providing statutory guidelines was introduced in September 2014 and then revised in January 2015. The intention of the new system is to be 'less confrontational and more efficient' (p.11) and result in early identification of difficulties and for support to be routinely provided. The Local Offer should provide parents with information regarding the available support and both they and their children should be fully involved in identifying outcomes and making decisions.

The Code of Practice (2015) places emphasis on high aspirations and expectations for all as well as inclusive practices. Guidelines are provided for identifying special educational needs in school and a graduated process of:

- Assess
- Plan
- Do
- Review

should be in place to ensure that children with SEN are identified and supported. The majority of children would be supported through this SEN support but some with more complex needs may be supported through an Education, Health and Care (EHC) plan. Within the Code of Practice there is an emphasis on early identification and the need for those working with children and young people to be 'alert to emerging difficulties' (p. 95).

Behaviour difficulties along with social and emotional difficulties were identified as one of the categories of SEN in the previous Code of Practice (DfES, 2001). However, the current Code of Practice (2015), removes behaviour difficulties as

an identifiable category of SEN and behaviour difficulties are identified as a consequence of social, emotional or mental health difficulties.

The Code of Practice (2015) identifies that where children have behavioural difficulties there should be an 'assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues' (6.21, p. 96). The Code therefore acknowledges that behaviour difficulties may be underpinned by undiagnosed communication difficulties; however, behaviour difficulties are not identified as a possible consequence of SLNC in the descriptor for the SEN category of 'Communication and Interaction'.

2.5 Workforce development

Throughout the literature relating to speech and language, behaviour and special educational needs there is a recurring theme of workforce development. It is identified that staff working with children and young people need to have both the initial training and then the 'in practice' training necessary to ensure they are skilled in meeting the needs of their students.

Starting in 2008 and continuing until 2011 the Department for Children, Schools and Families (DCFS) and later the Department for Education funded two initiatives to support the development of teachers' knowledge and skills in supporting children with special needs and disabilities. The Teacher Development Agency (TDA) developed the Special Educational Needs and Disabilities Toolkit (2009) for initial teacher training and the Inclusion

Development Programme (IDP) (2008-2011) was provided for teachers in practice.

The Toolkit (2009) identified core skills for trainee teachers including planning for inclusion, behaviour management, assessment of learning and when and how to access further professional advice. Each subject area had a booklet which provided an audit tool for lessons and included a section on communication. Trainee teachers following a one year course would access a one day taught course with 17 self-study tasks which included tasks on communication and interaction and behavioural, social and emotional needs. The effectiveness of the Toolkit was evaluated by Lindsay et al., 2011 and 9 out of 10 out of the Initial Teacher Training Tutors respondents, found it to be effective or very effective. The evaluation also found that trainees whose courses incorporated the Toolkit rated the teaching on SEN as being significantly more effective and felt more prepared to teach students with SEN.

Since the development of the Toolkit (2009) the delivery of teacher training has changed and there are increasing opportunities to 'learn on the job' via school-centred initial teacher training (SCITT) and School Direct as well as on university led courses. In all cases, new teachers need to meet the Teacher Standards which were introduced in 2011. These include adapting and responding to the needs of all pupils, understanding how a range of factors affects learning and how these barriers to learning can be overcome, as well as managing behaviour effectively.

While recent teacher training provides trainee teachers with opportunities to develop their knowledge, understanding and practice in relation to students with special educational needs this may not always have been the case. In his evidence to the House of Commons Education Committee on behaviour and discipline in schools, Dr David Moore stated that 'since Kenneth Baker was Secretary of State for Education there has been no training in child development and child psychology.' (2011, p. 34). This highlighted the need for continuing professional development for teachers in practice and the IDP programme included training to support pupils with speech, language and communication needs in 2008-9 and behaviour, emotional and social difficulties in 2010-11.

The IDP provided resources to develop teachers' confidence and expertise through providing the opportunity to engage in e-learning courses. The aims of the courses focused on developing inclusive practices, early recognition or identification of difficulties and reducing the gap between pupils with SEN and their peers. In addition to opportunities to access e-learning courses some Local Authorities also provided face to face training as part of their implementation of the IDP. The IDP was evaluated by Lindsay et al. (2011) and 49 per cent of secondary teacher respondents indicated they were aware of the IDP resources and three quarters of Special Educational Needs Coordinator (SENCO) respondents had attended Local Authority training. The SENCOs also reported that the IDP resources had promoted discussion around students' learning needs and had improved teachers' knowledge. Lindsay et al. reported that out of those surveyed, nine out of ten SENCOs said that the training had led to improvements in students' learning.

Since 2008 SENCOs must be qualified teachers and since 2009 they have to gain the National Award for Special Educational Needs Coordinators within three years of taking up their post. The SENCO qualification is a Master's level course and on completion, SENCOs are expected to have the professional knowledge and understanding which enables them to know how SEN and disabilities affect students' learning including the range and complexity of the causes of underachievement.

In addition to the resources provided by the TDA, the Communication Trust has developed a tool to assist commissioners in identifying the range of services needed in their areas and to compare how the existing competencies and capacity within their workforce can meet these needs as well as providing guidance on strategic planning (Communication Trust 2011). A Level 3 Award in Supporting Children and Young People's Speech and Language and Communication has also been developed.

2.6 Summary

The importance of developing good communication skills has been recognised in the literature reviewed. The risk of experiencing a range of difficulties including the development of reading skills and social, emotional, behavioural and mental health difficulties, if good communication skills are not developed, is also recognised. A link between social deprivation and SLCN has been identified but this is complex and is related to both home and environmental factors. There has been an action plan to improve the provision of services for SLCN.

Structural issues within schools, high quality teaching, rewards and sanctions and parental support have been the focus of national reports on behaviour in schools. These reports also recognised that there may be unidentified special educational needs which may be contributory causes of behavioural difficulties. The SEAL initiative aimed to develop pupils' underlying emotional and social skills to improve behaviour. However, the evaluation indicated that this has had little impact on students' skills and National Strategies have been discontinued although it was envisaged that these initiatives would be embedded in schools' practice.

The SEN Code of Practice (2015) outlines how children and young people's special educational needs can be identified and supported through a process of assess, plan, do and review. The Code of Practice emphasises high aspirations and expectations for all and inclusive practices. The current Code of Practice removes behaviour from the category descriptors for special educational needs and identifies behaviour difficulties as a consequence of social, emotional or mental health difficulties. However, it is acknowledged within the Code of Practice that behaviour difficulties may be underpinned by undiagnosed communication difficulties.

The importance of workforce development is clear and while there have been opportunities for educational staff to develop their knowledge and skills both at initial training and through continuing professional development there are on-going concerns regarding teachers' abilities to identify children with special educational needs.

This leads onto Chapter 3, the next section of the literature review where teachers' understanding of the relationship between speech and language skills and behaviour will be explored by examining pertinent research literature.

Chapter 3 Literature review: research literature

3.1 Overview of the chapter

Having considered the current national context for England in the first part of this literature review, the second part of the review focuses on research literature in the field. In this chapter, the procedure used to identify the literature to review will be outlined and the identified literature will be critically reviewed. The limitations of the reviewed literature will be considered along with the implications for this study. A summary concludes the chapter.

3.2 Introduction

The aim of this section of the literature review is to identify and critically review the research literature relevant to the focus of the research. The next section addresses the search procedure and inclusion criteria used to identify the studies reviewed.

3.3. Search Procedure

An electronic search of journal articles was conducted using the EBSCO search engine and Athens. The databases searched were: PsychINFO, ERIC (Educational Resources Information Centre) and PsychARTICLES. The searches were undertaken over a period of five years beginning in 2009 with the latest search being undertaken in September 2014.

The following key words were used:

behavioural difficulties, challenging behaviour, social, emotional and behavioural difficulties, exclusion, teacher beliefs, teacher attitudes, teacher perceptions, teacher views, speech and language impairment, speech and language difficulties, language impairment.

These key words were also used with Boolean operators.

The first search using words for teacher views and language impairment and behaviour produced no results. This included using variations of words for views, behaviour and language. This resulted in the search being more focused using combinations of only two search terms. Further searches were conducted using combinations of words to describe teacher perceptions and language and then behaviour. Searches were also conducted using combinations of words for behaviour problems and language difficulties. The search resulted in the retrieval of a total of 76 studies (n=76).

In addition to this search of databases an ancestral search (i.e. references in identified studies) was conducted and an internet search using the Google search engine was also undertaken.

The search procedures identified literature with five main research aims which are represented visually in Figure 3.1:
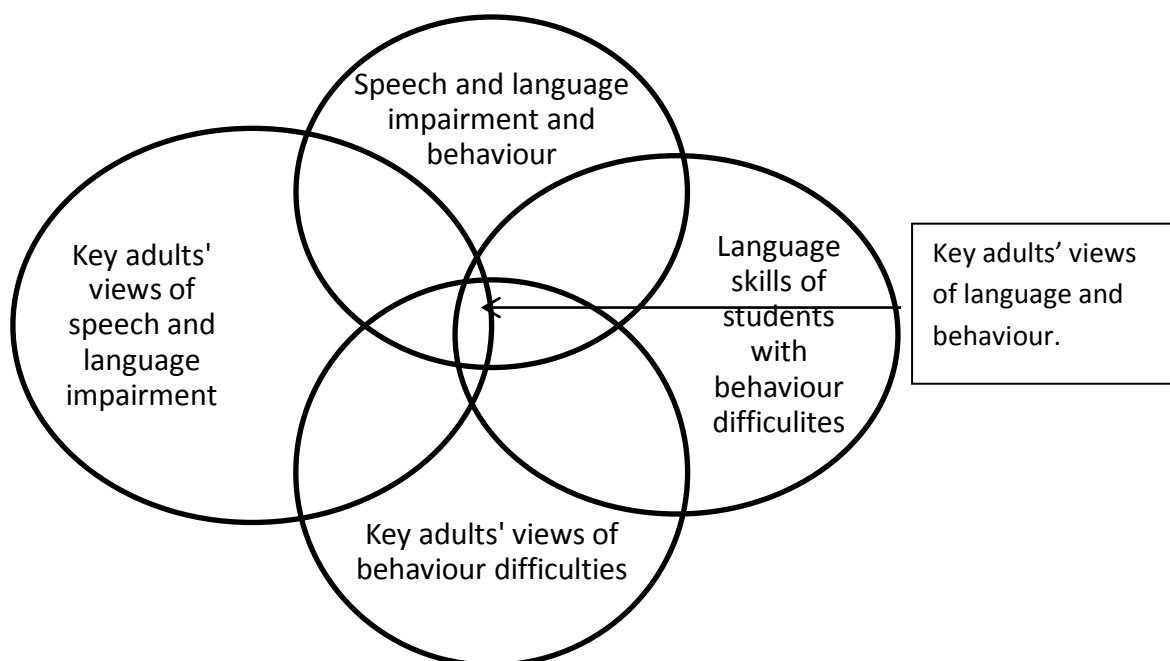
Figure 3.1 Literature research aims

Of the five research aims identified, two aims: the language skills of students with behavioural difficulties and the views of adults regarding the language skills of students with behaviour difficulties were directly relevant to this research. A third research aim that of 'adults' views of behaviour difficulties', was not directly relevant to the research and was discarded.

3.4. Inclusion criteria for the studies and procedures for evaluation

To ensure specificity, inclusion criteria were identified to select the studies to be used. The criteria took into account the aim of the research.

The inclusion criteria adopted were as follows:

- Sufficient information provided in terms of the design of the study, participants, data collection and analysis.

- Studies that were culturally relevant.

- Studies where English was the mother tongue of the participants.

- Studies written in English.

- Studies which included participants who were teachers or teaching assistants.

- Studies where students were in secondary school.

- Studies where the students' primary difficulty was behavioural difficulties.

- Studies published within the last 15 years as these were within the time span of the Special Educational Needs Code of Practice which was current when the research was first undertaken and was after key reports such as the Elton Report (1989).

Articles were excluded for the following reasons:

- Studies which focused on specific aspects of language development such as pragmatic skills or particular diagnoses such as an autistic spectrum condition.

- Studies which focused on specific aspects of social, emotional and behavioural development; for example, self-esteem or peer relationships.

- Studies which focused on the inclusive aspects of behaviour management and included behaviours resulting from disorders such as Down Syndrome, severe or profound learning difficulties.

- Studies where students' primary difficulty was an identified speech and/or language difficulty.

Figure 3.2 uses a QUORAM flow chart to summarize the search procedure and the inclusion and exclusion process of studies for the review (Petticrew and Roberts, 2006).

| Potentially relevant studies retrieved and screened for retrieval (n=76) | → | Ineligible studies excluded – for example non-English speaking participants, those studies which included only parents or children in pre-school or primary education. |

| Abstracts of studies retrieved (n=39) | → | Studies excluded they were descriptive, focused on specific aspects of language development or behaviour |

| Potentially appropriate studies for review. Studies evaluated in detail to determine relevance to inclusion criteria (n=12) | → | Studies excluded from the review if related to students with primarily speech and language impairment or inclusion rather than specifically behaviour difficulties. |

| Research papers identified for analysis (n= 6) |

Figure 3.2 QUORAM Flow chart

An application of the inclusion criteria led to the identification of six studies for this review. Further information on these research studies is provided in the table in Appendix 1 page 208. These studies are marked with an asterisk in the references section. The next section provides a description of how the studies were evaluated.

3.5 Discussion and critical review of studies

In order to critically evaluate the selected studies, studies were grouped according to their stated research aims. The groupings were as follows:

i) The language skills of students with behaviour difficulties.

ii) Teachers' understanding of the relationship between behavioural difficulties and language skills.

3.5.1 Language skills of students with behaviour difficulties

Three of the studies reviewed were in this group and will be critiqued in this section. The studies included a systematic review of the literature and two studies which aimed to identify the prevalence of language difficulties in pupils with behavioural difficulties.

Benner, Nelson and Epstein (2002) undertook a meta-analysis of the literature relating to the language skills of children with emotional and behavioural difficulties (EBD). Their search procedures identified 97 studies and of these, 26 studies met their inclusion criteria for review. The adoption of quantitative methods and participants having a formal identification of emotional and behavioural difficulties were key inclusion criteria. The studies identified represented two different types of literature: those which related to the prevalence and types of language deficits in children with EBD (18 out of the 26 studies reviewed) and those which identified the prevalence of EBD in children with diagnosed language difficulties (8 out of the 26 studies).

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Benner et al. (2002) concluded that on average a high percentage (71 per cent) of children with EBD also experienced clinically significant language deficits. However, the prevalence rates depended on the cut-off criteria used, whether children were in clinical settings or school settings and the number of language measures used by researchers. They also concluded that 'On average 57% (SD=3) of children with language deficits experienced EBD' (p. 51). They claimed that the comorbidity rates between EBD and language deficits in their review were consistent with those found in previous reviews.

As Benner et al. (2002) excluded studies that employed a qualitative design from their review, their recommendations focused on strengthening the quality of the quantitative research. The recommendations included the need for experimental studies with identifying variables and also longitudinal studies. The limited availability of information related to participants and the limited range of settings in which the research was conducted were also identified.

The following implications emerged from this review: 'the majority of children with EBD experience language deficits' (p. 53), children with EBD should be screened for language difficulties and speech and language therapists should be involved in devising interventions to support such children.

A limitation of the review is the exclusion of studies which adopted qualitative methodologies; however the inclusion criteria and search procedures were clearly outlined and thorough, although there was no indication of inter-rater reliability. The review was conducted in a robust way and the conclusion regarding the prevalence of language deficits in children with EBD was reliable.

In the light of this conclusion the recommendation that all students with EBD should be screened for language deficits would be appropriate as would be the involvement of speech and language therapists in devising interventions to support children with EBD.

The research by Clegg, Stackhouse, Finch, Murphy and Nicholl (2009) focused on assessing the language skills of pupils at risk of exclusion in a mainstream high school in an area of socio-economic deprivation. They found that 10 out of the 15 pupils assessed had language difficulties. They identified language difficulties by using a cut-off point of 1 Standard Deviation (SD) or more obtained on three out of the four language measures completed. Five of the 10 students had scores which were 2 SD or greater. Out of the 15 students, five students had scores which were within the average range. Clegg et al. also found that there was a significant correlation between two expressive language measures but not the receptive language measures.

In this study, Clegg et al. (2009) employed a cohort design with a convenience sample based on the availability of parental and pupil consent. Thirty-three students met the inclusion criteria but it was only possible to obtain parental and pupil consent from 15 students. Those students with additional Special Educational Needs were identified. One participant had a statement of special educational needs for mild learning difficulties, one had a mild congenital hearing impairment and three had a diagnosis of attention deficit hyperactivity disorder (ADHD). Receptive and expressive language skills were assessed using a standardised assessment and the Strengths and Difficulties Questionnaire (SDQ) was completed. The limitations of this study relate to the

size and nature of the study sample. The sample was small and was not randomly selected. The underlying ability of the participants was not taken into account when considering the scores achieved on the assessment of their language skills.

It is acknowledged by Clegg et al. (2009) within the study that further studies using larger cohorts of students were necessary and a more detailed assessment of language abilities was needed. They also acknowledged that future studies would need to include consideration of the importance of socio-economic deprivation on language development. Attention was drawn to the importance of the group within the study who had adequate language skills and whose risk of exclusion was not associated with language difficulties. They also identified that future research would need to clarify whether the relationship between language difficulties and behaviour was causal or correlational. The recommendations included a multi-disciplinary approach to assessing pupils at risk of permanent exclusion including the routine assessment of language abilities. The need for staff training in secondary high schools was also highlighted.

While the study sample was a small convenience sample the findings from the research are consistent with those found within the more extensive literature review by Brunner et al. (2002). The recommendations regarding the need for further staff training and further research are reasonable in the light of their findings.

In their study, Ripley and Yuill (2005) focused on the receptive and expressive language skills of boys who had been permanently excluded from school. These exclusions had occurred for a variety of reasons related to behaviour. The participants consisted of 19 boys, 14 of whom were from secondary schools and five from primary schools. An age matched control group of peers of average ability who were not experiencing behavioural difficulties was identified by class teachers. The method used to identify the participants was clearly explained along with the measures used to assess their non-verbal and verbal skills. The boys' language skills were assessed using a range of standardised assessments and their non-verbal skills were also assessed. The control group was matched by age and they were found to have similar mean raw scores on the non-verbal assessment measures. The class teacher completed the SDQ as a means of assessing behaviour and the limitation of this in relation to the age range of the cohort was noted.

The study found that that the excluded boys' verbal skills were significantly impaired when compared with a matched age non-excluded group of peers. A sub-group of six boys were found to have language skills which were average or above average when compared with the control group. Statistical analysis of the SDQ scores and language ability identified 'poor expressers' were higher on emotional symptoms and that emotional symptom ratings were significantly correlated with expressive language both in the control and study groups. This finding of an association between emotional symptoms and expressive language raised the question of 'casual priority of these factors in behaviour problems' (Ripley and Yuill, 2005, p. 47) for the researchers.

Limitations of this study relate to the control group and the study sample. It was a small sample and it is also not identified whether any of the students within the study sample had a specific diagnosis such as an autistic spectrum condition which may have impacted on both their behaviour and language skills. While the study and control samples appeared to have been matched for both age and underlying ability it would have been more robust to have compared the mean standard scores (SS) rather than the mean raw scores. It would have been extremely difficult to have exactly age matched the two groups of participants which would have been necessary to use the raw scores. There was no attempt to match the socio-economic status or family background of the participants. The researchers acknowledged that the ceiling effect in some of the assessment measures would have impacted on the results achieved.

The limitations regarding the study and control sample mean that there has to be reservations regarding the conclusions reached. However, as in other studies the results indicated that excluded students have impaired language skills and there were some behaviour problems which are not accounted for by language difficulties. The association between emotional symptoms and expressive language difficulties while statistically significant may not have been robust. Only one teacher rated the behaviour using the SDQ and this rating may have been influenced by a number of factors. The ratings may have been have been more credible if there had been an attempt at inter-rater reliability, for example, if two teachers who knew the child had completed the SDQ. The recommendations were general as opposed to specific.

In summary, while two of the studies reviewed have a number of limitations, the results indicated that a high percentage of students with behavioural difficulties may have comorbid language difficulties. These results were consistent with those found in a more extensive meta-analysis of the literature relating to the language skills of children with emotional and behavioural difficulties. Attention was also drawn to those students with behaviour difficulties which were not accounted for by language difficulties. Some specific language difficulties were identified in students with problem behaviours but it was recognised in the research that there continues to be issues in relation to causation and correlation and the complex interaction between other factors including socio-economic deprivation.

3.5.2 Teachers' understanding of the relationship between behaviour difficulties and language skills

This section of the literature review considered studies that focused on teachers' understanding of the relationship between language impairment and social, emotional and behavioural difficulties.

Stringer and Lozano (2007) examined the level of staff awareness of language impairment in a special school. The study group was a small convenience sample of 21 students (all of whom had a statement of special educational needs for social, emotional and behavioural difficulties) and the awareness of their class teachers and parents. However, the study did not identify the number of teachers involved although it referred to the questionnaires being

completed by the class teachers and there was a reference to five teachers being questioned.

The study had two clearly identified hypotheses: there would be a high incidence of language impairment within the school compared to a mainstream school and there would be a discrepancy between the number of children with language impairment and those identified by teachers. The method was clearly explained and there was a definition of language impairment. There were three components within the study: parental questionnaire, teacher questionnaire and standardised assessment of the boys' non-verbal and verbal skills.

The study identified a high incidence of language impairment (74 per cent) but a corresponding lower level of teacher identification (57 per cent). The researchers' claimed that the prevalence rate was more than 60 per cent higher than would be expected in the general population attending a mainstream school citing Cantwell and Baker (1991) as indicating an estimated rate of 10 per cent in that population. The study also identified that children with expressive and receptive language difficulties were more likely to be identified by teachers.

The limitations of this study are related to the sample size which was small and the participants were not randomly selected. This limitation was acknowledged in the study and it also identified that caution would need to be exercised regarding generalising the findings. Also, the study was conducted within a special school where the teachers would have had a different range of experiences, knowledge and skills to those in a mainstream school.

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Suggestions were made as to why teachers may not have identified language impairment but qualitative data which may have substantiated these views was not collected from the teachers. The major recommendation in the report relates to development of teacher training to enable teachers to more accurately identify students with language difficulties. However, this recommendation was based on a very small sample of teachers within a very specific context.

The study by Joffee and Black (2012) considered the perspectives of students, teachers and parents on the social, emotional and behavioural functioning of students. The study had three research questions. These related to social, emotional and behavioural difficulties (SEBD) functioning and low language performance, differences in ratings for social, emotional and behavioural difficulties between parents, teachers and students and significant relationships between SEBD and verbal and non-verbal ability, educational attainment, socio-economic status and gender.

The students were initially identified by the teachers on the basis of their low attainments in English and then subsequently their Performance IQ and language skills were assessed. This quantitative study had a large sample size (352 students, 225 parents, 230 teachers although rating by all three groups were only available for 161 students) and students' social, emotional and behavioural skills were assessed using the Strengths and Difficulties Questionnaire (SDQ) which has individual questionnaires for students, teachers and parents. The methods used were clearly outlined and informed consent was obtained before standardised assessments were completed.

Among the outcomes, the study identified that parents and teachers were more aware of students' social, emotional and behavioural difficulties than they were of their language skills and those students with language difficulties were at greatest risk of experiencing social, emotional and behavioural difficulties. As a group, the SDQ showed significant SEBD with the strongest predictor of SEBD being performance on the Year 6 English Standard Attainment Test (SAT). The recommendations in the study highlighted the need for a greater awareness in secondary schools of the needs of students with SEBD and low language skills in order to provide appropriate support.

The strength of this study lies in the large sample size and the clarity of the procedures used to obtain the data. The SDQ is subjective and it may have been possible for more than one teacher to have completed this for each student which may have produced a more reliable picture of the students' social, emotional and behavioural difficulties. The study acknowledged that there was no control group and that the assessment of social, emotional and behavioural functioning can be affected by cultural and environmental differences. The recommendation regarding the need for greater awareness in secondary schools of the needs of students with SEBD and language skills is reasonable in the context of the study and is also found in the recommendations of other studies.

The final study to be reviewed was conducted within a specialist EBD support service using action research by Stiles (2012). The aim of the research was to develop the effectiveness of the service in detecting and supporting children

who have speech, language and communication difficulties in addition to behavioural difficulties.

The author of the study was also the manager who was responsible for developing, delivering and evaluating the training for the support service. The participants were 10 specialist teachers, including the author and three specialist support assistants all of whom worked within the same inclusion support service. There were two phases to the project, the first aimed to identify existing knowledge and skills while the second phase involved training to develop skills. Some aspects of the procedure were clearly described but the development of the questionnaire and the evaluation forms was not outlined. While confidentiality was maintained when disseminating the findings outside the team, the power asymmetry within the team was not explored. All the questionnaires were returned to the manager who was also the author of the training. It is possible that this may have influenced the participants' responses to the evaluation questionnaire.

The results from the initial phase where the team's knowledge and understanding was evaluated indicated that team members considered that they believed that they could identify SLCN but that actual rates of detection were very low. The results also showed that team members considered that they were confident at supporting students with SLCN. A number of barriers to effective detection of SLCN were identified including: lack of knowledge and training, lack of assessment tools, lack of information on referral and lack of time. The intervention was considered to be successful and it was reported that the team's awareness of SLCN increased as did their confidence.

Greater confidence could be placed in the results from the initial questionnaire regarding team members' existing knowledge and skills than the evaluation questionnaire because of the power asymmetry within the team. The initial questionnaire highlighted some of the issues related to teacher identification of the language skills of those students with behaviour difficulties found in other research.

3.6 Limitations within the reviewed research

When reviewing existing literature, issues related to methodological concern were apparent. The first of these related to the sample selection. Three of the studies review had small study samples with under 20 participants with one study having a large study population. Other limitations concern the selection of participants with the samples being convenience samples and underlying ability and socio-economic background were not always identified. Only one of the studies had an age matched group but the group was also not matched for socio-economic background. In the study populations there was a preponderance of students with statements of special educational needs but in some studies it was not identified whether students had other diagnoses which may have impacted on their behaviour. There was a lack of demographic information for the teacher participants in the reviewed studies and some studies failed to identify the number of teacher participants.

The second methodological concern related to the standardised measures used. While these were clearly identified there was a lack of inter-rater

reliability when self-report measures such as the Strengths and Difficulties Questionnaire were used.

The third methodological concern related to the definition of language impairment. There was no universally agreed definition with each study determining its own definition of language impairment or difficulty. Different studies focused on different aspects of language skills such as receptive and expressive skills.

The final methodological concern was the lack of transparency of the adopted epistemological position within each of the studies. The adopted epistemological position was not explicitly outlined in any of the studies reviewed. The impact of the position adopted on the research design and analysis was not acknowledged.

The review highlighted the preponderance of quantitative methods within the research and a paucity of research into teachers' understanding of language difficulties in mainstream secondary schools. There was also limited research into students in mainstream secondary schools and students who do not already have identified needs via a statement of special educational needs.

The review highlighted the lack of qualitative research to ascertain the views of adults in mainstream high schools and all the research considered appeared to have adopted a positivist epistemological and ontologically realist position. This position focused the research on quantitative data relating to rates of identification, the nature of language difficulties which may be linked to

behavioural difficulties and the identification of correlational and causational relationships.

While recognising the limitations of the research literature, a consistently high prevalence of unidentified language difficulties in students with behaviour difficulties emerged. The literature also identified that teachers were not always aware of or able to identify that students with behavioural difficulties may also have unidentified language difficulties.

3.7 Defining language difficulties and the definition used in this study

The review of the literature related to the current national context for England and the research literature in the field identified a lack of clarity regarding the definition of the terms speech, language and communication needs (SLCN), language difficulties and language impairment.

The Bercow Report (2008) describes SLCN as 'a wide range of difficulties related to all aspect of communication. These can include fluency, forming sounds and words, formulating sentences, understanding what other say and using language socially.' (p. 13). Benner, Nelson and Epstein (2002) provide definitions of the commonly used terms such as speech which is defined as '… a verbal means of communicating or conveying meaning' and language as '… a socially shared code to communicate meaning' (p. 43). Difficulties with language were identified as relating to receptive (problems understanding language), expressive (problems using language) and pragmatic (the social use of language) language skills.

The final report from the Better Communication Research Project (Lindsay, Dockerall, Law and Roulstone, 2012) highlighted the difficulties with the use of the term SLCN. Their research found that language therapists used the term in the 'broad inclusive sense' (p. 15) used in the Bercow Report (2008) but that in the Special Educational Needs Code of Practice (2001) the category of Communication and Interaction subsumed both SCLN and ASD (autistic spectrum disorder). They argued that within the way the term was used at that time there was the potential for miscommunication, difficulties translating research into practice and inconsistencies in the use of the term. The current Special Educational Needs Code of Practice (2015) continues to include SLCN and ASD within the category of Communication and Interaction. SLCN within this is defined as 'difficulty in communicating with others' (p. 97) and this may be the result of 'difficulty saying what they want to, understanding what is said to them or they do not understand or use the social rules of communication.' (p. 97)

The definition used by the Bercow Report was adopted by the All Party Parliamentary Group (APPG) on Speech and Language Difficulties (2013) and the definitions provided by Benner et al (2002) were also used by Stiles (2014). Other researchers use the terms receptive, expressive and pragmatic language difficulties but these are defined by the assessment tools used to measure the skills. This results in language difficulties being defined in relation to performance on these standardised assessments. As Benner et al (2002) indicated the prevalence of the difficulties identified depended on the criteria and number of language measures used. Two criteria were adopted in the studies reviewed by Benner et al (2002) which were: equal to or more than 2

standard deviations (SD) below the mean or equal to or more than 1 SD or 1.5 SD below the mean on at least one language measure. Similar criteria were adopted in the other reviewed research literature (Clegg, Stackhouse, Finch and Nicholls, 2009, Stringer and Lozanno, 2007 and Joffee and Black, 2012) with 1 or 1.5 SD below the mean on a number of subtests of receptive and expressive language being adopted as the cut-off point.

A further distinction in the nature of language difficulties was identified in the Bercow Report (2008), by the APPG (2013) and also by Hartshorne (2006). The APPG refers to the distinction between those difficulties which are caused by neurodevelopmental or other impairments and those caused by reduced opportunities. The Bercow Report (2008) refers to those children who have primary and secondary difficulties with speech and language. Three groups of children were identified with primary speech and language difficulties by the report. The largest group were those children from socially disadvantaged backgrounds whose speech and language skills were significantly less well developed than their peers. The second largest group were the children who had significant difficulties which would require specialist support and the third group were a very small group of children with the most severe difficulties who would use augmented communication and require long term support. The children with secondary speech and language difficulties were those whose language difficulties arose as a result of another difficulty such as hearing impairment, cerebral palsy or autism. The distinctions made by the Bercow Report and the APPG are reflected the distinctions drawn by Hartshorne (2006) who distinguishes between those children who have specific, primary speech and language impairments which are likely to be long term and those children

where they have 'poor or limited language which is often associated with social disadvantage.' (p. 6)

The Inclusion Development Programme (2010) provided school staff with training, resources and guidelines to assist them in identifying students with language difficulties. This included a checklist containing a list of descriptors under the headings: speech, expressive language, understanding language and using language with others. In addition to this The Communication Trust also produced Universally Speaking (2011) which describes the stages of children and young people's communication from birth to 18 years of age and provides staff with criteria which they can use to identify whether students are functioning within age related expectations.

In the absence of a widely accepted definition of SLCN the definition from the Bercow Report has been adopted in this research. While this definition was not used in the reviewed research it has been used by the APPG and the BCRP indicates that it is used also used by language therapist. In addition to being used by other bodies, this definition is inclusive and encapsulates other definitions such as those provided by Benner et al (2002) and the Special Educational Needs Code of Practice (2015). A distinction has not been drawn between those who have a primary or secondary difficulties or the origin of the difficulty in this research.

'Difficulty' has been defined in relation to functioning below age related expectations rather than by using standard deviations on standardised assessments. This was considered to be appropriate as school staff were not

being asked to identify children with language difficulties and were more likely to be familiar with the age related expectations found in the Inclusion Development Programme (2010) and Universally Speaking (2011).

In summary, the definition of speech and language difficulties used in this thesis is that used within the Bercow Report (2009), *'a wide range of difficulties related to all aspect of communication. These can include fluency, forming sounds and words, formulating sentences, understanding what other say and using language socially.'* (p. 13) and difficulty is defined as functioning below functioning below age related expectations.

3.8 Implications for this study

These gaps in the literature highlighted a number of areas. Firstly, there was limited research into the language skills of older children in mainstream high schools who were experiencing difficulties with behaviour. Secondly, there was no published research to elicit the understanding of staff working with secondary students with behaviour difficulties of the relationship between problem behaviour and language development. In addition to this, there was a lack of transparency in relation to the epistemological and ontological positions adopted in the studies considered, although they appeared to have been conducted from a positivist position. While the limitations of the research were acknowledged in the studies there are issues within the studies relating to the reliability and validity.

This review helped to inform and clarify what constitutes best research practice. It also made it clear why the research question in Chapter 4 is appropriate and topical.

3.8 Summary

While recognising the limitations of the existing research, the findings from the research literature which considered the language skills of students with behaviour difficulties identified that a high percentage of these students had comorbid language difficulties. The findings also identified that there was a proportion of students with behaviour difficulties who did not have language difficulties. The research literature which considered teachers' understanding of the relationship between language skills and behaviour difficulties indicated that students' language difficulties were often not identified by teachers. Teachers were more aware of students' social emotional and behavioural difficulties than their language skills.

The next chapter provides an account of how the literature review helped to inform the research question which was developed for this study, the epistemological and ontological positions adopted and the methodology for this study.

Chapter 4 Methodology

4. 1 Overview of the chapter

This chapter provides the methodological approach taken in this research. An outline of the objective, rationale and paradigm which has been adopted for this research is provided and the role of the researcher is considered in order to provide transparency about the research process. The chapter also describes the context and location of the research, the method of participant sampling and identification, the development of the assessment tools and the research procedures. Ethical considerations including participant consent, anonymity and data confidentiality are discussed. A summary concludes the chapter.

4.2 Research paradigm

Researchers operate under different paradigms based on their underlying belief systems or their ontological and epistemological assumptions about the world. It is essential to articulate these belief systems as they guide the research questions and choice of methodology adopted (Creswell, 2009; Crotty, 1998). A clearly articulated position on each of these would ensure consistency within the research.

The epistemological position adopted for this research was weak/moderate social constructionism (Harper, 2012), a position which recognises that there

are social and cultural constructions but there is also 'a real world that exists independently of our perceptions, theories and constructions'. (Creswell & Plano Clark, 2011, p. 45). While adopting the position that knowledge is socially and historically constructed and that some aspects of reality are constructed, the research also adopted the view that there is a reality that exists apart from human consciousness. Ontologically, the position adopted in this research is that of critical realism.

The adoption of these epistemological and ontological positions led to the conclusion that experimental research would not be an appropriate methodology so other methodologies more appropriate to a social constructionist epistemology were considered. Consideration was also given to the limitations of each methodology and it was recognised that using more than one methodology may allow for the confirming of the conclusions. Willig (2008) referred to 'accumulative techniques' (p. 17) which allowed findings to be integrated and overarching categories identified. This led to consideration being given to adopting more than one methodology

It may have been possible to ascertain the views of those supporting young people with behavioural difficulties using survey research methodology via a questionnaire. However, this methodology was not adopted as it was considered to be epistemologically inconsistent with a social constructionist view. This is because of the assumptions regarding generalizability of findings based on validity criteria including sample size and statistical validity rather than because it was a quantitative methodology. To summarise this section, this research was located within a critical realist ontological stance with a

constructionist epistemological position espousing the theoretical framework of social interactionism and within this attribution theory using the Discursive Action Model (Edwards & Potter, 1993) and the model of decision making proposed by Kahneman (2011) were adopted.

4.3 Research question

Creswell (2009) described a mixed methods research question which was a new form of question called 'a 'hybrid' or 'integrated' question' (p. 138). There were two forms of this question and the second form according to Creswell 'is to write it in a way that conveys the content of the study…' (p. 139).

For this reason one central research question was developed, describing the content of the study and this was as follows:

'What is the understanding of key staff (pastoral managers and SENCOs) in mainstream high schools of the relationship between students' behaviour difficulties and their language skills?'

4.4 Research design: mixed methods approach

A two-phase mixed methods design based on a sequential exploratory design was used (Creswell and Plano Clark 2011). The primary focus of this design is to explore a phenomenon which in this case is the view of school staff in relation to the language development of young people with behavioural difficulties.

The rationale for the decision to utilise semi-structured interviews and a Q sort as the methods of data collection and triangulation for the final integration of the data will outlined in the next sections.

4.4.1 Rationale for semi-structured interviews

Individual semi-structured interviews were considered to be an appropriate method to ascertain the views of key adults in school as this was both epistemologically and ontologically consistent with the positions adopted for this research. The key methodological issue related to how this data should be analysed. Grounded Theory is an approach that can be used to analyse data from interviews but as originally propounded by Glaser and Strauss (1967) it has a positivist approach in that it has an epistemologically objectivist and a realist ontological stance. Consideration was also given to using Discourse Analysis as unlike Grounded Theory, the underpinning epistemology is that of social constructionism; however, ontologically it is conducted from a radically relativist stance.

As the epistemological and ontological positions of both Grounded Theory and Discourse Analysis were not consistent with those being adopted in this research, consideration was given to using Thematic Analysis. Braun and Clarke (2006) state that 'thematic analysis is not wedded to any pre-existing theoretical framework, and therefore it can be used within different theoretical frameworks' (p. 81). They illustrate how it can be used within an objectivist, or constructionist stance or what they describe as a ''contextualist' method' (p. 81)

sitting between the two poles of objectivism and constructionism. They also emphasise that it is important that the 'theoretical position of a thematic analysis is made clear' (p. 81). While the facility for it to be used within any theoretical position could be regarded as a limitation, Thematic Analysis has the advantage of being a systematic and transparent method of analysis. Joffe (2012) describes it as a 'useful tool to illuminate the process of social construction' (p. 211). For these reasons Thematic Analysis was chosen as the method of analysing the interview data.

4.4.2 Description of the Q sort and its rationale

Q methodology was identified as the second methodology which was epistemologically consistent for use in this research. Q methodology has a quantitative component which is used during the data collection and analysis phase when the focus is on a by person technique or inverted factor analysis. The qualitative component is central to the interpretation of the resultant factors. This research methodology was considered to be appropriate as the underpinning epistemology of Q methodology is that of social constructionism. In a Q sort, unlike in a questionnaire, the participants' constructions are the focus of the research. The Q sort provides the opportunity to look at the standpoint of the participants and the meaning they give to the statements being sorted. In Q methodology it is the participants' subjectivity that is operant.

Q methodology involves identifying a concourse for the topic, this is the 'overall population of statements from which the final Q set is sampled' (Watts & Stenner, 2012, p. 34) and this can include statements found in the research literature, from common knowledge and the wider cultural background as well as statements from interviews. What is included in the concourse depends on the research question being asked. When the concourse has been identified a Q set is established from this concourse. The Q set is a number of statements identified from the concourse as reflecting the overall themes within the concourse.

Once the Q set has been identified from the concourse, the participants are then asked to sort the statements in the Q set into those they agree with, those they disagree with and those they neither agree nor disagree with. Once this has been completed they are then asked to sort each of the three groups into a forced choice, standardised distribution. They would indicate where each group ended in the distribution and record the way they sorted the cards. The data from the Q sorts would then be analysed using a factor analysis.

Watts and Stenner (2012) claim that social constructionism provides an explanation as to why factors emerge from the Q sort as at first sight there is no reason why a number of people with a range of options for sorting should arrive at a common view point unless there are accepted social facts or constructions. Stainton Rogers and Dyson (2012) argue that Q methodology 'enables us to conduct an analysis of discourse where knowledge is not seen in any way absolute, but multiple, contingent on time and place and purpose' (p. 199).

4.4.3 Rationale for the use of triangulation for the final integration of the data

Creswell and Plano Clarke (2011) argue that the study design determines where and how the integration of the data analysis occurs. They outline where integration should occur in each of the six mixed method designs they describe. In the exploratory design, which was adopted for this research, they describe the data analysis from the first phase of the study being integrated into the second phase and forming the basis for the design of the next stage of data collection. When both data sets had been analysed separately the connected results are then interpreted.

Three types of integration are identified by Moran-Ellis et al. (2006) these being:

1. Integration of methods

2. Separate methods, integrated analysis,

3. Separate methods, separate analysis, theoretical integration.

In this study, an exploratory design was adopted and the data from the first phase was used to inform the second phase of the study with statements from the interview data being included in the Q Sort concourse. Moran-Ellis et al. would describe this as combining methods rather than integration. In this study it was decided to use the second type of integration described by Moran-Ellis et al. and both data sets were analysed separately with an integrated analysis following these separate analyses.

Figure 4.1 provides a visual description of the sequence of data collection and analysis (Adapted from Creswell and Plano Clarke, 2011, p. 121).
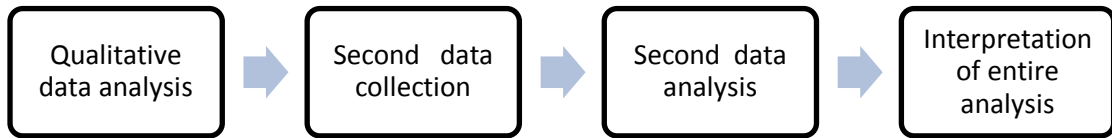
Figure 4.1: Sequencing of the research phases

The range of practice within mixed methods research is outlined by Bryman (2006) and three techniques to integrate data analysis are described by O'Cathain, Murphy and Nicholl (2010). These being as follows:

- Triangulation;

- Following a Thread;

- Mixed Methods Matrix.

Triangulation is described by O'Caithin et al. as being where the data sets are analysed separately and then the findings are combined to identify convergence, complementary or dissonance to arrive at a final analysis, or what Farmer, Robinson, Elliott and Eyles (2006) refer to as meta-themes. 'Following a thread' was an approach developed by Moran-Ellis et al. (2006) where they picked an analytical question and then followed it across a number of data sets – following a thread. They described this as a 'grounded inductive approach…developed through a focused iterative process of data interrogation' (p. 54). The final approach described by O'Caithin et al. is a mixed methods matrix focusing on research which had a range of data available for a number of cases. Developing a matrix allows the focus to be placed on the cases rather than variables or themes within the study. Having reviewed the three techniques

to integrate data it was clear that the matrix approach would not be appropriate in this study. While 'following a thread' had the advantage of being an inductive approach and apparently constructionist in its epistemology it had the disadvantage that the unique contribution of each phase of the study may be subsumed and lost in the final analysis.

Triangulation was the method of integrating the data sets which was adopted in this study as it allowed the unique contribution of the data sets to be retained and complementarity and dissonance to be identified as well as convergence.

In the next sections the context and location of the research as well as the methods utilised will be described.

4.5 Context and location of the research

This research was conducted within a large local authority in the north west of England. The interviews were conducted in the south area of this authority but the Q sort was conducted across the whole authority. The focus of the research was adults in mainstream schools who support student with behaviour difficulties and Special Educational Needs Coordinators and Pastoral Managers were identified as being the groups of staff who would be most likely to have a key role in supporting these young people. The research was conducted in schools which were all local authority controlled schools.

The data collection took place in the Summer Term 2013 and during the Spring, Summer and Autumn Terms 2014. The interviews were conducted in 2013 and the Q sort in 2014.

4.6 Method

The next sections describe the development of the sampling frameworks for both the interviews and Q Sort and the development of the assessment tools and the procedure for data collection.

4.6.1. Sampling Frameworks

The next section discusses the sampling framework employed for:
- i)   the interviews and
- ii)   the Q-sort.

4.6.2 Interview sampling framework

A combination of purposive and representative sampling was used to identify the participants for the semi-structured interviews. Purposive and representative sampling was used as the research question identified staff with specific roles (SENCOs and Pastoral Managers) in schools and it was considered that having a representative sample would provide a sample of staff with a range of experiences and from a variety of contexts across the Local Authority.

Schools were chosen randomly from the Local Authority's list of south area high schools. Each school had a Local Authority number and was listed numerically according to these numbers. There were 27 Local Authority high schools in the area and selecting every fourth school from the list provided a sample of eight participants.

The final list of eight schools was retained in the Local Authority's numerical order and alternate schools were allocated to either the SENCO or Pastoral Manager participant group in order to obtain four SENCOs and four Pastoral Managers. Two of the identified schools declined to participate in the research so the next schools on the list were selected. When these schools were contacted, they agreed to participate in the research.

In one instance a Pastoral Manager who had agreed to be interviewed was not available on the day and the SENCO offered to be interviewed instead. As a consequence another school, where a SENCO had agreed to be interviewed, was approached with the request that a Pastoral Manager be interviewed instead of the SENCO and this was agreed. This ensured that four SENCOs and four Pastoral Managers were interviewed.

Three of the participants worked in Voluntary Aided faith schools, four participants worked in Community Schools and the remaining participant in a Foundation School. This was representative of the proportions of faith and community high schools in the geographical area. The Multiple Deprivation Index provided an indication of the socio-economic background for the schools and the ratings ranged from B to E. The overall Multiple Deprivation Index was

provided by the Local Authority School Improvement Team. Two of the eight participants were male and the remaining six participants were female. Two schools from the remaining list of schools were approached to pilot the interview questions. Table 4.1 provides details of the participant demographics.

Table 4.1 Interview participant demographics

Participant	Role	Experience	Type of School	Multiple deprivation index
Ruth	SENCO	Degree PGCE – special needs	11-16 mixed Community School	B
Peter	SENCO	MPhil. Youth worker. Teacher training 2002. Head of RE. Previously, Head of Year, Inclusion Manager (7 years) prior to present post.	11-16 mixed Community School	B
Lucy	SENCO	Secondary History Teacher. Remedial education (11years). Supply in a special school. Primary school SENCO (5years). 10 years in present role	11-16 mixed Voluntary Aided School	C
Clare	Assistant Head teacher SENCO	MFL Degree, PGCE Head of Year and Key Stage Manager. 7 in years present role	11-16 mixed Community School	C
Joan	Pastoral Manager	Degree (Biology) PGCE. Head of House, Head of Section	11-16 mixed Community School	D
John	Inclusion Manager	Degree PGCE. Learning Mentor, Pastoral Manager Head of Year, Behaviour Manager, Inclusion Manager 4 years.	11-18 mixed Foundation School	E
Helen	Pastoral Manager	Degree – food technology 28 years ago	11-16 mixed Voluntary Aided School	C
Mary	Deputy Head teacher - behaviour	Degree, Modern Foreign Languages PGCE. Worked abroad and in independent sector. Head of Year and SEN English teaching (10 years). Deputy Head teacher 2 years	11-16 mixed Community School	E

Note. Multiple Deprivation Index ratings were arrived at from an analysis which was completed using the IMD 2010 and the Office of National Statistics (ONS) Postcode Directory 2014.

4.6.3 Sampling framework for the Q Sort

SENCOs and Pastoral Managers were also the participants for the Q sort and initially it was planned that at least two SENCOs and two Pastoral Managers who had been interviewed would be asked to complete the Q sort. Opportunity and representative sampling were used to obtain additional participants for the Q sort. SENCOs and Pastoral Managers attending the Local Authority Special Educational Needs forums were asked to complete the Q sort. Those attending the meetings volunteered to complete the Q sort and they were requested to ask either a Pastoral Manager or SENCO, depending on their role, to also complete the Q sort.

Watts and Stenner (2012) discuss the number of participants to be recruited for Q methodology and argue that 'Q methodology has little interest in taking *head counts* or generalising to a population of people' (p. 72) and cite Brown (1980) who suggests that Q methodology only requires; 'Enough subjects [or participants] to establish the existence of a factor for purposes of comparing one factor with another' (p. 192). Watts and Stenner indicate that between 40-60 participants is adequate for a Q methodology although there should be fewer participants than statements in the Q set. In this case there were 40 statements in the set and it was intended that up to 40 Q sorts would be completed.

It was hoped that the timing of the Q sort data collection would coincide with a time when SENCOs and Pastoral Managers would have fewer demands on their time; however, national initiatives such as the reforms introduced by the Children and Families Act (2014) impacted on participants' ability to complete

the Q sort. This had not been factored into the research plans and timetable when the participants were initially approached. The demands these initiatives placed on participants' time led to a high attrition rate with many of those who had initially offered to complete the Q sort withdrawing and also withdrawing their offer to ask a Pastoral Manager colleague to complete the Q sort.

This high attrition rate led to a reconsideration of the number of participants for the Q methodology. Watts and Stenner (2012) also indicate that 'Large numbers of participants are not required to sustain a good Q methodological study' (p. 72) and studies are conducted with fewer participants (Masse, Popovich and Kinsey, 2013). Following further consideration and for practical reasons a decision was reached to reduce the sample size to 20 including 10 SENCOs and 10 Pastoral Managers.

It was necessary to identify a further five participants as by August 2014 only 15 Q sorts had been returned. This final group of participants was an opportunity sample; however, all those recruited were either Pastoral Managers or SENCOs. All these participants were known to the researcher in a professional capacity. The final sample of 20 participants included 10 Pastoral Managers and 10 SENCOs. The sample included a Pastoral Manager and a SENCO who had participated in the interviews. The mean age of the participants who provided information regarding their age (11 out of 20 participants) was 37 years 9 months with a range of 31 years to 54 years. Table 4.2 provides participant demographic information.

Table 4.2 Q Sort participant demographic information

Q SORT	Role	Years in Post	Age
1 PSM1	Pupil Support Manager	7	Not provided
2 SEN 1	SENCO/Head of Learning Support	6	38
3 SEN 2	Assistant Head/SENCO	3.5	54
4 SEN 3	SENCO	20	50+
5 PSM 2	Pastoral Leader of Year 10	3	32
6 PSM 3	Inclusion Manager	10	50
7 PSM 4	Student Support Manager	8	56
8 PSM 5	Head of Year 7	5	Not provided
9 SEN 4	SENCO and teacher of the deaf	3	Not provided
10 PSM 6	Learning Manager Year 10	2	33
11 SEN 5	SENCO	7	53
12 SEN 6	SENCO	10+	Not provided
13 PSM 7	Assistant Head – Pastoral Key Stage 3	2	38
14 SEN 7	SENCO	2	40
15 PSM 8	Progress Manager	6	31
16 SEN 8	SENCO and Designated Safeguarding Person	4	41
17 SEN 9	SENCO	18 months	Not provided
18 PSM 9	Pastoral Leader	14	Not provided
19 PSM 10	Key Stage2/3 Transition Manager	1	Not provided
20 SEN 10	SENCO	2	Not provided

Note. PSM indicates a Pastoral Manager and SEN indicates Special Educational Needs Coordinator.

4.7 Measures

This section outlines how the interview questions and the Q sort were developed and piloted.

4.7.1 Development of interview questions

When designing interview questions Kvale (2007) distinguishes between the thematic research questions, that is the theoretical conceptions of the research topic and the interview questions. As there was one broad research question for this research the issues relating to it from the literature formed the thematic areas which were the basis for the interview questions.

The literature (Clegg, Stackhouse, Finch, Murphy & Nichol, 2009, Stringer & Lozano, 2007 and Ripley & Yuill, 2005) identified that some children with behavioural difficulties also had unidentified speech and language difficulties. It was also suggested in the literature (Stiles 2012) that there was a lack of knowledge and experience in identifying and supporting language difficulties in young people with behavioural difficulties. In addition, the literature suggested that teachers and other adults in school had little or no knowledge of speech and language difficulties (Sadler, 2005 and Marshall, Stojanovik & Ralphs, 2002). Literature which considered teachers' perceptions of children's behavioural difficulties (Polalau & Norwich, 2002) indicated that teachers' causal attributions affected their responses. Additionally, the literature (Hartshorne, 2011) suggested that teachers may misinterpret language difficulties as inappropriate behaviour.

The issues emerging from the literature led to the identification of five key areas for exploration in the interviews. These were as follows:

- Previous and current knowledge, understanding and experience;

- Views of the causes of behavioural difficulties;

- Responses or interventions to behavioural difficulties;

- View or understanding of the importance of language skills in developing emotional regulation and managing behaviour;

- Opportunities provided for young people to develop language skills.

Questions related to each of these areas were developed as were two vignettes describing a student experiencing difficulties with their behaviour in school. These vignettes included suggestions that the young person may also have difficulties with language skills but this was not explicitly stated. The vignettes were based on those used by Starling, Munro, Togher and Arciuli (2011) in their article to increase the awareness of professionals in recognising language impairment in secondary school populations. The draft interview questions and vignettes are included in Appendix 2 page 211.

4.7.2 Piloting of interview questions

The interview questions and vignettes were piloted with a Pastoral Manager and a SENCO as staff in these roles were to form the sample for the interviews. With the participants' permission the interviews were audio taped and transcribed. This data was not included in the final analysis. The participants were asked to comment on the clarity of the questions and whether they had found the questions difficult to answer.

Following the piloting of the interview questions some of the questions were amended to ensure they were clear and concise. The following questions were amended:

4. Would you consider language difficulties to be a cause of young people's behaviour difficulties in school?

5. If you did consider language difficulties as a cause of their difficulties in managing their behaviour how important a cause would you consider it to be?

6. If you did not consider language difficulties as a cause of young people's behaviour difficulties, why would you not consider it?

7. How important to do you consider language development to be in the development of young people's skills in emotional regulation and their ability to regulate their behaviour?

These were amended to:

4. When you are thinking about young people's behaviour, what do you consider to be the main causes of their difficulties in managing their behaviour in school?

5. **If language was included:**

 Why would language to be one of the main causes?

 How important a cause would you consider it to be?

If language was not included:

Would you ever consider language to be a cause of young people's behavioural difficulties?

Why do you think you might not consider this to be one of the main causes?

6.   Do you think there are any reasons why language difficulties may not be identified in young people with behavioural difficulties?

7.   Is language development an important factor in self-regulation?

In addition to this clarification and simplification of the existing questions, three further questions were added:

1.   Can you tell me how you got to be where you are now?

- Background

- Role

- Training

- Experience

- Training on language development.

2.   Are you aware of the key findings of the Bercow Report and did you access the Inclusion Development Programme (IDP) on Speech Language and Communication?   Did you find any implications for your school?

3.   Have you been surprised by anything we have discussed?

These together with the amended questions formed the final interview question script and these along with the vignettes can be found in Appendix 3 page 213.

In addition to this consideration was given to probes and these were noted on the interviewer's prompt sheet. They included; 'Could you tell me something more about that?', Do you have any further examples?' and 'Could you give me some more details?'

4.7.3 Development of the Q sort

In order to develop the Q sort it was first necessary to develop a concourse from which the Q set is formed. Once this was developed the Q set was trialled and amended and the final Q set formed. The process of developing the concourse and Q set will be outlined in the next section.

4.7.4 Developing the Q sort concourse

The concourse was identified from the interview transcripts, the research literature and wider sources relating to language development and behaviour. The interview transcripts were read and statements identified from each of the transcripts along with statements from the literature review (Appendix 4 page 215). Both the national context and the research literature were considered when identifying the statements for the concourse.

Initially, this resulted in over 100 statements being generated. These were sorted into 13 categories, (Appendix 5 page 221). Coogan and Herrington

(2001) advocate this approach as a way of ensuring that 'all aspects of the topic of interest to the researchers and participants have been covered' (p. 25) and it is not biased towards a particular view point.

Duplicate items were removed and the categories further refined to 11 categories and the statements reduced to 71. These statements were then further reduced to 40 statements through identifying those which succinctly reflected each of the categories. Watts and Stenner (2012) identify that 40-80 items can be used and 40 statements were finally chosen for this Q sort. Once the statements had been chosen they were randomly placed in a grid and numbered from 1-40. (Appendix 6 page 222).

4.7.5 Trialling of the Q sort

Both the instructions and the Q set were piloted in order to establish that the instructions could be completed without support and that the statements could be sorted in relation to the question. Following this initial piloting and the responses from this the instructions were amended as were three of the statements. This was to avoid a negatively expressed statement, to correct a typographical error and to clarify the meaning of the statement. The Final Q Sort statements can be found in Appendix 6 page 222 and Instructions/Response sheet are included in Appendix 7 page 225.

The next section addresses the data collection for the:

i) Interviews and

ii) Q Sort.

4.8. Data collection

In this section the procedures employed in data collection for both the semi-structured interviews and the Q sort will be described.

4.8.1 Interviews: data collection

Semi structured interviews were conducted with eight participants and were conducted in the participants' schools at a time which they found convenient. Participants signed the consent form at the beginning of the interview (Appendix 9 page 228). Each interview lasted for approximately one hour. The interviews were taped with the participants' permission and then transcribed. The tape failed to record the last section of one interview with a Pastoral Manager. No further action was taken with regard to this because of the specific circumstances relating to this participant's school. The school was the subject of an arson attack resulting in severe disruption and the school being temporarily relocated. The interview was included in the data analysis as only the responses to the last two questions on the second vignette were not recorded. The researcher's recollection of the interview was that the participant had reiterated what would have happened in their own school in response to the questions and this had been described earlier in the interview. As so little data

was missing it was decided to include the interview in the data analysis and it was not considered that this had impacted on the analysis or interpretation.

4.8.2 Q Sort: data collection

In the first instance the written instructions for completing the Q sort (Appendix 7 page 225) together with an accompanying letter and consent form (Appendix 9 page 222) were emailed to the participants. They were also posted to the participants along with the sorting statements. The recording forms were either returned by email or in the post-paid envelopes provided. Participants were given three weeks to complete the Q sort and if they had not returned the recording sheet a follow up email was sent asking if this could be returned as soon as possible. The majority of the Q sorts were returned by post and two were returned electronically.

Some of the later participants were handed the Q sorts and the completed sorts were collected from them. One of the participants completed the Q sort in the presence of the researcher.

To complete the Q Sort the participants had to:

- Read the question card;
- Think about the question and read the statement cards and sort them into three groups: 'Agree Most', 'Neither Agree or Disagree' and 'Disagree Most';

- Using the cards in the 'Agree Most' group and the Q Sort grid (Figure 3.2) and they had to decide which statement they most agreed with and place it on the grid at +6. The cards continued to be sorted until all the cards in that group had been sorted and placed in the grid;

-6	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
									21			

(1)   (1)

(2) (2)   (2) (2)

(3)   (3)

(4)   (4)

(5)   (5)

(6)

Figure 4.2:Q sort grid

- The procedure was repeated for the cards in the 'Neither Agree or Disagree' and 'Disagree Most' groups until the grid was completed.

Participants were contacted where it was necessary to clarify their responses in order to enter the data into PQMethod, the statistical software used to analyse the data. In some instances numbers had been recorded twice and other numbers omitted. In two cases these were transcription errors as the responses had been copied from a handwritten sheet onto an electronic version so they could be returned by email. Another participant indicated that a statement had been missing from the initial pack so all the information was

returned to them so that they could reconsider their responses and include the missing statement.

In the next section ethical considerations including confidentiality and anonymity as well as the dissemination of the results are discussed.

4.9 Ethical Considerations

The research was conducted in accordance with the British Psychological Society's Code of Ethics and Conduct (2009) and Code of Human Research Ethics (2010) and the ethical guidelines of the University of East London (2011). Ethical permission was obtained from the University of East London. (Appendix 10 page 231)

All the participants in the research were either teachers or other adults working within schools and so may have had some awareness of the nature of research. However, their informed consent was sought by giving a written outline of the research (Appendix 8 page 227) with the right to withdraw from the research at any point before the interviews were transcribed or the Q sort data collated. They were asked to indicate their agreement to participating in the research by signing a consent form (Appendix 9 page 222). Participants were provided with the opportunity to have a copy of the final conclusions of the research.

A risk assessment was completed as part of the University of East London's research proposal approval procedures and it identified that there was low risk as the research involved individual interviews within a school environment with consenting adults and an a Q sort which was conducted via the post.

4.9.1 Confidentiality and Anonymity

The names, personal information and geographical location of the individual participants and their schools were changed in order to maintain their anonymity. It is not possible to identify individuals or their schools within the research. Although anonymity was maintained it was still possible for participants to withdraw from the research. In the interview transcripts each participant was allocated a pseudonym and in the Q sort each school and participant was allocated a number with only the numbers used in the research. The list containing the names and numbers was kept separately and only referred to if there was a request by a participant to withdraw from the research or if it was necessary to clarify information provided.

All the data remained confidential. Paper transcripts of the data were stored in a locked box in the researcher's home and electronic versions of the data were stored on the Local Authority's secure server and on the researcher's password protected computer in accordance with the Authority's data protection guidelines and the Data Protection Act (1998).

4.9.2 Dissemination of findings

All the participants were offered a copy of the summary of the research findings and a copy of the findings would be provided for the researcher's employer who part funded the researcher's place on the doctoral programme.

The next section considers reflexivity which was integral to all stages of this research and the influences that operated between the researcher and the participants. Consideration was given to how the data was collected and interpreted both in terms of the context of how it was collected and the wider social systems of the schools.

4.10 Role of the researcher

The role of the researcher and the epistemological stance adopted are inextricably linked. Within the methodology adopted in this study the reflexivity of the researcher is seen as being central, with the researcher being aware of her role in the construction of meaning. Willig (2008) argues that it is necessary to be both personally and epistemologically reflexive and Mertens (2005) identifies the values which influence decisions should be explicit.

Braun and Clarke (2006) assert that Thematic Analysis involves a number of decisions 'which need *explicitly* to be considered and discussed.' (p. 82). However, while they consider that transparency regarding why and which decisions have been made they also acknowledge that it is not possible for researchers to free themselves from 'their theoretical and epistemological

commitments and data are not coded in an epistemological vacuum' (Braun & Clarke 2006, p. 84).

Finlay and Gough (2003) argue that reflexivity can assume that there is access to 'subjective feelings and values' (p. 26) and that this is within a positivist stance; however, it is important that the researcher makes visible the effect which they consider they have had on the research process and that power is a key issue within the research.

The two issues of reflexivity and power will be considered in relation to this research.

4.10.1 Reflexivity

Reflexivity has been important throughout the research not only in the data analysis but also in the construction of the research tools and the data collection.

The researcher was aware how the adopted epistemological stance influenced the selection of data collection methods and also the methods of data analysis as well as the impact on claims regarding validity, reliability and generalizability. The research will not be presented as being objective and generalizable but will address issues relating to confirmability, transparency, credibility and dependability.

In being reflexive it is important that the researcher is aware of their own values and how these influence all aspects of the research. In this study, the researcher's core moral principles that underpin her personal and professional work are those of:

- Promoting autonomy (helping children advocate for themselves through empowerment. In the case of this research, it is about promoting professionals' understanding so they can advocate better for children and young people's needs by giving them the support they need);

- Beneficence (doing good for children);

- Non-maleficence (doing no harm) and

- Social justice (the belief that children should not be disadvantaged by social 'lotteries' of social or biological life over which they have no choice).

These moral principles have led to building the researcher's practice around advocacy, practice based evidence as well as evidence based practice (Fox, 2011) and a social model of disability. This research involved young people who were in danger of permanent exclusion which, if it materialised, would have a significant impact on their life chances.

In addition to being aware of her values and how these impacted on the research, the researcher was also aware of her professional identity as an educational psychologist at all stages of the research but particularly during the interviews where it was necessary to be aware of the danger of the interview becoming a professional discussion. It would in some instances have been easy for the researcher to be drawn into the role of being an educational psychologist and sharing knowledge as well as providing guidance and support.

The importance of the researcher being aware of her role in the construction of meaning was particularly important in conducting the Thematic Analysis of the interview data. Braun and Clarke (2013) are clear that 'developing themes from coded data is an *active* process' (p. 225) and that the themes do not emerge from the data. The researcher was conscious when identifying themes within the data that they were constructions and that many themes were considered before arriving at the final themes. The researcher was also conscious of assumptions and knowledge which influenced the selection of themes. The researcher was aware of the themes which were identified in the literature, such as teacher knowledge and experience, as well as psychological theories such as attribution theory and the social and political context of the research and how these influence decisions regarding the identification of themes within the data.

A research diary was kept allowing for decisions to be recorded and reflected upon. It also provided a vehicle to allow the researcher to be self-reflective following the interviews and also during the thematic analysis. During the Factor Analysis in the Q Methodology it provided the opportunity to reflect on whether decisions regarding the analysis were being influenced by the preceding analysis of the interview data.

4.10.2 Power Relations

Kvale (2007) and Kvale and Brinkman (2009) highlight the ethical and power asymmetry issues that exist when conducting interviews. This power asymmetry existed not only in the interview context but also in researcher's dual role as a Local Authority Educational Psychologist and researcher.

The research was undertaken in the Local Authority where the researcher works as an educational psychologist. The participants included some SENCOs and Pastoral Managers who the researcher is currently working with or has worked with. It is possible that the researcher's position as an Educational Psychologist working within the Local Authority may have influenced the responses given. In the initial letter (Appendix 8 page 221) sent to the participants requesting their involvement, the researcher's position as a Local Authority Educational Psychologist was clearly stated as was the was the reason for the research. As part of the introduction to the interview the researcher clarified that this work was being undertaken as part of a doctoral course and that the research was unrelated to the day to day work as a Local Authority Educational Psychologist. The participants' anonymity was also emphasised and it was stressed that views and opinions expressed would remain confidential in that they would not be discussed with other local authority officers or staff within the school and would only be used within the context of the research. Participation in the research would not impact on future services and support provided by either the researcher or any other educational psychologist working within the Local Authority.

The issue of power asymmetry was also considered in relation to the Q Sort. While most of the participants completed this without the researcher being present they would have been conscious that they were providing a written response and may have been concerned about the impression this would create. However, it is possible that as the Q sort was completed without the researcher being present and returned by post this may have given the impression of greater anonymity.

4.12 Summary

This chapter has outlined the research paradigm adopted in this research as well as the development of the research methods, data collection procedures and ethical considerations. A critical realist ontological stance with a constructionist epistemological position was adopted for this research as was a sequential exploratory design using mixed methods. The methods of data analysis have been identified and the points of analysis and integration.

The next chapter will describe the first stage of data analysis where the data from the semi-structured interviews is analysed.

Chapter 5 Data analysis - interviews

5.1 Introduction

In this chapter an analysis of the interview data using Thematic Analysis will be presented. A description of how the data were coded and initial themes were grouped to form the main themes will be addressed. Inductive Thematic Analysis was used and the suggestions by Braun and Clarke (2006, 2013) informed the analysis. The outcome of the analysis is discussed with reference to the main themes. The first step of transcribing the audio recordings will be described in the next section followed by the how the data were coded and themes identified.

5.2 Data transcription

The initial transcription was completed by a professional typing service. They were made aware of confidentiality issues and agreed to respect the confidentiality of the data. The transcription conventions to indicate intonation, emphasis, volume shifts and pauses were not utilised in the transcripts as the data were analysed using Thematic Analysis rather than either Conversational or Discursive Analysis.

Following the transcription, each recording was listened to by the researcher who simultaneously read the transcript to ensure the accuracy of the

transcription and to decipher, where possible, those sections which were unclear. Some amendments to the transcripts were made at this point to capture any words which had been unclear in the recording. A sample of the interview transcripts is included in Appendix 11 page 232 and all the interview transcripts are provided on an accompanying CDROM.

Information which would have enabled the participants or their institutions to be identified was removed or changed to preserve anonymity and confidentiality. For example, references to geographic places and the subjects taught were changed and the participants' names were replaced with pseudonyms. The next section describes the stages used in analysing the data.

5.3 Interview data coding and analysis

The steps taken to arrive at the final analysis of the data set are outlined in the next sections. The first section outlines how the data set was coded and the identification of the themes and sub-themes within the data. In the second section the analysis of the data is presented describing the content and meaning of the data.

5.3.1 Data coding and identification of themes and sub-themes

This section will describe the process engaged in to code and identify the themes and sub-themes within the data.

5.3.2 Familiarisation

Reading the transcripts to ensure their accuracy also developed a familiarity with the data. This familiarity was also developed through reading the transcripts to identify statements for the Q sort concourse. Braun and Clarke (2013) identify this familiarisation process as the essential beginning to the analysis and describe it as a 'process of 'immersion' in the data' (p 204). Reading the transcripts to identify statements for the Q sort concourse and the Q set meant that items of interest had already been identified and an overall impression of the data had been obtained. A note of these items was retained and as were the categories which were identified for the Q sort concourse.

5.3.3 Initial coding

The first step was the decision to engage in complete rather than selective coding of the data. Selective coding involves identifying instances of the phenomena and complete coding identifies all the data that are of interest in answering the research question. It was considered appropriate to engage in complete coding so that everything that was of interest would be identified within the data set.

An inductive approach was used to analyse the data. Within the context of this research it was more appropriate to adopt an inductive analytical approach to the data as there was a paucity of research within this area and there were no existing analytical frameworks which could be used.

The data set was re-read and coded using semantic codes. These provided a description of the semantic meaning of the data; that is they provided a summary of the explicit content. Each coded section of data were then extracted from the transcript and copied into a Microsoft Word table along with the coding. A sample of the coding can be found in Appendix 12 page 250. Following this extraction the complete data set was re-read along with the extracts to ensure that everything that was relevant or of interest at that time had been identified.

Following this re-reading of the data a further level of coding was undertaken to identify latent codes. Latent codes identify implicit meaning within the data. The data and the codes were colour coded so the original transcript could be easily identified. Once the whole data set had been coded it was re-read and similar codes were amalgamated. Each code was given an abbreviation which was applied consistently across the data set (Appendix 13 page 257). The codes from each transcript were then copied into a single table allowing the codes to be sorted into groups and a sample of the grouping can be found in Appendix 13 page 257. The different colour coding used for each participant enabled the identification of the individual transcripts. This process identified those codes which only occurred in one transcript and provided the opportunity for these to be reconsidered and either discarded or amalgamated with another code.

The next step was to begin the identification of patterns within the data and the candidate themes. Braun and Clarke (2013) identify that themes can occur at three levels: overarching themes which they argue structure the analysis,

themes themselves and sub-themes within the themes. The themes can be related hierarchically, laterally or both.

5.3.4 Identifying patterns in the data

The identification of patterns in the data began with printing out the colour coded and sorted codes from the data. These were then separated into the individual codes so that they could be arranged and re-arranged into patterns allowing candidate themes to be identified in the data. Some initial thinking had already occurred as extracts from the data had already been sorted and grouped for the Q sort concourse.

The steps taken to make sense of the data were as follows:
1. Data were divided into text segments which were labelled with codes.
2. The codes were examined for overlap and redundancy.
3. The codes were collapsed into broad themes.
4. The codes were narrowed into a few themes using an inductive process.
5. Specific data were selected for use and data not specifically providing evidence for the themes were disregarded.

In total 120 codes were generated and consideration was given to the groupings identified for the Q sort concourse when the first grouping of the codes was undertaken.

The first broad themes which were identified were: Own Expertise, View of Language, View of Behaviour, Other Teachers, Interventions, View of Students,

Parents and Society. A photographic record of the analysis can be found in Appendix 14 page 268.

As a way of reflecting critically on these first broad themes, Braun and Clarke's (2013) 'Good Questions To Ask Yourself In Developing Themes' (p 226) was used.

Member checking i.e. checking the analysis with the participants is recognised as a way of evaluating the quality of qualitative research (Lincoln and Gubba, 1985). However, it was not possible to use this at this point as the analysis was completed during the school holidays and participants could not be contacted. Checking the analysis with a colleague was used as an alternative method to member checking but clearly this had limitations. The colleague could not say that the analysis represented the participants' voice. The colleague could only indicate the analysis, in her view, represented the data as it was presented to her.

After further consideration two overarching themes were identified in the data: 'Not my job' and 'In my experience'. Within the overarching theme of 'Not my job' there were three themes: 'Others' expertise', 'Confidence' and 'Job Focus'. Each of these three themes had sub-themes. A diagrammatic representation of the themes and sub-themes can be found in Figure 5.1 and a photograph of the analysis in Appendix 14 page 268.

Figure 5.1 Diagrammatic representation of themes and sub-themes version 2
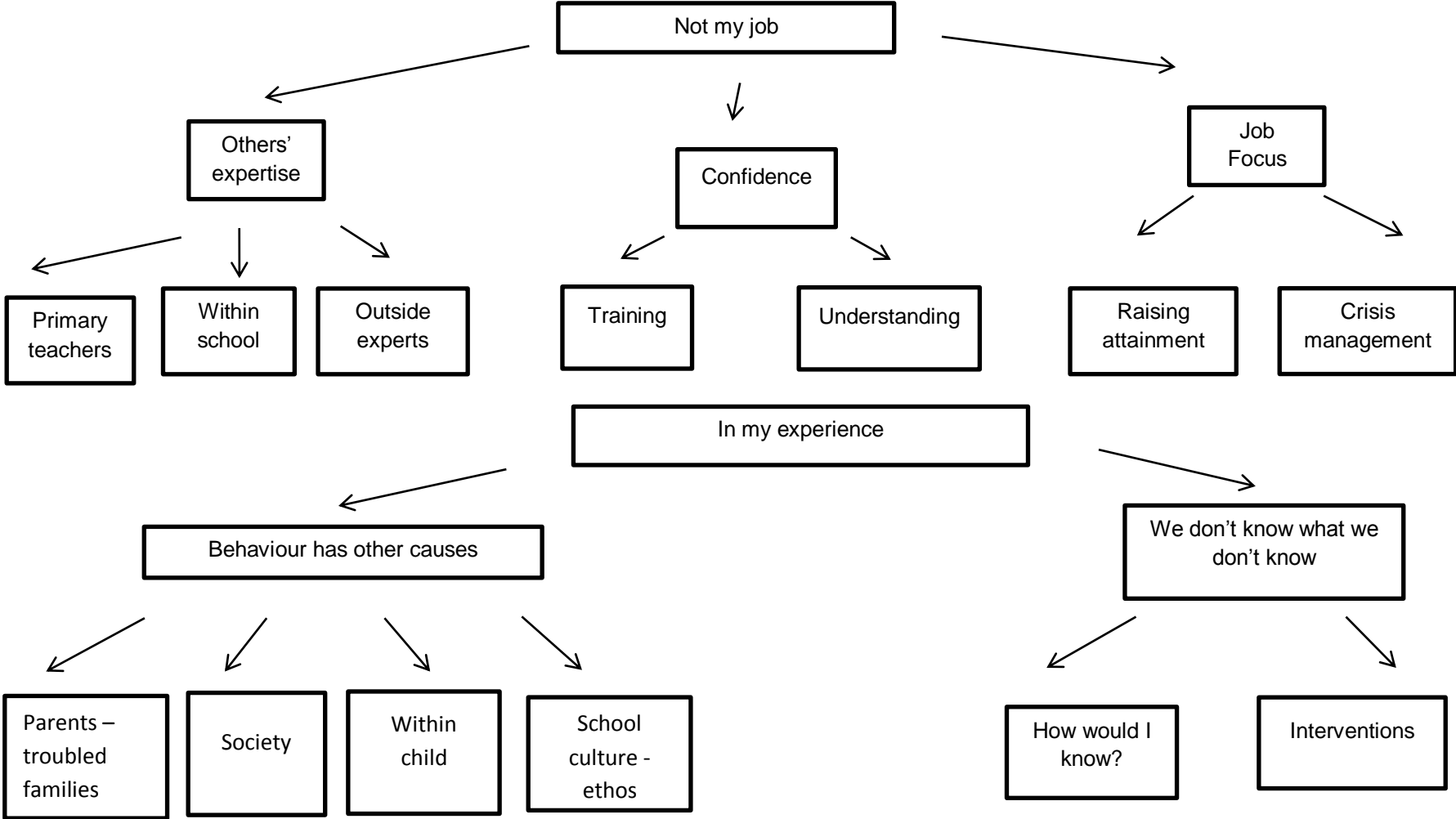
At the point where the data extracts had been grouped, the analysis was again checked with an Educational Psychologist colleague to evaluate the quality of the analysis. Following this and after further reflection and re-reading of extracts and codes the analysis of the data was revised with four overarching themes being identified: 'Language and Behaviour for Learning', 'In my experience', 'Expertise' and 'Factors other than language'. Each of these overarching themes contained a number of themes, some of which had been used previously. A diagrammatic representation of the candidate themes can be found in Figure 5.2 and a photographic record in Appendix 14 page 268.

Figure 5.2 Diagrammatic representation of themes and sub-themes version 3

1. Behaviour and language for learning

2. In my experience

Teacher language		Behaviour and language can be a problem in learning

We know what we know and we don't know what we don't know		One size fits all		Talking is the solution not the problem

3. Expertise

4. Other factors other than language

'Jack of all trades' – I'm not an expert		I only know what others tell me		Expertise is elsewhere

Within child		Cultural

At this point an attempt was made to write theme definitions and it became clear that the scope of some of the themes was not clearly defined. This led to a further review of the themes and the codes along with the data extracts and the data set was re-read. A further grouping of the data was undertaken and this resulted in the identification of two themes. These were 'Expertise' and 'Why didn't I think about language?' Three sub-themes identified within the theme of 'Expertise' were as follows:

- I'm not an expert.

- We know what we know and we don't know what we don't know.

- Others are the experts.

These themes were also related laterally to each other.

Within the theme of 'Why didn't I think about language?' there were two sub-themes:

- Language and behaviour for learning;

- Other causes are more likely.

The sub-theme of 'Other causes are more likely' was related laterally to 'I'm not an expert' and the sub-theme of 'Language and behaviour for learning' was related laterally to the sub-theme of 'We don't know what we don't know'. A diagrammatic representation of the themes and sub-themes and their relationships can be found in Figure 5.3 and a photographic record of the analysis can be found in Appendix 14 page 268.

Figure 5.3 Diagrammatic representation of the Thematic Analysis of the interview data.

What is the understanding of key staff (pastoral managers and SENCOs) in mainstream high schools of the relationship between students' behaviour difficulties and their language skills?'

Theme 1
Expertise

Theme 2
Why didn't I think about language?

| **Sub-theme 1** I'm not an expert | **Sub-theme 2** We know what we know and we don't know what we don't know | **Sub-theme 3** Others are the experts | **Sub-theme 1** Language and behaviour for learning | **Sub-theme 2** Other causes are more likely |
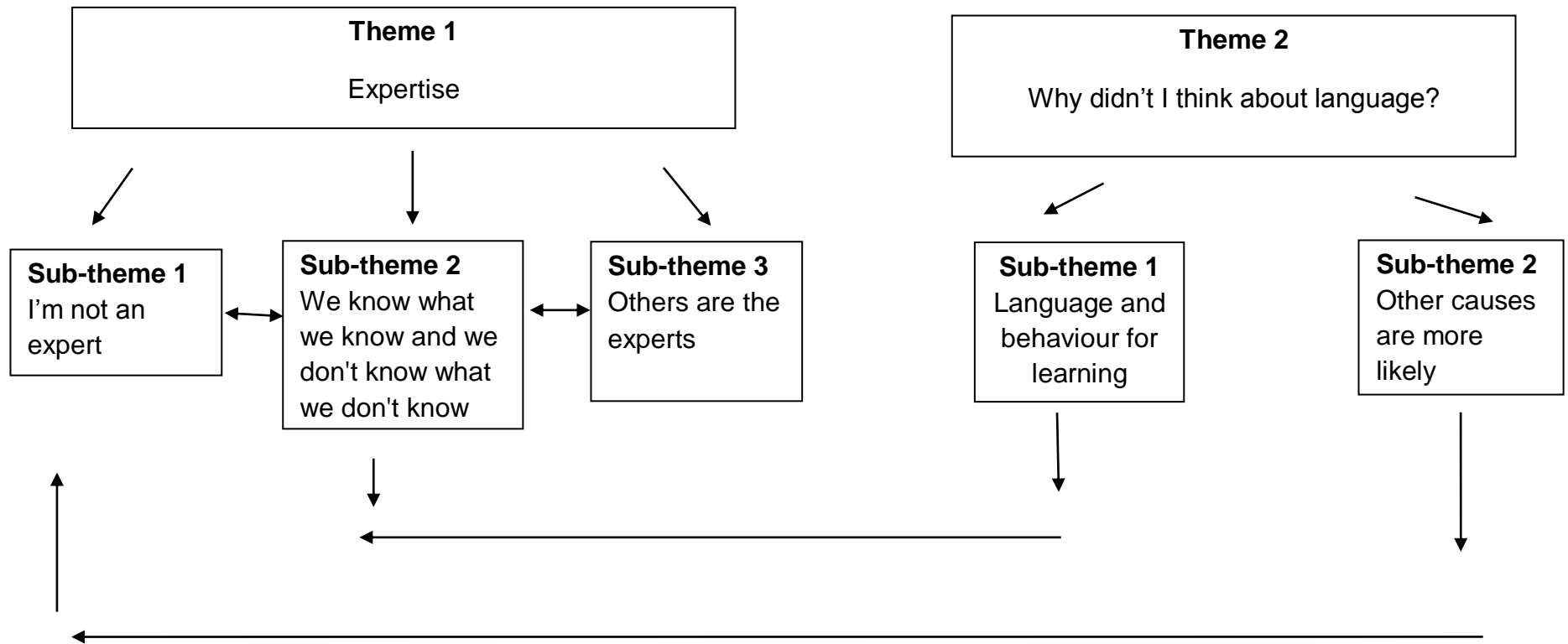
The participants' words were used for one of the themes and for a sub-theme. These in vivo codes are 'Why didn't I think about language?' (theme) and 'I'm not an expert' (sub-theme). The phrase used as the second theme title was used by a participant when thinking about the causes of behavioural difficulties for young people. The sub-theme title was a phrase used by one of the participants along with the phrase 'Jack of All Trades' as a way of describing her view of herself in her role.

While Braun and Clarke (2013) acknowledge that in theory themes could be reviewed indefinitely they identify the point at which to stop reviewing as being the point where it is considered that there is 'a set of distinctive, coherent themes, and a sense of how they fit together and the overall story they tell about the data.' (p. 236). Having been immersed in the data and having considered a number of candidate themes and how they could relate to each other it was considered that the final themes were distinctive and coherent, they fitted together and told an overall story about the data. It was particularly useful to have to justify decisions, to explain the themes and how they were related to an Educational Psychologist colleague. Having a critical colleague who asked pertinent questions confirmed that a point in the analysis had been reached where reviewing the data could stop.

In the next section the analysis of the data will be presented. A predominantly descriptive form of analysis has been adopted rather than a conceptual approach. In a descriptive approach the aim is to 'give voice' to the participants while a conceptual approach aims to provide an explanation of meaning which goes beyond the data.

5.4 Outcome of the analysis

Each of the main themes will be described along with the sub-themes within the theme. Quotes from the participants will be used to illustrate the content of the themes and sub-themes and to give the participants' voice in the analysis.

5.4.1 Theme 1 'Expertise'

Expertise is defined as 'expert opinion or skill or knowledge' (The Concise Oxford Dictionary) and the relationship between language difficulties and problem behaviour was perceived to be an area of specialist knowledge and understanding which was outside the participants' area of expertise.   The following comments from two participants, Peter and Joan illustrate this:

> *Why children would have unidentified language difficulties. I mean, I, I'm out of my knowledge zone here but you know, language acquisition and that skill base is it not developed in very young children? (Joan Transcript 8 Lines 362-364)*

> *Ehm, Key language skills? I don't know of any specific skills to be honest, you know I would just say that, I mean even when children have a struggle in their upbringing they can still communicate and use language effectively. (Peter Transcript 7 Lines 302-305)*

That this was an area which was outside their expertise can also be seen in the understanding of what is meant by language skills.   Language skills were described as vocabulary, the language of instruction in the classroom and language used in the curriculum, English as an additional language (EAL) and as being a difficulty found within specific conditions such as autism.

Vocabulary for me is also part of language and I am aware perhaps even more now that some young people, their broader base of language is actually quite restricted. (Ruth Transcript 2 Lines 155-157)

I think we're starting to scratch the surface in terms of the way teachers present material and some of that has come from a recent increase in the number of students that we've got who are on the Autistic spectrum somewhere. (Mary Transcript 4 Lines 134-137)

Erm, Key Language skills, erm there's the sort of language skills that are associated with the actual curriculum so of being able to form a balanced argument, being able to put somebody else's point of view across, to be able to criticise appropriately. (Clare Transcript 5 Lines 300-303)

We have several Polish children and Chinese children in school and their behaviour has been impeccable. I do think the language barrier has been a problem in certain areas but haven't found it to be a problem in terms of their behaviour. (Helen Transcript 3 Lines 199-202)

An expert would be someone who would be considered to have a high degree of skill or knowledge in a particular area or subject. The participants perceived themselves to be experts within their own field having specific training and knowledge in their subject areas and also with in teaching and learning. In some instances they also described acting in an intuitive way which links to Shön's (1987) view of an expert as someone who is able to simultaneously monitor and adapt their performance.

… over the years you start to become, and intuitive, and I say well ok well where am I going to take my next step, and the next step would be very, very different depending on what comes back. (Joan Transcript 8 Lines 96-98)

but again that's from experience of seeing that actually a child that we've been told oh is really difficult, has lots of problems, will struggle to concentrate, etc erm we then haven't seen that but so that's why we do that really. (Clare Transcript 5 Lines 44-47)

This view of their own expertise led them to consider the limitation of their knowledge and skill and to recognise that others had the specialist knowledge

and skills in other aspects of child development and learning. This view would be reinforced by the structures within the wider educational context where the Code of Practice for Special Educational Needs (2015) identifies that there are times when schools will need to seek advice and assessment from a specialist which would include educational psychologists and speech and language therapists.

> *I am not a specialist in that area, I am kind of a generalist and sometimes you do need those specialist skills. (Ruth Transcript 2 Lines 521-522)*

As experts in their subject and with a focus on learning progress, SENCOs and Pastoral Managers sought and analysed information related to their own areas of expertise.

> *Things like what is the behaviour like in class. How is the child's attainment. What is the attitude in class. [Uhh] Any other comments that they want to add. [right] Levels – if they know the levels. (John Transcript 1 Lines 30-32)*

> *It would be looking at their attitude to learning in lessons. It would be looking at the progress that they're making in terms of individual subjects. If it's our data we would look at the record of lost credits, how many lost credits there had been. (Helen Transcript 3 Lines 47-49)*

Lack of awareness of an issue or a lack of confidence in a particular area may result in this area not being interrogated. Information which is collected may be used selectively to answer specific questions with other questions being considered to be within the expertise of an outside specialist or teachers working in a different age phase.

In addition to the availability of expertise from outside the school there is further specialisation within school with SENCOs and Pastoral Managers having

strategic responsibilities for ensuring that others have the necessary skills rather than them having the skills themselves. Teaching assistants may have the expertise necessary to support young people with difficulties as they may have attended additional training to develop their knowledge and skills to work with particular groups of children.

> *… I have said myself that I wanted to do some speech and language from next year that's why the TA is going on that, because as you've said yourself, I mean I'm recognising it as a problem area and so what I want to do is make that TA3 responsible for, you know, with me as overall lead, they're actually doing a lot more looking at those. (Lucy Transcript 6 Lines 317-321)*

Language development was identified within the database as being an area of specialist knowledge which was within the expertise of others. While SENCOs and Pastoral Managers have a limited understanding of language development, they may have a strategic role within schools in developing the skills of others.

5.4.2 Sub-theme 1: I'm not an expert

The analysis of the database identified this sub-theme 'I'm not an expert' within the theme of Expertise. This is an in vivo code utilising the words of one of the participants.

A lack of confidence and knowledge regarding their understanding of the relationship between behavioural difficulties and language development could be seen from an analysis of the data. This was related to the participants' initial training, their continuing professional development, their previous and current experience and their current role within the school.

All the participants had initially trained as teachers in the secondary sector and as secondary education is subject based their route into teaching was via a first degree in a national curriculum subject and then a postgraduate qualification in education. Only one participant had not completed their Newly Qualified Teacher (NQT) first year of professional practice and had never been employed as a teacher.

The participants indicated that they had had little or no training in language development even when it might have been expected that this would have been included in the course. This is captured in Ruth's comment:

> *… my actual PGCE although it was specifically for educating secondary special needs in the mainstream secondary school, so it was subject specific in some areas and we had some input on child development and language, but we didn't go into depth, how language develops in children and the importance of language. (Ruth, Transcript 2 Lines 3-8)*

The experiences which followed their initial training were often related directly to behaviour management and pastoral support for children. This was the case for those who were SENCOs as well as Pastoral Managers. On the job training for managing behaviour was provided through peer mentoring using existing systems. This resulted in their practice being adapted in the light of experience and them developing their intuition when working with young people.

While school staff had engaged in continuing professional development they had little formal training in relation to language development. There was a lack of awareness of national initiatives such as the Inclusion Development Programme (IDP) for teaching and supporting pupils with speech, language and

communication needs (DfE 2010) and the Bercow Report (2008) There was also a lack of awareness of the work of I CAN the children's communication charity and the resources it produces to support schools. Peter's response to the question about the national initiatives was typical. He said, *'Not at all aware of it to be honest. I've heard if it, but … it's having the time…' (Peter, Transcript 7 lines 390-391).*

Even where there was an awareness of the IDP and it had been disseminated in school it was recognised that this was at a superficial level.

> *I've had the IDP DVD and … I've done some CPD on it last year, so we did actually do some to staff on the importance of language. Having said that it wasn't a huge amount. (Lucy, Transcript 6 lines 347-349).*

5.4.3 Sub-theme 2: We know what we know and we don't know what we don't know'

When the participants described their day to day work with children who experienced difficulties with their behaviour much of their work focused on managing specific incidents of inappropriate behaviour. These incidents were dealt with within the schools' existing systems and structures which shaped and influenced the information collected for these students.

When dealing with issues related to inappropriate behaviour it was often the Antecedents, Behaviour, Consequences (ABC) model which was used and the focus was on behaviour modification rather than exploring possible underlying causes for difficulties.

> *So how to work with them, improve their behaviour what's going on and what's happening to them. The sort of ABC model really. (John, Transcript 1 lines 46-48)*

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This was linked to the systems within school related to identifying what aspect of behaviour a student was having difficulty with, setting this as a target and then putting in place a system of rewards and escalating sanctions which ultimately resulted in exclusion or a managed move.

Information was often collected in a reactive rather than proactive way and was often anecdotal A 'round robin' was referred to where information was collected from all teachers but this often had no specific format or questions, '*We tend to use to use, you know, just our own observations and sort of general comment,' (Ruth Transcript 2 lines 45-46).* Some information was collected in a systematic way and included academic information and. recording the frequency of incidents.

Information which was requested from teachers focused on academic information and the information which pastoral heads and SENCOs collected was limited by their knowledge and expertise. There was a focus on literacy and numeracy.

> *We collect reading and spelling, we used standardised tests to see who is falling below the water-shed that we have. (Ruth, Transcript 2 lines 59-61)*

Other information was provided by the existing behaviour modification systems which were in place involving the use of report cards, credits and loss of points and other reward and sanctions systems. If a student's behaviour was not modified by the system the result may be a fixed term or permanent exclusion and/or a managed move to another school.

… in some cases it doesn't matter how many strategies you put in place the pupils don't change their behaviour and then you're looking at things like managed transfers, exclusions and that. (Helen, Transcript 3 lines 120-123)

The analysis of the database identified that gaps in learning, difficulties with literacy skills, disruptive behaviour in classroom and teachers' concerns about a lack of academic progress were most commonly identified and focused on when children came to the attention of SENCOs or Pastoral Managers.

5.4.4 Sub-theme 3 'Others are the experts'

Other professionals have the expertise in identifying whether children with behaviour problems were experiencing difficulties with language. These include primary teaching staff, educational psychologists, speech and language therapists and other staff working within school such as teaching assistants.

It was assumed that if language difficulties were the cause of behaviour problems then this would have been identified when the child was in primary school or earlier. Joan commented,

... when they get to us should it not have already been identified…

I mean we would hope that primary school would be the key places that that would be identified,… (Joan, Transcript 8 Lines 367 and 635-636)

Language development was perceived to be an area expertise for primary teachers. Their knowledge and skills would have been developed through their initial training and also through their daily intensive contact with the children they taught.

Not only was language development and identification of difficulties perceived to be within the remit of primary rather than secondary education there was the perception that support services were also more readily available and more appropriate within the primary sector.

> *… in secondary, certainly here, erm the notion of speech and language therapy is very much one of for the younger child much younger child … (Mary, Transcript 4 lines 299-301)*

If students with behavioural problems had difficulties related to language difficulties then other professionals would have the expertise to be able to identify this. Educational psychologists and speech and language therapists were identified as the key professionals with this expertise.

> *… speech and language therapists or ed psychs that you know I often, I think right, I can compartmentalise my time, let them deal with that and then they give me recommendations and explain how and why. (Peter, Transcript 7 lines 414-416)*

Other school staff were identified as having the necessary expertise to support and identify whether students with behavioural difficulties may have underlying language difficulties. Teaching assistants had been provided with additional training either through opportunities to attend courses or to work directly with speech and language therapists to develop their knowledge and understanding. In some instances teaching assistants were given a responsibility for developing awareness of language skills within the school.

> *… speech and language therapists…have done some training with some of our high level TA's who have then disseminated it to teachers…' (Clare, Transcript 5 lines 276-279)*

5.4.5 Theme 2: Why didn't I think about language?

The second theme 'Why didn't I think about language?' paraphrases one of the participant's responses in an interview. This main theme contains two sub-themes, 'Language and behaviour for learning' and 'There are other more likely causes'.

Both SENCOs and Pastoral Managers recognised that there was a relationship between behaviour problems and language development. Their view of this relationship was shaped by their perception of teachers' knowledge and understanding of language skills and the impact of behaviour on learning and inclusion within school.

Language development was identified in relation to the ability to follow instructions in the classroom and the language of the curriculum. Ruth and John's comments illustrate this point:

> *We all know that perhaps the most successful children within education and young adults, perhaps where there is that enrichment of language within the home where they read more and pick up that vocabulary, almost sponge-like. Often if there is perhaps a measure of deprivation within the home and it isn't perhaps a language rich home. That does have an impact on sometimes that accessing the curriculum, sometimes having that wider vocabulary. (Ruth Transcript 2 Lines 159-165)*

> *… some of the curriculum they cannot access, because of the language difficulty. (John Transcript 1 Lines 86-87)*

Teachers were considered to have a role in modifying their language to use language to de-escalate situations and to enable their students to understand

instructions which would in turn enable them to access the curriculum. This viewpoint can be seen in Mary's comment

> *I think it is something that in many groups is a barrier to the real engagement of all the students if they don't feel, the commonly used expression 'I don't get it'…in terms of the way that the staff shape their lessons now we have a common language in terms of policy that we ask them to use, around outcomes, objectives, success criteria so that they are becoming far more familiar and they move from lesson to lesson they are getting the same diet of language that the lesson is framed with erm and hopefully that will also help and it will feel consistent, … (Mary Transcript 4 Lines 151-153 & 156-162)*

Young people's behaviour was seen to be part of their emotional development and an aspect of their social skills rather than their ability to use language competently. There was a focus on compliance, politeness and conforming within the ethos and culture of the school and the wider society.

> *We have seen children display poor social communication difficulties er or where you would have hoped that by a certain age they would have developed the knowledge and the skills to be able to handle certain situations in a different manner … (Clare Transcript 5 Lines 210-213)*

> *… with children who have actually got behavioural difficulties, and but it's because of the way that they actually use language with each other, and often it's either misinterpreting, or what other children are saying to them or not understanding how they can actually form relationships with other children … (Lucy Transcript 6 Lines 108-112)*

While there was some acknowledgment that language difficulties could contribute to behaviour problems other narratives such as troubled families and the diagnosis of underlying medical conditions. The emphasis these have been given in society and the media may have influenced their understanding of the causes of behavioural difficulties.

> *I mean there are quite a lot of, I mean obviously we tend to find that a lot of things are created from, it's either home issues that they are bringing into school and often that's causing anxiety or worries, or you know there's something that's, you know causes behaviour that way, or it's also problems with friendships and peer relationships as well. (Lucy Transcript 6 Lines 92-96)*

Language difficulties were not necessarily considered to be an important cause of behavioural difficulties particularly in relation to these other possible causes as illustrated in this comment by John, *'I wouldn't have said it is as important as home life [right] and what is going on for them outside of school.'* *(John Transcript 1 Lines 104-105)*

All schools work within the context of national standards of achievement and the OFSTED Inspection framework. The OFTSED framework influences the data which are collected regarding students. OFSTED scrutinises data to check whether students have made adequate progress across the curriculum and assesses this progress in relation to national standards and targets. Teachers and support staff collect and analyse data which are relevant to this analysis as they are accountable for students' progress as assessed by National Curriculum Levels or GCSE results. The following extract from the interview with Mary illustrates this point:

> *… the referral form that we use collates both academic information, so where they were when they arrived with us, where they are now according to the most recent tracking and then has spaces for erm what their difficulties currently are around their behaviour... (Mary Transcript 4 Lines 45-49)*

Clare outlines how data regarding behaviour are also specifically collected:

> *… internal data, obviously that we gather erm from, from our behaviour system that we use which is called Behaviour for Learning and it's logged on a system called PARS, so every incident is logged. Erm it's a very, very tight system in this school in the sense that children get stages in lessons, there's 1, 2, 3, 4 and if they get a 3 or a 4 that is logged on to the system, 1's and 2's aren't logged. (Clare Transcript 5 Lines 53-58)*

A similar system highlighting the recording the frequency of incidents and the escalating systems within schools is also found in Lucy's description:

> *Well we have a system of yellow incident sheets which actually have whole categories of different types of behaviours on them and those are actually filled in by members of staff who are experiencing difficulties with pupils. (Transcript 6 Lines 25-28)*

5.4.6 Sub-Theme 1: Language and behaviour for learning

The importance of language and the impact of language development and understanding on behaviour in the classroom were recognised as was the importance of the knowledge and skills of classroom teachers and how these could affect behaviour in the classroom. It was thought that subject teachers may have little awareness or knowledge of the children's language skills.

> *… they've a greater understanding of what a typical reading age would look like rather than language development per se.. (Mary, Transcript 4 lines 397-398)*

This limited awareness on the part of classroom teachers was identified as affecting quality of the language used by teachers which may affect students' behaviour. This was particularly in relation to instructional language.

> *I think sometimes teachers aren't very good at giving very clear, precise instructions and therefore the pupils don't know what they're doing… (Helen, Transcript 3 lines 156-158)*

Teachers needed to adapt their language so that it could be understood by students and that this was the focus of work within school.

The understanding of language was framed in terms of accessing and being successful in the curriculum and language for learning was referred to. Where language development was a focus it was often in terms of using a common

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language for instructions in lessons and developing subject vocabulary, command words for examinations or an academic vocabulary.

Difficulties in accessing the language of the curriculum were perceived to be a cause of behavioural difficulties. *'Often it is borne out of frustration sometimes it can be frustration at not being able to do the work'* *(Ruth, Transcript 2 lines 115-116)* although it was also related to the preservation of the students' self-image and self-esteem as well as their status with their peers. John's comment illustrates the view that struggling to cope with the academic demands in the classroom can lead to inappropriate behaviour in order to preserve a sense of self-worth and self-esteem.

> *I can't do this but I am not going to show my peers that I can't do this. I am just going to opt out. (John, Transcript 1 lines 96-97)*

Language difficulties impacted on children's ability to manage their emotions which in turn affected their behaviour in a range of situations within school.

> *I think some pupils come across as misbehaving or being ignorant or being rude because they can't express their feelings, definitely and sometimes you have to say to pupils you can't use that word. (Helen, Transcript 3 lines 222-224)*

Similarly, students' ability to use language in a range of social situations was also perceived to be a cause of behavioural difficulties. This included not only being able to establish and maintain friendships with their peers but also their ability to use the correct register when speaking to adults and recognising and conforming to the schools' culture and norms.

> *… we do find that language is a problem with friendship groups and things like that. (Lucy, Transcript 6 lines 114-115)*

5.4.7 Sub-theme 2: There are other more likely causes

Other causes were perceived to be potentially more likely to be responsible for behavioural problems than difficulties with language development. These would be considered and explored before other underlying causes. The other causes identified included home and wider cultural issues, within child factors including those which would have a medical diagnosis, those linked to age or temperament or the result of 'one off' traumatic incidents.

Parental influence was identified by all the interviewees as being a key factor in the development of behavioural difficulties. Parents were often identified as being both the first and only underlying cause and they were also seen as being part of the solution to students' behavioural difficulties. Clare commented that:

> *… it tends to be copied behaviour from parents quite often erm and it tends to, or their family background, what we tend to see is that they manage it better in school and then it's displayed again when you've got a meeting with the parents there as well. (Clare, Transcript 5 lines 213-217)*

Parental support was the key in enabling students to manage their behaviour more successfully in school and involving parents this was often the first step when support for a student was being considered.

> *… if the parents aren't supportive then the child is always going to be, you know, their development is always going to be negative. (Peter, Transcript 7 lines 451-452)*

Influences within the community were also identified as contributing to behavioural difficulties and a lack of engagement with learning on two levels: a culture of disengagement with learning and the influence of social media and digital communication.

We're having a lot of behavioural difficulties caused by the fact that they're not actually speaking but they're actually texting or social networking… (*Lucy, Transcript 6 lines 150-* 152)

Events which had occurred in the community were also seen as being a cause of behavioural difficulties within school.

… it can often be something that has blown up in the community and has come into school and there is lots of baggage that comes with it. (Ruth, Transcript 2 lines 124-126)

The analysis of the data base identified that participants considered the need for a medical diagnosis when seeking underlying causes for behavioural difficulties. These included conditions such as those within the autistic spectrum.

I would want an ADOS assessment done. She kind of you know to me, she kind of, she smacks of being on some spectrum or another. (Peter, Transcript 7 lines 515-517

Other underlying causes identified within the data set were age related such as examination pressure and changes as a result of puberty.

You can have, we have had some behaviour issues with year 11 because they have been feeling the pressure of exams, more so this year. (Ruth Transcript 2 lines 140-142)

Others related to specific incidents such as bereavement and family/marital breakup.

Parental break up we find where we've not had any. If there's been a child with no behavioural difficulties at all and then all of a sudden they're not trying hard in lessons, they are not handing homework in erm it's something, it's usually something that's gone on in the home. Bereavement sometimes as well, erm and that can, it doesn't really matter who it is, it's how important they were to that person. (Clare Transcript 5 lines 170-175)

Another cause of problems with behaviour was related to respect for teachers which in turn was linked to wider societal issues regarding respect.

I think some pupils misbehave for certain teachers because they don't have respect for them or they don't like the teacher and so they mess about for those… (Helen, Transcript 3 lines 164-165)

Additionally there may also be issues related to the culture within the local community where there may be little regard for the value of education possibly as a result of high levels of unemployment and deprivation.

Erm lack of engagement in education here er in certain groups within our demographic we get a real lack of engagement in education full stop. We don't see the value, the lack of perceived value in what they're doing… (Mary Transcript 4 Lines 97-99)

5.5 Summary

The data from the semi-structured interviews were analysed using an inductive Thematic Analysis which identified two themes and five sub-themes. The themes described the participants' view of their own expertise in relation to language development and behaviour difficulties and their view of the expertise of others as well as how language was related to behaviour and the understanding of the causes of behaviour difficulties.

The key findings from the data analysis are presented in an abbreviated and tabular form in Table 5.1. This phase of the analysis identified themes and sub-themes but not meta-themes.

Table 5.1 Key findings: semi-structured interviews

Meta-theme	Theme or Factor	Sub-theme
	Expertise	I'm not an expert
		We know what we know
		Others are experts
	Why didn't I think ….	It's about learning
		There are other causes

This analysis is the end of the first phase of this study and in the next chapter the second phase of data analysis, the analysis of the Q sort data will be described.

Chapter 6 Data analysis: Q sort

6.1 Introduction

In this chapter an analysis of the Q Sort data will be presented. How the data was analysed and interpreted will be described and the outcome of the analysis discussed.

Throughout this chapter and for each of the themes, Watts and Stenner's (2012) recommendations for analysis have been followed. They identify three transitions in the analysis of a Q sort:

1. From Q sorts to factors via correlation and factor analysis of the Q sorts.
2. From factor analysis to factor arrays.
3. From factor arrays to factor interpretations.

The next section describes each stage of the analysis of the Q sorts using Watts and Stenner's recommendations and guidelines.

6.2 From Q sorts to factors

A total of 20 Q sorts were intercorrelated and factor analysed using the computer package PQMethod (Schmolck 2014). Four factors were extracted and this decision was made using the 'rule of thumb' guidance of one factor or every six to eight Q sorts. There were 20 Q sorts in the data set which meant

using this 'rule of thumb' that either three or four factors should be extracted but a further recommendation indicated that four factors would be an appropriate starting point for the analysis for studies which contained between 19 and 24 Q sorts.

The four factors which were extracted can be found in the un-rotated factor matrix found in Table 2 in Appendix 16 page 281. The table shows the variance and eigenvalues for each of the factors. This table was scrutinised and the Kaiser-Guttman criterion was considered. This criterion identifies that those factors with an eigenvalue of greater than 1.0 are retained. In this instance, three of the factors (Factors 1, 2 and 3) had eigenvalues that were greater than 1.0 but the fourth factor had an eigenvalue that was less than 1.0. As the fourth factor had an eigenvalue of 0.9653 this did not meet the Kaiser-Guttman criterion and two further criteria were considered. The first, Humphrey's rule where the 'cross-product of its two highest loading exceeds twice the standard error' (Brown 1980 p. 222 cited in Watts and Stenner 2012) and the second, that there are two or more significant factor loadings at the 0.01 level. The fourth factor did not meet Humphrey's rule but had two significant factor loadings at the 0.01 level. The calculation to determine the significant factor loading can be found on page 120. As the fourth factor met one of the criteria for inclusion and as discarding a factor at this point may have resulted in a viewpoint of theoretical interest being lost, it was decided to retain the fourth factor and include it in the rotation. This factor could be discarded at a later stage as the eigenvalue could be reconsidered following the rotation.

The factors were rotated using Varimax rotation which is the most common method of rotating axis and aids interpretation by maximising high correlations and minimising low ones. Varimax rotation is appropriate for an exploratory study (Thurstone, 1947 cited in Stenner, Cooper and Skevington, 2003). The rotated factor matrix can be found in Table 3 in Appendix 17 page 292. This table shows the four factors which were extracted and the variance and eigenvalues for each factor.

Watts and Stenner (2012) indicate that solutions which account for 35-40 per cent or above of the study variance would normally be 'considered a sound solution' (p. 105). In this case, the four factors accounted for 47 per cent of the study variance. The fourth factor was retained and interpreted as following the rotation of the factors the eigenvalue had increased and met the Kaiser-Guttman criterion in addition to having two significantly loading Q sorts.

The next section will describe the process of arriving at the Factor Arrays from the Factor Analysis.

6.3 From Factor Analysis to Factor Array

A Factor Array provides a sense of what a perfectly loading Q sort for the factor would be – a key viewpoint.

The Factor Array was created in PQMethod by identifying the numbers of the Q sorts which loaded significantly on to a relevant factor. In this study factor loadings of ± 0.41 or above were significant at the $p < 0.01$ level.

This significance level was calculated using the following equation (Brown 1980 cited in Watts and Stenner 2012).

Significant factor loading for study = 2.58 x $(1 \div \sqrt{40}^*)$ = 0.41

*number of items in Q set

Using ± 0.41 it was identified that 19 out of the 20 Q sorts were significant.

Table 6.1 indicates the significant Q Sorts, confounding Q Sorts and non-significant Q Sorts while Table 6.2 indicates which Q Sorts loaded significantly on to each of the four factors.

Table 6.1 Significant Q Sorts

	Q Sort Numbers
Q Sorts loading onto one factor	1,2,3,4,6,7,8,9,10,13,14,15,16,18,19 and 20
Confounding Q Sorts(Loading onto more than one factor):	12 and 17
Non-Significant Q Sorts	5

Table 6.2 Factors and the Significant Q Sorts

Factor	Significant Q Sort
1	2,4,7,8,9
2	1,3,6,14,20
3	16,18,19
4	13,15

Q Sort 11 was significant but had a negative value and was omitted from the analysis as it was clear that the rating scale had been reversed. This was apparent when the participant's comments were compared with the Q Sort. The participant rated Statement 1 (Secondary teachers are good at identifying children with speech, language and communication difficulties) as +6 but provided a comment for -6 saying that they did not think that secondary school teachers were good at identifying speech, language and communication difficulties. Similarly, statement 32 (Language competence is a key factor in the development of emotional literacy which promotes appropriate behaviour) was rated as -6 but commented upon under +6 in the comment section of the response form indicating that they agreed with the statement.

How each statement loaded on to each factor can be found in Table 6.3 and those Q Sorts which loaded significantly in each factor can be found in the Rotated Factor Analysis in Table 3 in Appendix 17 page 282.

Table 6.3 Factor Arrays

No	Statement	Factors 1	2	3	4
1	Teachers are good at identifying children with	-4	-6	1	-1
2	Dealing with children with behaviour difficulties is intuitive	-2	-5	3	2
3	Not at forefront, national initiatives like literacy	1	1	3	0
4	In adolescence language problems not easily detected	0	1	-2	-1
5	T lack confidence assess speaking and listening	-1	-1	-1	-5
6	Subject teachers focused on subject not on language	0	6	-1	-2
7	Children skilled in adapting hiding difficulties	3	1	4	0
8	Speech and Language issues are related to younger children	-6	-5	-5	-5
9	Language difficulties not looked for by staff	1	4	0	-6
10	Training in subject not child development	-1	5	3	-1
11	Only see once or twice not same knowledge as primary	0	5	2	-4
12	Identified behaviour difficulties learning mentor supports	-2	0	-1	1
13	Should be identified before secondary school	-2	0	-3	5
14	Identifying language difficulties is job of EPs	-5	-4	-3	-3
15	Home more important than language in relation to behaviour	-1	3	6	-2
16	First step is to involve parents	1	1	0	-1
17	Lack of SALT support in secondary	-2	0	1	2
18	Surprised at strong emphasis on language	-5	-2	-2	-2
19	Language difficulties mistaken for other things	0	4	1	3
20	Training on child development for primary not secondary	1	2	-2	2
21	Can't access curriculum because of language difficulties	3	-2	4	2
22	Children with SEBD screened for language difficulties	2	2	-1	0
23	SALT are involved in developing interventions	-1	-3	0	-1
24	Try strategies then think of underlying causes	-3	-1	-3	3
25	Children flagged up for other things not language	5	2	2	0
26	Limited opportunities to develop communication skills	-1	-4	-6	-3
27	Language difficulties don't lead directly to behaviours	-4	-1	2	0
28	Language is in the mix of struggling to learn	-3	-3	0	4
29	Language is the key tool for children to manage behaviour	4	-2	1	1
30	Teachers to be trained in awareness of language difficulties	2	0	2	-3
31	Children have unrecognised sld which cause behaviours	0	-3	-1	-1
32	Language is key to emotional lit promoting good behaviour	6	2	1	6
33	Language difficulties in those excluded for behaviours	3	-2	0	1
34	Chatting -teachers think expressive language skills okay	0	0	-4	-2
35	Difficulty with comprehension seen an non-comp etc.	1	-1	-4	3
36	Those language difficulties at risk of range of b/e difficulties	2	0	-5	1
37	Misbehaving keeps up popularity with peers	-3	3	-1	1
38	Behaviour problems not account for by language difficulties	4	3	5	5
39	Don't collect information regarding children's language	2	-1	-2	-4
40	Behaviour distracts from underlying issues with language	5	1	5	4

Note. Variance = 8.300 St. Dev. = 2.881. Statements used in the Q Sort have been abbreviated and shortened to fit the character limit on PQMethod. The following abbreviations have been used: sld for speech and language difficulties, lit for literacy, b/e for behaviour and emotional, con-comp for non-compliance, T for teacher and account for accounted.

The next section outlines how the Factor Interpretation was derived from the Factor Arrays.

6.4 Factor Interpretation

The initial analysis of the Factor Array was conducted using the crib sheet system described by Watts and Stenner (2012). Using this crib sheet, the highest and lowest items for each factor were identified as were the items which each factor rated either higher or lower than any other factors. Items which had equal ratings in other factors were also included. The crib sheets for each factor can be found in Appendix 15 page 272. The headings used on the crib sheet were:

- Items rated at +5 and +6

- Items ranked Higher in Factor X Array than in any other factor

- Items ranked Lower in Factor X Array than in any other factor

- Items ranked at -5 and -6

This allowed the most important contributions within the factor array to be identified as well as 'providing the foundations on which a thorough and holistic interpretation can be built' (Watts and Stenner, 2012, p 153).

Each factor was considered in turn and the same procedure used to reach a final analysis. Each statement was considered and as was its position relative to the other factors. Not only was the crib sheet scrutinized but the statements were also laid out in the order found in the crib sheet along with the rankings so

that an overall picture could be obtained (Appendix 18 page 283). It was noted where the neutral statements were as well as in which group (i.e. ranked higher or lower than in other factors) the statements were located and whether the statements were rated positively or negatively in addition to which statements were rated as +6and +5 and -6 and -5. Initial thoughts and hypotheses were noted and the remaining statements were then considered in the light of these and a decision made as to whether they were relevant to the analysis.

Once a draft analysis of each factor had been written, the crib sheet was re-read and the analysis reconsidered. This process of iteration between the analysis and the data was repeated for each of the factors.

In the next section the final analysis of each Factor is presented. As Stenner, Skevington and Cooper (2003) note 'we do not claim to have identified all of the subjective viewpoints collected in the Q sort form in our sample' (p. 2164) as only 16 out of the 20 Q sorts loaded significantly onto the four factors. The references in parenthesis are the statement numbers followed by the rating given to the statement in this factor e.g. (8: -6) is statement 8 with a rating of -6.

6.4.1 Factor 1: Language is important for behaviour

Factor 1 had an eigenvalue of 2.8 and explained 14 per cent of the study variance. Eigenvalue shows the proportion of the variance explained by this Factor and the variance describes the spread of the data. This explains the variation in the views between the participants.

Five participants were significantly associated with this Factor. Three of the participants were SENCOs and two were Pastoral Managers. Both Pastoral Managers had been in post for less than 10 years while the SENCOs' time in post ranged from 3 to 20 years. The SENCO who had been in post for 3 years had previously had over 10 years experience as a specialist teacher of the deaf.

In this Factor it was recognised that language difficulties could be experienced by students in secondary schools and these may not have been previously identified (8: -6, 13: -2). Language skills were considered by the participants to be important in developing students' skills in managing their behaviour and in regulating their emotions (32: +6, 29: +4,). The participants were not surprised that there was a focus on language skills (18: -5) and one of the participant's commented, 'I have realised that language difficulties have a significant impact on the social, emotional and behavioural development of children.' (PSM 4) Unlike in other factors the participants were less likely to consider their training as being primarily in their subject (10: -2).

These SENCO and Pastoral Manager participants were more likely to perceive poor language skills as contributing towards social, emotional and mental health

problems (36: +2) and that unidentified language difficulties can be the cause of behaviour problems particularly for excluded students (33: +3, 31: 0). However, they recognised that language difficulties did not always directly result in behaviour difficulties (27: -4) and there were behaviour problems which were not accounted for by language difficulties (38: +4). The SENCOs and Pastoral Managers considered language difficulties as being something which was distinct from other difficulties with learning (28: -3) and misbehaviour was not seen as a way of maintaining popularity with peers (37: -3).

While SENCOs and Pastoral Managers recognised the importance of age appropriate language development this was not always the reason why children were identified as having difficulties (25: +5). Classroom teachers were more likely to focus on presenting behaviours (40: +5, 35: +1) and superficially good language skills may distract from underlying difficulties with language (19: 0, 34: 0).

It was considered that additional training would support classroom teachers in developing their confidence as well as their knowledge in identifying and promoting young people's language skills (30: +2, 5: -1, 1: -4). This lack of confidence and knowledge was likely to be the consequence of a focus on other aspects of learning which have been given greater prominence in national initiatives (3: +1) and also because there may be a greater focus on child development in other age phases (20: + 1). These participants considered that there may be more limited opportunities to develop language skills in school (26: -1).

When working with children with behavioural difficulties, SENCOs and Pastoral Managers were looking out for and considering underlying causes for the behaviours before implementing strategies (2: -2, 24: -3) although consideration would be given to involving parents (16: +2). While considering underlying causes for behaviour and being aware of the importance of language skills in relation to behaviour they did not systematically collect information about language skills (39: +2) but considered that this is something which could be done (22: +2).

Information about children's language skills was not collected and these participants did not consider that identifying these difficulties would be the role of an educational psychologist (14: -5), perhaps because as one of the participants commented, 'The EP is brought into school when we have already identified a significant need that we need further guidance with' (PSM 5). Also, unlike in other factors, these participants had greater involvement from speech and language therapy services (17: -2) and were less likely to involve a learning mentor in supporting young people with behaviour difficulties (12: -2).

6.4.2 Factor 2: Subject rather than language development expertise

Factor 2 had an eigenvalue of 2.8 and explained 14 per cent of the study variance. Five participants were significantly associated with this factor. Three participants were SENCOs and two were Pastoral Managers. Both the Pastoral Managers had been in post for 7 years while the SENCOs' time in post ranged from 2 years to 3.5 years.

In this Factor, classroom teachers were considered to be the main point of contact and the initial point where difficulties would be identified. The participants considered that the primary focus for classroom teachers would be students' progress in their own subject (6: +6) rather than considering other aspects of their development such as language. This is illustrated by one of the participant's comments:

Subject teachers have lots of departmental focus and do not tend to pick up on issues relating to language. (SEN 7)

Teachers were considered to be primarily trained in their subject specialism (10: +5) unlike in other age phases (20:+2). This view is exemplified by a participant's comment:

As a secondary specialist my training/experience was wholly based on my subject. There was absolutely no input provided on aspects of child development or SEN (SEN 2)

The SENCOs and Pastoral Managers in this factor were more likely to consider that secondary teachers work in a context where they have limited opportunities to develop an in-depth knowledge of the strengths and difficulties of the children and young people they teach. This is in contrast to earlier stages in a child's educational life where they would spend longer periods of time with the same teacher (11: +5). While speech and language difficulties were not considered to be issues that were related solely to younger children (8: -5) they were more likely to be addressed in primary school.

This focus on subject knowledge both in training and practice may lead teachers to lack confidence in developing and assessing speech and language skills in children (5: -1). The focus on language development or on identification

of language difficulties would not be part of the day to day work of teachers (18: -2) and would not be something which teachers would actively consider or be skilled at identifying (9: +4, 1: -6).

Not only was it considered that teachers lack training and opportunities to develop and identify language skills but language difficulties were not easily detectable in the young people they were working with (4: +1, 7: +1). Language skills were judged on a superficial level (34: 0) and other reasons were more readily identified as causes of behavioural difficulties such as maintaining popularity with peers (19: +4, 37: +3, 35: -1) although language difficulties would not be considered as being part of generalised difficulties with learning (28: -3). Difficulties accessing the curriculum because of a deficit in language skills are not perceived as a cause of problems with behaviour (21: -2) and children were often identified as having difficulties other than language difficulties (25: +2). Behavioural difficulties may distract from underlying language difficulties (40: +1) but there were some behaviour problems which were not accounted for by language difficulties (38: +3) although this is thought to be less likely than in other factors.

In this Factor, language difficulties were less likely to be found in a high proportion of students who were permanently excluded than in other factors (33: -3). It was also considered to be less likely that underlying language difficulties would be the cause of behaviour problems (31: -3) and there was greater surprise than in other factors at the emphasis on language (18: -2). Unlike in other factors, language skills were not perceived to be as important in the development of skills in emotional regulation (29: -2, 32: 2).

An intuitive approach to working with children with behaviour difficulties was not considered to be appropriate (2: -5) and it was considered more appropriate in this factor than in others to screen students' language skills (22: +2). The participants also considered it more appropriate to involve a learning mentor to support students (12: 0) although they were neutral in considering this. However, it was unlikely that speech and language therapists would be involved in developing interventions in school (23: -3).

6.4.3 Factor 3: Behaviour and causes other than language

Factor 3 had an eigenvalue of 2.0 and explained 10 per cent of the study variance. Three participants were significantly associated with this Factor. Two participants were Pastoral Managers and the remaining participant was a SENCO. One of the Pastoral Managers had been in post for 14 years while the other Pastoral Manager was new to the post having only been in that role for a year. The SENCO had been in post for four years.

In this Factor, language difficulties were considered to be only one of many factors which could cause behaviour difficulties (32: +1, 38: +5) and other issues such as home life and its influence are identified as being more likely to be important (15: +6). Language difficulties by themselves were not always considered to be a risk factor for problems with behaviour and having language difficulties would not mean that a student would have difficulties managing their behaviour (36: -5, 27: +2). However, language difficulties which could limit access to the curriculum were considered to be a potential cause of behavioural difficulties (21: +4). Unlike in Factor 1 students with language difficulties were

not considered to be at risk of a range of behaviour, social and mental health problems and there was greater surprise at the emphasis on language (36: -5, 18: -2).

Routine screening of students with problems with behaviour for language difficulties was not considered as necessary as in other factors (22: -1) and students were more likely to be dealt with in an intuitive way than in other factors (2: +3). However, underlying causes would be considered before implementing strategies (24:-3). Language difficulties were not perceived as only relating to younger children and there was awareness that these difficulties may not have been identified in the primary phase (8: -5, 13: -3).

In this Factor it was considered more likely than in other factors that teachers would be good at identifying students with speech and language difficulties and having confidence in doing so (1: +1, 5: -1). It was considered that teachers would not mistake behavioural difficulties for the lack of comprehension or mistake superficial language skills as an indication of competence (34: -4, 35: -4). While teachers would have skills in identifying children with language difficulties it was recognised that children would be able to mask their difficulties and there were times when behaviour distracted teachers from considering student's language skills (7: +4, 40: +5).

It was not considered that there were limited opportunities within school for students to develop their language skills (26: -5). However, teachers would benefit from further training regarding language development as the prioritisation of other national initiatives meant that language had not been at

the forefront of teachers' concerns (30: +2, 3: +3). In this Factor it was less likely to be considered than in other factors that training about language development would be provided in other age phases (20: -3) and that language difficulties were not easy to detect in adolescents (4: -2). Unlike in other factors a neutral stance was taken regarding the involvement of speech and language therapists in developing interventions in school and there was only slight agreement that there was a lack of speech and language therapy support in schools (23: 0, 17: -1).

6.4.4 Factor 4: Knowledge of students and their difficulties

Factor 4 had an eigenvalue of 1.8 and explained 9 per cent of the study variance. Two participants were significantly associated with this Factor. Both participants were Pastoral Managers one of whom had been in post for six years and the other had been in post for two years.

In this Factor the participants strongly disagreed that teachers lack confidence in assessing and developing students' language skills (5: -5) and that language difficulties were not looked for by staff (9:-5), although they were less confident that language difficulties would be identified by teachers (1:-1). They also disagreed that secondary teachers were not as knowledgeable about their students when compared with primary teachers because they have less direct contact with them (11: -4). One participant commented:

> *I believe that staff in secondary school have a good knowledge
> of the pupils they teach and are no less informed about a pupil
> than primary school teachers.* (PSM 8)

The participants were less likely to think that teachers were focused on their subject (6:-2), lacked training in broader aspects of child development (10: -1) and that teachers should be trained in an awareness of language development (30: -3). However, it was recognised that this training may be more intensive for teachers in primary schools (20: +2). They disagreed that there were limited opportunities to develop language skills in secondary schools (26: -3) and were less likely than in other factors to consider that national initiatives meant that teachers did not have language development at the forefront of their minds although they were neutral about the statement (3: 0).

In this Factor, information about language was likely to be collected regarding students with behavioural difficulties (39: -4), although they were more likely to use their intuition and try out strategies such as involving a learning mentor than focusing on underlying causes for difficulties (12: +1, 24: +3, 2: +2). There was a lack of support and guidance from outside professionals such as speech and language therapists (23: -1) and educational psychologists were not seen as having a role in identifying language difficulties (17:+2, 14: -3). There was the expectation that students with behaviour difficulties would already have had any underlying language difficulties identified before starting at secondary school (13: +5).

There was less surprise in this Factor than in other factors at the strong emphasis on language as it was perceived to be the key to the emotional literacy necessary to promote good behaviour (18: -2, 32: +6). Language skills were important even when they were considered in relation to home factors (15: -2) and it was less likely that the first step would be to involve parents when

there were difficulties in school (16: -1). The participants disagreed that developing these skills was an issue which is related only to younger children (8: -5).

Although language was perceived to be important in developing the skills in emotional regulation which were necessary to promote good behaviour it was recognised that difficulties with behaviour could have other causes than language difficulties (38: +5). However, language difficulties could be mistaken for non-compliance and students could mask their difficulties so that teachers were distracted by the students' behaviour and the underlying language difficulties were missed (35: +3, 19: +3, 21: +2, 7: 0, 40: +4). The participants were more likely to consider language to be part of general learning difficulties than in other factors (28: +4) but they were less likely to consider that students would be identified for other difficulties than language (25:0).

6.5 Summary

In this chapter the analysis and interpretation of the Q sort data set has been described. The resulting interpretation of the Factors indicated that language skills were considered important in the development of emotional regulation which contributes to the promotion of good behaviour. Teachers were more expert in their subject areas than in their knowledge of language development and other issues were often considered to be more important as a cause of behaviour difficulties than language skills. Some participants considered that teachers have a good knowledge and understanding of the students' skills in all areas.

The key findings are abbreviated and summarised in a tabular form in Table 6.6. This analysis identified Factors but not sub-themes or meta-themes.

Table 6.4 Key findings: Q sort

Meta-theme	Theme or Factor	Sub-theme
	Language is important	
	Subject specialists	
	There are other causes	
	We know the students	

In the next chapter the process of integrating the results from the interviews and the Q sort data will be described and the final interpretation of the data will be presented.

Chapter 7 Integration of results

7.1 Overview of the chapter

The research explored how SENCOs and Pastoral Managers in mainstream high schools understand the relationship between students' behaviour difficulties and their language skills. This chapter will discuss the epistemological and methodological issues raised by the process of integrating the results of the data, how the data from the two separate analyses were integrated and the resulting meta-themes. The chapter concludes with a brief summary.

7.2 Epistemological and methodological issues

In line with Moran-Ellis et al. (2006), a separate methods, integrated analysis was used to combine the findings from the mixed methods utilised in this research study. The data from the first phase of the study were used to inform the second phase of the study with statements from the interview data being included in the Q Sort concourse. Moran-Ellis et al. describe this as combining methods rather than integration. In this study both data sets were analysed separately with an integrated analysis following these separate analyses.

As Farquhar, Ewing and Booth (2011) state, 'One of the greatest challenges in mixed methods remains the integration, in the analysis, of data collected.' (p. 755). Mason (2006) argues for a qualitatively driven approach developed

from a constructivist epistemology which she describes as 'linking data' and 'meshing methods' (p. 20). It is further argued that the multi-dimensional nature of experience should be reflected in explanations which do not need to be 'internally consensual and neatly consistent to have meaning' (p. 20).

The technique employed to integrate the findings from the mixed methods approach adopted in this study was Triangulation. A comprehensive account of the rationale for using this approach has been provided in Chapter 4, Section 4. Triangulation, as Moran-Ellis et al. (2006) identify makes an epistemological claim in relation to validity indicating that the phenomenon has been accurately described or measured. This is a positivist epistemological position which assumes that there is a reality which can be accurately described and would be incompatible with the epistemological position adopted in this study. However, Moran-Ellis et al. further argue that the concept of triangulation has developed and now includes the view that different aspects of the phenomenon are described and refer to this as 'generating complementarity' (p. 48) enabling the multifaceted and multi-dimensional nature to be explored. This does not assume a positivist epistemological position and triangulation is adopted by researchers using a post-positivist epistemological and ontological stance (Perlesz & Lindsay 2003).

Triangulation in the sense of 'generating complementarity' has been adopted as the technique to undertake the integration of the data in this study as it is a systematic method which also enables the unique contribution of each phase of the study to be retained.

In the next sections the separate analyses from the interview data and Q Sorts will be summarised briefly. The final integrated analysis will be described and the resulting meta-themes outlined.

7.3 Interview data analysis

The analysis of the interview data using Thematic Analysis identified two main themes and five sub-themes. The first main theme was 'Expertise' and contained the three sub-themes: 'I'm not and expert', 'We know what we know and we don't know what we don't know' and 'Others are experts'. The second main theme was 'Why didn't I think about language?' encompassing two sub-themes, 'Language and behaviour for learning' and 'Other causes are more likely'.

7.4 The Q sort data analysis

The analysis of the Q Sort data identified four factors with eigenvalues of 1.00 or above. The four factors which were interpreted accounted for 47 per cent of the variance. The factors were as follows:

Factor 1: Language is important for behaviour.

Factor 2: Subject rather than language development expertise.

Factor 3: Behaviour and causes other than language.

Factor 4: Knowledge of students and their difficulties.

In the next section the process of integrating the data analyses will be described.

7.5 Process of integrating the data

As triangulation was the method adopted to integrate the data, the triangulation protocol developed by Farmer, Robinson, Elliot and Eyles (2006) was adapted and used. Using this adaption of the protocol, the following steps were undertaken to arrive at a final analysis:

- The findings from the two methods were listed;
- The findings were scrutinised and convergence coding undertaken. The coding used indicated:
    - Agreement;
    - Complementarity ;
    - Dissonance.
- The coding was reviewed to assess the levels of convergence and dissonance;
- Meta-themes were identified in the data.

Perlesz and Lindsay (2003) argue that complimentary findings 'contribute to a more complex picture' (p. 35) and location and context are crucial to the interpretation of dissonance and can provide new insights and a richer understanding (p. 38). The context and location of both the interviews and the Q sort were considered when conducting this integrated analysis of the data.

7.5.1 Procedure used to identify meta-themes

The following procedure was used to identify the meta-themes in the data:

- Coloured highlighting was used to indicate the coding and a sample of the coded analysis can be found in Appendix 19 page 284.
- Once both analyses had been colour coded, they were re-read and key points noted in memos which included the agreement, complementarity and dissonance coding.
- Using the memos, areas of agreement were first grouped together. Following this, memos of disagreement and complementarity were linked to the appropriate grouping.
- Three meta-themes were identified from the memos.

In the next section the three meta-themes identified in the data will be described and discussed.

7.6 Data analysis: meta-themes

In this section the three meta-themes identified by the integrated analysis of the data are described.

7.6.1 Meta-theme 1: Confidence in professional knowledge and expertise

The importance of language development in relation to students' abilities to manage their behaviour and as a cause of behaviour difficulties was recognised

in both the interview and the Q sort data. However, there was a lack of confidence and knowledge in the ability to identify these difficulties. In Factor 1 in the Q sort data the participants were more confident in their own knowledge and skills in relation to language development than those of their teacher colleagues. This lack of confidence was also reflected in the interview data. In both data sets it was identified that there was a lack of training in child development and while there was awareness that there had been some continuing professional development in this area other national initiatives and priorities had taken precedence. Dissonance was noted in Factor 4 of the Q sort data where there was strong disagreement that teachers lacked confidence in assessing and developing students' language skills. Both the Q sorts which loaded significantly on to Factor 4 had been completed by pastoral managers and it was considered that this dissonance was a reflection of their experience of working with students and teacher colleagues in their own institution. It is possible that staff in some establishments had greater confidence.

In contrast, the participant's confidence was in their specific subject knowledge and pedagogy and this was identified both within the interview and Q sort data analyses. They had been primarily trained in their subject knowledge and their focus in the classroom was on students' progress in their subject rather than on other aspects of development. However, there was some dissonance in that in one factor in the Q Sort (Factor 4) there was less emphasis on subject specific knowledge. In both data sets it was recognised that there may be more intensive training in child development provided for primary teachers than for those in the secondary sector.

Language difficulties were characterised in both the interview and Q sort data as difficulties in accessing the curriculum and could be viewed as part of generalised learning difficulties. In the interview data the need for teachers to be aware of the impact of their language on students' behaviour was identified along with a focus on language development in relation to using common language for instructions and developing subject vocabulary. In Factor 4 there was strong disagreement with the view that there were limited opportunities to develop language skills in school.

It was identified in the interview data that teaching assistants were perceived to be those within schools who had the expertise in supporting young people in developing their language skills.

The interview data identified a range of professionals who would have the necessary skills to determine whether students with behaviour difficulties had underlying language difficulties. Identification of these difficulties would be expected to occur in primary school and support services were most readily available in that sector of education. However, in the Q sort data educational psychologists were not seen as having a role in identifying language difficulties and speech and language therapists were often not involved with students. This dissonance in relation to the role of educational psychologists may be a reflection of the context and location of the interviews. The researcher conducting the interviews is an educational psychologist working within the local authority where the interviews were conducted and the views expressed may be a reflection of the power relations within the interview.

The expectation that children's difficulties with language would have already been identified in primary school was found in both the Q sort and interview data. In addition, it was recognised that although issues related to speech and language are not exclusively related to the primary sector they were more likely to be addressed when children were in primary school.

7.6.2 Meta-theme 2: Reliance on professional experience

A range of factors were identified by the participants in both the interview and Q sort data as more readily identifiable as causes of problem behaviour than language skills. Home life and parental influence were perceived as being the most likely cause of students' difficulties in managing their behaviour in both the interview and Q sort data. This focus on home life provided the context for the dissonant view found in Factor 2 where greater surprise was expressed at the emphasis on language development and it was considered less likely that language difficulties would be found in a high proportion of students who were permanently excluded.

Concerns related to academic progress were more often highlighted as causes of concern than language difficulties. Language difficulties which impeded access to the curriculum were identified as it was recognised that difficulties in accessing the curriculum may lead to behaviour difficulties. Within the Q sort data the potential for difficulties with behaviour masking underlying language difficulties was found in both Factors 2 and 3. The potential for students being able to mask their difficulties and for teachers to be distracted by the students' behaviour so that the underlying language difficulties would be missed were

also found within Factor 4. Within the interview data the range of potential causes for behavioural difficulties other than family life included developmental issues, medical diagnoses and school and wider societal cultural influences.

While recognising the importance of language development in students' skills in regulating their emotions and managing their behaviour the data in the Q sort identified that difficulties with language did not necessarily result in behavioural difficulties.

7.6.3 Meta-theme 3: On-going professional practice

Within the final theme there were two linked issues relating to identification of difficulties and how students were supported.

Both the interview and Q sort data indicated that information regarding language development for students with behaviour difficulties was not collected in a routine or systematic way. Information relating to academic progress was collected. As was information regarding incidents. Information regarding students with behavioural difficulties was often collected in a reactive rather than a proactive way. Strategies to support students were implemented without consideration of underlying causes. Within the interview data other professionals were seen as having a role in this identification of underlying causes but in the Q sort analysis other professionals such as educational psychologists were identified as having little involvement.

In secondary schools the reduced contact time with students when compared to primary schools was identified in the interview and Q sort data along with teachers' lack of skills and knowledge as contributing to a lack of identification of language difficulties. However, in Factor 4 of the Q sort the participants considered that teachers were knowledgeable about their students and were more likely than others to consider that information would be collected regarding language difficulties. This dissonance may be a reflection of the systems in place in their institutions.

Teachers' use of intuition and trying out strategies without identifying underlying causes can be seen in both the Q sort and interview data. Supporting students with behaviour difficulties was described in the interview data as managing incidents within existing school systems and structures and if any analysis occurred, the ABC (Antecedents, Behaviour, Consequences) model would be used. Within the Q sort data there was dissonance regarding whether an intuitive response to difficulties was adopted and learning mentors involved. However, in the interview data, teaching assistants were perceived to be experts within the school in developing students' language skills and had often received additional training to support them in this work.

7.7 Summary

A final integrated analysis was conducted using triangulation to identify congruence, complimentary and dissonance in the analyses of the interview and Q sort data.

The integrated analysis resulted in three meta-themes being constructed: Confidence in Professional Knowledge and Expertise, Reliance on Professional Experience and On-going Professional Practice.

The key findings from the integration of the data were presented in an abbreviated and tabular form in Table 7.1. In this final part of the analysis, meta-themes were identified from the themes and sub-themes and factors resulting from the analysis of the interview and Q sort data.

Table 7.1 Key findings: integration of data

Meta-theme	Theme	Sub-theme
Professional knowledge	Expertise	I'm not an expert
Professional experience		We know what we know
Professional practice		Others are experts
	Why didn't I think ….	It's about learning
		There are other causes
	Factor	
	Language is important	
	Subject specialists	
	There are other causes	
	We know the students	

In the next chapter these main findings are discussed in relation to the research question, the existing literature and the theoretical framework for this research.

Chapter 8 Discussion

8.1 Overview of the Chapter

In this chapter the main findings of the research are discussed in relation to the literature and the theoretical framework and the methods adopted are critically evaluated. Issues which arose within the research related to ethics, reflexivity and the role of the researcher are also discussed and the distinctive contribution of this research outlined.

8.2 Introduction

The purpose of this research was to explore SENCOs' and Pastoral Managers' understanding of the relationship between students' behavioural difficulties and their language skills. The research question was:

> 'What is the understanding of key staff (Pastoral Managers and SENCOs) in mainstream high schools of the relationship between students' behaviour difficulties and their language skills?'

Data from the interviews and the Q sorts, were analysed separately and the analyses integrated using triangulation.

Before discussing the research findings and how they relate to the literature and the theoretical framework the main findings are summarised in the next section.

8.3 Main findings

Two main themes were identified when the interview data set was analysed using Thematic Analysis. The themes were: 'Expertise' and 'Why didn't I think about language?' Within the theme of Expertise there were three sub-themes: 'I'm not an expert', 'We know what we know and we don't know what we don't know' and 'Others are the experts'. There were two sub-themes within the other main theme and these were: 'Language for behaviour and learning' and 'There are other more likely causes'.

The four factors from the Q sort data analysis were as follows:

- Language is important for behaviour.
- Subject expertise rather than language development.
- Behaviour and causes other than language.
- Knowledge of students and their difficulties.

The integrated analysis of the data using triangulation identified three meta-themes:

- Confidence in professional knowledge and expertise.
- Reliance on professional experience.
- Implementing existing professional practice.

These meta-themes indicated that the participants were aware of the importance of language development in relation to students' abilities to manage

their behaviour but this was not clearly understood as a possible cause and contributory factor to behaviour difficulties. Although some were aware that there had been national initiatives in training staff on identifying speech and language difficulties other national initiatives and priorities had taken precedence and their knowledge and understanding continued to be limited. Staff continued to perceive themselves as primarily trained in their subject knowledge with a focus in the classroom on students' progress in their subject rather than on other aspects of development. Concerns related to academic progress were highlighted rather than language difficulties.

The data collected by school staff was affected by their patchy knowledge and understanding of language difficulties and how this may contribute to behaviour problems. Data on students' language development were not collected in a routine or systematic way with data collection focusing on recording incidents and academic progress. This lack of systematic and rigorous data collection and analysis had implications for the interventions adopted to support students with behaviour difficulties with a behaviourist or intuitive approach being adopted.

There was an expectation that students' difficulties with language would have already been identified in primary school. Other professionals such as educational psychologists and speech and language therapists were considered to have a role in the identification of language difficulties in students with behaviour problems but they were not always involved in a developing a holistic approach to data collection and analysis or in the planning of interventions.

School staff were more likely to consider factors other than language as possible causes or contributing factors to behaviour problems. Home life and parental influence were perceived as being the most likely cause of students' difficulties in managing their behaviour. Other more likely causes included developmental issues, school culture and wider cultural and societal issues.

School staff used their intuition when dealing with students with behavioural difficulties and they were supported using existing school structures for rewards and sanctions which were behaviourist in their approach.

In the next section the findings will be discussed in relation to the literature and adopted theoretical framework.

8.4 Findings and the literature

In this section the research findings will be discussed in relation to the research literature and also the literature from the national context.

The literature (Benner, Nelson & Epstein, 2002; Clegg, Stackhouse, Finch, Murray & Nicholl, 2009; Ripley & Yuill, 2005 and Stringer & Lozano, 2007) identified a high prevalence of language difficulties in students experiencing problems with their behaviour; however, these language difficulties were not always identified by school staff. This under identification was found in both the research literature (Stinger & Lozano, 2007 and Joffee & Black, 2012) and in the literature relating to the national context (Hartshorne 2011; House of Commons Education Committed Behaviour and Discipline in Schools, 2011 and

All-Party Parliamentary Group on Speech and Language Difficulties, 2013).

However, the literature does not clarify why these difficulties were not identified.

The literature (Bercow Report, 2008; DoH & DCSF, 2008; Lindsay, Dockrell,

Law & Roulstone, 2012; All-Party Parliamentary Group on Speech and

Language Difficulties, 2013, and DCSF, 2009) emphasised the importance of

staff being provided with training to develop their knowledge and skills in

identifying speech, language and communication skills. The findings from this

study indicated that while school staff had some awareness of the importance of

language skills in the development of emotional regulation this understanding

was not well developed and there was a lack of confidence in their expertise in

this area. Within the SEAL initiative there was an emphasis on the

development of emotional vocabulary (DfE, 2005) and it is possible that their

understanding of the importance of language in regulating emotions and

managing behaviour was in part derived from this initiative. The participants'

sense of identity as teachers was that they were primarily trained and confident

in assessing and teaching their specific subject knowledge. Other professionals

such as educational psychologists, speech and language therapists and primary

teachers were considered to have an expertise in identifying and developing

language skills. There was an assumption that language difficulties would have

been identified prior to the students entering secondary school.

The Better Communication strategy (DCSF, 2008) initiated both the IDP

(DfE 2011) and the SEN Toolkit (TDA, 2009) were designed to improve the

skills of teachers in practice and also trainee teachers. The evaluation of these

initiatives (Lindsay el., 2011) indicated that these had made a positive impact on

both the understanding and practice of trainee teachers and experienced

teachers. However, the findings from this research indicated that the initiatives have had little impact on teachers' knowledge, understanding and ability to identify students' speech, language and communication needs. Participants suggested that the plethora of other initiatives and national priorities on raising attainment had diverted their attention from this training. Other staff, such as teaching assistants, were often considered to be those who had greater expertise in this area and it was they who may have been provided with the training.

In this research, classroom teachers, who have daily contact with young people, were not always considered to be aware of students' language development. They were however, considered to be more aware of how their language would impact on students in the classroom and there was a focus on an understanding of language as instructional language. Teachers' lack of awareness of the range of students' speech, language and communication needs particularly of those less visible needs was documented in the research by Ayre and Roulston (2009) who also identified that teachers were more aware of the impact of their language in the classroom. The current research findings suggested that teachers were more likely to identify students as experiencing difficulty accessing the curriculum and to express concerns regarding academic progress than to identify language difficulties in students with behaviour problems. This lack of awareness in teachers was documented in the research literature (Joffee & Black 2012; Stiles, 2012 and Hartshorne, 2011) and the findings from this research indicated that this expertise was considered to be in the primary sector of education. In his research, Stiles (2012) found that although specialist teachers were confident that they could identify students' language difficulties,

the actual rate of identification was low. This confidence in the ability to know the needs of their students was found in the fourth factor in the Q sort factor analysis in this study. In this Factor the participants were less likely than in other factors to consider that teachers lacked confidence in assessing and developing students' language skills although they were less confident that teachers would identify these difficulties.

The lack of knowledge and understanding of language difficulties in relation to problem behaviours found in this research impacted on the data collected regarding students by school staff and the literature identified a lack of systematic assessment of the language skills of students with behavioural difficulties (Benner, Nelson & Epstein, 2002; House of Commons Education Committee on Behaviour and Discipline in Schools, 2011 and All Party Parliamentary Group on Speech and Language Difficulties, 2013). In this study, data collection within school was often ad hoc and reactive although systematic data collection was undertaken for National Curriculum levels and other academic data. Information regarding language development was not collected. This lack of data collection was found in the research literature (Hartshorne, 2011 and Lindsay, Dockrell, Law & Roulstone, 2012) and also reflected the focus on attainment and national targets and league tables for literacy, numeracy and GCSE grades and the importance of OFSTED criteria in shaping the thinking, actions and priorities of school staff.

The data collected by school staff regarding students with behaviour difficulties impacts on the interventions used to support students. The findings from this research indicated that school staff relied on their previous professional practice

and existing systems which had often been informed by an understanding of behaviour which was within a behaviourist tradition. This was the prominent view of behaviour found in the literature. Within the All Party Parliamentary Group report (2011), the reports from the groups led by Sir Alan Steer (2005, 2009) and in recent guidance from the Department for Education (2014), the focus was on rewards and sanctions, structural issues and good quality teaching. Within the literature (House of Commons Education Committee on Behaviour and Discipline in Schools, 2011; All-Party Parliamentary Group on Speech and Language Difficulties, 2013; The Elton Report, 1989 and the Special educational needs and disability code of practice: 0-25 years, 2014) the need to assess and identify underlying causes for behavioural difficulties was recognised and undiagnosed language difficulties were a possible causal factor for behaviour problems. In this study, school staff not only applied existing systems of rewards and escalating sanctions but they relied on their previous professional experience to identify causal factors. Previous experience led staff to consider of a range of causal factors for behaviour difficulties including home circumstances, issues related to maturation, medical conditions and wider societal influences rather than language difficulties. It is acknowledged that not all students with behaviour difficulties have underlying language difficulties and a number of factors may be possible causal and contributory factors. Ripley and Yuill (2005) found a cohort of students with behaviour difficulties whose language skills were average or above average when compared with the control group.

The literature from the national context identified that multi-professional and integrated assessments for students with behaviour difficulties were not always

undertaken and that assessment by one professional may not trigger a wider assessment including language development (House of Commons Education Committee on Behaviour and Discipline in Schools, 2011; All Party Parliamentary Group on Speech and Language Difficulties, 2013 and the Elton Report, 1989). In the findings from this research, other professionals such as educational psychologists and speech and language therapists were characterised as being experts in identifying whether young people with behaviour difficulties had language difficulties but they were not always involved in developing systematic assessments or the implementation of strategies. This may have been a reflection of the context in which research was conducted as speech and language therapy services had not been provided in secondary schools within the Local Authority for over 15 years. Additionally, even though the students may have had delayed language skills, some may not have met the thresholds for clinical involvement. However, the literature ((Hartshorne, 2011; Bercow Report, 2008) also identified a variation in provision from specialist services.

Within this research the professional experience of school staff led them to consider other factors such as home circumstances as potentially being more likely causes of problems with behaviour than language difficulties. Evidence presented to the All Party Parliamentary Group (2013) indicated that children from socially disadvantaged backgrounds were more likely to be identified with SLCN and stressed the importance of parental talk in the development of children's early language. The importance of neighbourhood factors as children became older was also noted and the complexity of the links between social disadvantage and SLCN were recognised. The importance of social

disadvantage and the detrimental impact on the development of language skills was also recognised in the Bercow Report (2008). In earlier research Bernstein (1958) argued that there was a relationship between social class, language and educational achievement, however, this was disputed by Tizard and Hughes (1984) who argued that the verbally deprived child is a myth. Tizard and Hughes's research found that children used language competently within their home context but this competence did not transfer to the classroom. They argued that the social context of the classroom inhibited children and had a greater impact on working class children than those from middle class backgrounds.

Although the reasons why home background may impact on young people's language competence may be disputed, it is recognised that it has an effect. When school staff identify home factors as a cause for behaviour difficulties they overlook this link with language development and little consideration is given to this issue. This may possibly be the result of the influence of the 'Troubled Families' agenda (Department for Communities and Local Government 2010) and the neuro-psychological views of child development, attachment issues and nurture.

Having considered the research findings in relation to the literature from both the national context and the research literature the findings will be discussed in relation to the theoretical framework for this research.

8.5 Findings in relation to the theoretical framework

Two theoretical frameworks were adopted for this research. The first being attribution theory and the second being that of Kahneman (2011) in relation to decision making.

8.5.1 Attribution theory

When deciding to use attribution theory as a theoretical position for this research the understanding of attribution found within social constructionism was adopted. This was to ensure coherence within the research and consistency with the epistemological position. In social constructionism the focus is on how attributions are performed rather than on attitudes (Burr 2003). The Discursive Action Model (DAM) described by Edwards and Potter (1993) was adopted and has three key features: Action, Fact and Interest and Accountability. In this section the research findings will be considered in relation to these features.

The meta-theme 'Reliance on Professional Experience' identified that staff perceived other causes than language as being the more likely cause of behaviour difficulties and this raised the issue of responsibility. By focusing on other causes for behaviour, and in particular on family circumstances, staff were placing responsibility not only for the cause but also for the solution to behaviour difficulties as being outside their control. If language difficulties were the cause of the behaviour problems school staff would have a role to play in

identifying and supporting the development of these skills in students but they would have little or no control or influence on other factors such as home life.

Responsibility was also an issue within the meta-theme 'Professional knowledge and expertise' as there was an expectation that language difficulties would be identified in primary schools or by other professional groups such as educational psychologists or speech and language therapists and also by other school staff such as teaching assistants.

Edwards and Potter (1993) claim that, 'The power and value of the discursive approach to attribution stems from its concern with how participants manage interest by performing attributions indirectly or implicitly.' (p 24) and there were issues of interest or stake within the findings. In this study, staff were concerned with their professional identity and role in relation to the students they supported and also in relation to other professionals. The participants perceived themselves as experts in their own field but not as experts in the area of language development and the impact which this might have on behaviour.

8.5.2 Decision making

Kahneman (2011) argues that people can use a number of heuristics (rules of thumb) when making judgements and that these can lead to systematic errors or biases. These include simplifying, availability, affect and intuitive heuristics. Kahneman also argues that when experts use intuition accurately it is more likely that this is the result of extensive practice rather than heuristics as experts make judgements and solve problems in a different way to novices. Only when an expert solution or heuristic answer is not readily available will people adopt a

slower effortful form of thinking. Kahneman refers to System 1 and System 2 from the work of Stanovich and West arguing that most thinking takes place at the level of System 1 (automatic, quick, with little effort) and that System 2 (thinking requires attention and effort) is utilised when things are difficult.

Expertise was an important theme within the research findings. Most of the participants were experienced teachers and SENCOs and the use of intuition was found within the data. Kahneman (2011) argues that the intuitive heuristic may lead people to answer an easier question without noticing that they are doing this and the availability heuristic places reliance on the ease with which things can be retrieved from memory. School staff will have experiences where a range of difficulties such as home circumstances have been identified as the causes of behaviour problems and these may be easier to remember and associate with the current problem than language difficulties. The narrative of troubled families can be found within national social policy as well as in the media and this will also be associated in staff memories.

The lack of rigorous data collection concerning students' language development was potentially not only a reflection of the staff's lack of knowledge and training in this area but also a reflection of their reliance on intuition and the use of automatic (System 1) decision making rather than engaging in thinking with requires greater attention and effort.

Overconfidence, Kahneman (2011) argues, also causes errors and evidence to support existing theories or hypotheses looked for rather than considering alternatives. This overconfidence can be fed by the 'illusory certainty of

hindsight' (Kahenman, 2011, p.14). The findings in this research suggest that those supporting students with behaviour difficulties do not explore alternative hypotheses though systematic assessment and evaluation of all aspects of development thereby relying on their previous experiences to make decisions.

Having considered the research findings in relation to both the literature and the theoretical framework adopted for this research a critical evaluation of the methods adopted for the research will be undertaken.

8.6 Critical evaluation of the methods adopted

In this section the sampling criteria, methods of data collection and analysis and the integration of the analysis will be critically evaluated.

8.6.1 Sampling criteria

The interview sample was a purposive, random sample and reflected the range of maintained schools within the Local Authority and there were equal numbers of participants who were SENCOs and those who had management responsibility for pastoral/inclusion issues. In planning the research it was expected that those with pastoral or inclusion management responsibilities would be non-teaching staff. However, all the participants were trained teachers even if they were not currently working as a teacher.

The Q Sort sample was a purposive convenience sample rather than a random sample and the participants included a small number of pastoral/inclusion staff

who had not trained as teachers. It was a smaller sample than originally intended as a consequence of the data collection coinciding with major changes in Special Educational Needs and Disability (SEND) introduced by the Children and Families Act 2014. There were equal numbers of participants who were SENCOs and Pastoral Managers. While the sample size was smaller than originally intended, Watts and Stenner (2012) also indicate that 'Large numbers of participants are not required to sustain a good Q methodological study' (p. 72).

The interview research was conducted within one small area of a large local authority while the Q sort participants were drawn from authority wide schools. While the sample included participants from schools serving a range of socio-economic areas and represented different types of secondary schools this would not necessarily reflect the range of backgrounds or types or schools which can be found nationally. As all the participants worked within one Local Authority their knowledge and understanding of national initiatives and training may be a reflection of how these have been disseminated within this particular authority and not a reflection of the national picture.

8.6.2 Semi-structured interviews

Kvale (2007) identifies that knowledge produced in a research interview is 'constituted by the interaction itself' (p.14) so the data produced on this occasion is specific to these interviews. Kvale's metaphor of a 'traveller', that is constructing information on the journey, rather than a 'miner', that is finding information that already exists was adopted as the approach to the interviews

as this was appropriate to the underpinning epistemological position that knowledge is socially constructed. The impact of adopting this approach is that the resultant analysis is acknowledged as the construction of the researcher and it is not claimed to be generalizable.

While an interview guide was developed the wording of the questions varied from interview to interview. This was in response to the individual participants and their answers to questions. As Roulston (2010) indicates although the interview guide provides a starting point, 'each interview will vary according to what was said by individual interviewees' (p. 13). The interview guide ensured that the research question was the focus of the interview but the interview was considered to be a dynamic interaction where there were opportunities to follow up the participant's answers and to explore issues which were raised. The researcher checked that all the questions on the interview guide had been discussed at some point in the interview.

The tape recorder failed to record the final section of one of the interviews where a vignette was being discussed. The rest of the interview was included in the analysis and it was the researcher's recollection that no significant data was lost and this failure to record the final section of this interview did not impact on the analysis of the data. However, it has to be acknowledged that this recollection may have been inaccurate and if the original data had been available or if it had been possible to re-record that section of the interview there may have been a significant contribution contained within the data. Despite these limitations in the data collection, it was undertaken in a robust and reliable manner and the interview data is credible.

8.6.3 Q Methodology

In the Q sort, some participants found the forced sort resulted in them being unable to sort the statements in a way which they considered adequately reflected their view.

> *It was difficult to place the statements in the columns as you wanted to place more than you were allowed under certain columns.* (PSM 1)

> *My choice did not fall neatly into the pyramid shape. I mostly agreed with a far greater number of statements than the pyramid would suggest.* (SEN 2)

While the forced sort had this effect, the purpose of the sorting was for participants to sort the statements relative to each other on a continuum from 'most agree to most disagree'. So, while statements which a participant agreed with may be placed nearer the disagree end of the continuum, this indicated that there was less agreement with those statements than those which were placed at the 'most agree' end of the continuum.

The Q sorts were posted to participants and only one Q sort was completed with the researcher present. This meant that the researcher was reliant on the participants' written responses. It is possible that richer data may have been obtained if the researcher had been able to ask the follow up questions on the response sheet. It would also have allowed supplementary questions to be asked to further elicit the participants' views.

8.6.4 Thematic analysis

While participants were not involved in member checking the final themes constructed in the analysis, an educational psychology colleague was involved in checking for consistency in the coding and identification of themes. While this helped to ensure rigour and transparency in the analysis it could not ensure that the participants were 'given a voice' in the analysis. The lack of member checking raised questions regarding the credibility of the analysis and the extent to which the constructions identified by the researcher corresponded to those of the participants. However, the later triangulation of the data indicated that the analysis was credible.

8.6.5 Q sort

A major decision in the first part of the Q sort analysis was whether to extract the fourth factor. This factor had an eigenvalue which was below 1.0 although it met the criterion of having two significantly loading Q sorts. Brown (1980 cited in Watts & Stenner, 2012) argues that the theoretical as well as the statistical significance of the factor has to be considered. When the factor was rotated the eigenvalue was greater than 1.0 and when the data was triangulated this factor accounted for some of the dissonance in views which was found.

Q sort methodology does not claim to identify all the subjective viewpoints found within the data. The viewpoints of those participants whose Q sorts did not significantly load on to one of the factors were not included.

The factors could have been rotated by hand rather than using Varimax rotation which is completed by the statistical package. The use of Varimax rotation was appropriate in this study as it was an exploratory study and also when the strengths and weakness of the two methods of rotation were considered along with the researcher's level of skill.

The crib sheets were used to rigorously interrogate the data but the final analysis was not discussed with any of the participants to check whether they considered that it reflected the viewpoint they had expressed in the Q sort.

8.6.6 Triangulation

The triangulation of the data and resulting integrated analysis provided confirmability and credibility to the separate analysis of each data set. While member checking had not been undertaken following either the Thematic or Q sort analyses, triangulation provided the opportunity to consider whether the participants' voices were represented in the viewpoints described.

As the researcher was not working within a research team it was not possible to establish inter-rater reliability for the triangulation process with another member of the team. However, an EP colleague was asked to consider the coding and the identification of themes and provided constructive and positive feedback.

In the next section issues which arose in the research in relation to the role of the researcher, reflexivity and ethics will be discussed.

8.7 Ethical Issues

Informed consent was obtained and participants had the right to withdraw from the research although no one withdrew from the research. Anonymity was preserved by changing geographical locations and personal information which, if they had been retained, would have identified the participants. Confidentiality was maintained and the data were stored securely. Data protection guidelines were followed for information which was stored securely and the University of East London and the British Psychological Society guidelines for conducting research were adhered to.

All the participants were adults and while there were issues related to power asymmetry both in the interviews and Q sort, these were acknowledged and strategies implemented to minimise their impact.

The risk assessment indicated that there was little risk involved for the participants within the research and participants were offered the opportunity to contact the researcher if they had concerns. Copies of the findings were available to them.

8.8 Role of the researcher

Finlay and Gough (2003) argue that the researcher should make visible the effect they have on the research and that power relations are a key issue. This research was conducted within the Local Authority where the researcher works and has a professional relationship with some of the participants. While steps

were taken to minimise the impact of the power relations which existed as a result of the context of the both the interviews and the Q sort, these relationships may have influenced the participants' responses. In the interview context the power relations may have been even more influential than in the Q sort which was completed by the participants and returned by post to the researcher. This 'distance' may have given a greater sense of anonymity when completing the Q sort. It was noted in the integration of the results that there was dissonance in the viewpoints found in the interviews and Q sorts in relation to the role of an educational psychologist in identifying language difficulties in students with behaviour problems. This difference may be the result of the power relations in the interview context.

Throughout the research, the researcher made explicit the decisions which were considered and provided a justification for these in an attempt to ensure transparency regarding these decisions and how they impacted on the research. It is acknowledged that these decisions, while explicit, will have been influenced by the epistemological and ontological stances and values of the researcher.

The role of the researcher and the epistemological stance adopted are inextricably linked and in this study the reflexivity of the researcher was seen as being central and will be discussed in the next section.

8.9 Reflexivity

Reflexivity has been important throughout the research in the selection and construction of the research tools, the data collection as well as the analysis of the data.

The researcher's core moral principles of promoting autonomy, beneficence and social justice guided the choice of the research topic. These values as well as the principle of non-maleficence influenced the way the research was conducted. After each interview, the researcher reflected on the way the interview had been conducted and wrote a brief self-critical account in the research diary.

In addition to the self-critical accounts and research diary which provided opportunities to record decisions and provided a vehicle for self-reflection, the researcher also had the opportunity to engage in peer supervision regarding the research with two educational psychology colleagues. This provided the opportunity to discuss issues arising in the research and opportunities for reflection and for common research dilemmas to be discussed.

A process of constant iteration between the data and the analysis was undertaken in both the Thematic Analysis and Q sort. In the Thematic Analysis the data set was frequently re-read to ensure that all the possible data had been included and the researcher's reflections on the themes were noted. Initial descriptions of the themes were written and then the data set was re-read. Following reflection on the initial analysis and the re-reading of the data further

analysis was undertaken and while participants were not asked to provide feedback, the analysis was discussed with a professional colleague. This discussion provided the opportunity to reflect on and justify decisions. The process of iteration also occurred when the statements for the Q sort concourse were being identified and also during the factor analysis.

Throughout the process of analysis the researcher was aware of the impact of her own experiences and theoretical understandings and how these could affect the analysis. The researcher was also aware that self-reflection may also serve the purpose of reinforcing rather than questioning the interpretation and was aware that it cannot be assumed there is access to 'subjective feelings and values' (Finlay and Gough 2003 p 26).

The lack of participant checking, which was highlighted in the limitations of this research, made the researcher particularly conscious of the danger of the participants 'voice' being lost and it was recognised that 'any reflexive analysis can only ever be a partial, tentative, provisional account' (Finlay 2002 p542-543). The results of this research are recognised as provisional and not generalizable and reflect the context of the research. The centrality of the role of the researcher in the construction of the analysis has been acknowledged.

Having discussed the limitations of the research the distinctive contribution of the research will be outlined in the next section.

8.10 Distinctive Contribution

In spite of the limitations discussed earlier, this research has made a distinctive contribution. Existing research in the field focused on the identification of language difficulties and the prevalence of language difficulties in children with behaviour difficulties. Some of the existing research was conducted in special schools or with specialist teachers rather than with staff working in a mainstream secondary school context where this research was undertaken. Previous research has largely adopted a quantitative methodology and has not addressed the issue of why staff may not identify that students who are experiencing problems with their behaviour may have underlying unidentified language difficulties. The distinctive contribution of this research has been to explore how adults who support students with behaviour difficulties in mainstream secondary schools understand the relationship between problems with behaviour and language difficulties. The analysis of the data indicated that this was inextricably linked with school staff's professional identity and experience.

The findings from this research indicated that while staff were aware of the importance of language development in emotional regulation and in managing behaviour, their knowledge and understanding was sketchy and they continued to lack confidence in developing language skills and in identifying language difficulties. The research findings indicated that the overriding view of the participants' professional expertise was within their role as subject teachers and in pedagogy and that other professionals would have the expertise in identifying language difficulties. In addition to this language difficulties were characterised

as difficulties accessing the curriculum and part of generalised learning difficulties. There was the assumption that language difficulties would have already been identified and addressed in primary school and knowledge and understanding of language difficulties would be part of the professional training and expertise of primary teachers.

Unlike in previous research, the findings from this study show that other possible causal and contributory factors for behaviour difficulties were considered to be more likely than language difficulties with consideration most likely to be given to home circumstances. As these other causes were given priority, this influences the strategies implemented to ameliorate difficulties. Staff relied on their professional experience and ongoing professional practice when supporting students. They used 'tried and tested' methods which resulted in data not being collected in a systematic way. School staff used intuition as well as existing school structures which were behaviourist in approach when implementing strategies to support students.

8.11 Summary

Three meta-themes were identified in the integrated analysis of the data and these have been considered in relation to the theoretical framework and the wider national context and research literature.

The recommendations in the literature related to workforce development suggested that the under-identification of language difficulties in students who were experiencing difficulties with their behaviour was related to a lack of

training for school staff. This study indicates that while school staff were aware of the importance of language development in relation to emotional regulation and behaviour management, they continued to lack confidence in their ability to identify language difficulties despite a range of local and national initiatives. Their view of their identity as a teacher was linked to the perception of their professional expertise as being in their subject knowledge and pedagogy. Other professionals including educational psychologists and primary teachers were considered to have the knowledge and expertise to identify language difficulties in students experiencing problems with behaviour.

Language was characterised as being the language needed to access the curriculum and, as was identified in the literature, there was a lack of systematic data collection and integrated assessment of students' needs with school staff relying on their on-going, existing professional practice. The professional experience of school staff meant that they were more likely to consider other possible and contributory factors as being more important than language development. Home circumstances were likely to be considered as were issues related to maturation, medical conditions and wider societal issues.

When the adopted theoretical framework was considered there were issues related to responsibility, interest and stake as well as how decisions are made by professionals supporting students.

This research makes a distinctive contribution despite the limitations of the research methods and that the results are provisional and not generalizable and reflect the context of the research. Distinctively, the research has explored the

understanding of school staff and identifies that they continue to have a sketchy understanding of the role of language development for behavioural difficulties and this is inextricably linked with their view of their professional expertise, experience and professional practice.

The next chapter will address the implications and application of this research for educational psychology practice and also the implications for future research.

Chapter 9 Conclusion

9.1 Introduction

In this chapter the applications and implications of this research will be discussed in relation to future research and for the professional practice of educational psychologists. The practical utility of the research will also be addressed. Firstly, the overall conclusion from the research findings will be presented.

9.2 Conclusion from the research findings

This research was an exploratory study and conducted within one local authority. It was also conducted from a social constructionist epistemological position and that the research findings were provisional and not generalizable.

The research findings identified three meta-themes and from these a number of conclusions were drawn. While the participants were aware of the importance of language skills for emotional regulation and the development of a students' skills in managing their behaviour, their knowledge and understanding of, and ability to identify, difficulties with speech, language and communication continued to be limited. This was despite a range of local and national initiatives to provide training for teachers both during their initial training and in their continuing professional development. Staff continued to perceive themselves to be primarily specialists in their subject area and in pedagogy and

considered child development including language development to be an area of knowledge and expertise for other professionals. A consequence of this limited knowledge and understanding of students' speech, language and communication needs (SLCN) was that the possible causal link between behaviour difficulties and SLCN was not clearly understood and SLCN were not considered as a contributory factor to behaviour difficulties.

As SLCN were not considered to be a possible contributory factor for behaviour difficulties, school systems for data collection did not take SLCN needs into account. As there was a limited understand of students' language development, staff were not aware of appropriate assessment tools and the nature of the information which should be collected and analysed. This restricted data collection had implications for the type and, in the long term, on the effectiveness of the interventions which were selected to support students

While school staff perceived language development to be an area of expertise for other professionals including educational psychologists, they relied on their own professional experience and existing professional practice when supporting students with behavioural difficulties rather than involving a range of professionals to enable a holistic assessment of students' difficulties to be undertaken. Other professionals such as educational psychologists were not used as a resource to develop systems within schools to develop comprehensive data gathering and analysis.

Issues related to home circumstances were considered to be an important causal factor along with 'within child' and wider society factors. School staff

may view these factors as ones which they had limited opportunities or ability to influence or change. The importance given to these factors also distracted staff from considering language difficulties and staff also did not recognise the importance of home life and the impact of social deprivation on the development of language skills was not recognised.

In the next section the application and implications of the research for educational psychology practice will be considered.

9.3 Applications and implications for educational psychology practice

This research has implications for educational psychology practice at the levels of:

- Individual casework;
- Systems work in school;
- Commissioning of services.

The implications for each level of work will be discussed in the next sections.

9.3.1 Individual casework

This research highlights the necessity of educational psychologists (EPs) being aware of how SENCOs and Pastoral Managers make decisions regarding students and the range of information they collect and analyse regarding students' strengths and difficulties. Educational psychologists need to be aware

that questions regarding language development may not have been asked by school staff and that other causes may be attributed to behaviour difficulties. It would be important for educational psychologists to ask these questions and ensure that appropriate data are collected as well as working jointly with speech and language therapists.

In addition to this, educational psychologists also need to be aware of the importance of interrogating primary school data for students with behaviour difficulties. The research data indicated that there may be a presumption that any language difficulties would have been identified in primary school resulting in this being discounted or not considered as a cause of behaviour difficulties.

The importance of the role of teaching assistants within schools both as sources of information regarding students' strengths and difficulties and being responsible for delivering interventions should be considered by educational psychologists when collecting information about students.

Educational psychologists also need to be aware of the theoretical lens which they are using when undertaking individual casework as this, together with what is often limited time available in schools, will determine the information which is sought. It is possible that this may result in further information regarding unexplored language difficulties which might be contributing to the student's behavioural difficulties remaining unidentified.

9.3.2 Systems work in schools

The research identified that information regarding students' language development was not collected systematically. Educational psychologists can be influential in developing special educational needs systems and frameworks for data collection and analysis within schools. It is indicated in the Special educational needs and disability code of practice: 0-25years (2015) that schools should 'take action to remove barriers to learning and put effective special educational needs provision in place' (p. 100). The first step in this process is to assess a student's needs. The range of data to be considered is outlined in the Code of Practice and EPs could be involved in proactively supporting schools in developing their assessment systems as well as identifying appropriate assessment tools. This may lead to underlying causes of behaviour difficulties being more quickly and accurately identified. EPs could also be involved with schools in developing the other stages within the graduated response of Plan, Do and Review to ensure that the appropriate strategies are implemented and evaluated.

This research highlights the on-going importance of workforce development in schools. School staff would benefit from developing their knowledge and understanding of all aspects of child development not just subject specific knowledge and pedagogy. Educational psychologists have an important contribution to make to the continuing professional development (CPD) of teachers and non-teaching staff within schools, as child development is central to their professional knowledge and understanding. While it is acknowledged that other professionals such as specialist teachers have a range of expertise

and also offer training to schools only EPs will bring an in depth psychological perspective. They are in this unique position as an outcome of their training as applied psychologists. In addition to the unique perspective which EPs bring to the content of the training, they also have, as a consequence of their training, knowledge and understanding of theories of learning, cognitive processes and an understanding of how to affect change. Additionally, EPs would be able to put into practice and demonstrate effective ways of learning in the way the training was provided. The research skills which are part of the skill set of EPs would enable them to evaluate the effectiveness of the training in relation to both the development of staff knowledge and understanding as well as the impact on practice and outcomes for students.

This wide ranging and in depth expertise which EPs have would enable them to deliver the high quality CPD which Senior Leadership Teams in schools have a responsibility to provide. This high quality CPD is linked to teachers' standards and targets set through performance management and OFSTED would expect to see evidence of the monitoring of teaching and learning and how this links to teachers' standards and performance management (DFE, 2015).

Educational psychologists also have an important role in developing awareness in schools of the range of strategies which can be used to help students manage their behaviour. The research findings indicated that school staff are more likely to focus on other causes than language difficulties when students experience problems with behaviour. As a consequence of their formulations, the appropriate interventions are not always identified and implemented. However, EPs are aware of and use a range of strategies in their practice

(Atkinson, Corban & Templeton, 2011). The range of strategies includes motivational interviewing (MI), cognitive behaviour therapy, (CBT), personal construct psychology and solution focused approaches. Some approaches would also provide the opportunity to enhance language development as well as affect behaviour change. Rechten and Tweed (2014) used the Maguire and Pitceathly model (2002) which made use of role play in an intervention with students in danger of exclusion. The model provided the opportunity through role play to develop communication skills and while Rechten and Tweed's study was an exploratory study their interview responses indicated that the 'model may have some utility within both adult and child populations' (p. 304).

In addition to developing awareness of specific interventions, educational psychologists also have a role in supporting schools in implementing and evaluating programmes to develop students' language skills. The Better Communication Research Project (2012) identified the need for clear evaluation criteria for interventions and for project/programmes to be evaluated. Most programmes were developed for the primary sector and educational psychologists working in secondary schools would have the necessary research skills to be able to identify 'what works' to develop and extend secondary students' language skills.

The need for educational psychologists to be part of multi-disciplinary teams working with students experiencing difficulties with their behaviour is a further implication of this research. The conclusions from Hartnell's (2010) study into the work of a multi-disciplinary behaviour support team, whilst tentative, emphasised the need for 'skilled professionals working together to take a

holistic approach to problem resolution' (p. 201) and thorough assessments if there were to be successful outcomes. Additionally, the study identified the need to avoiding being reactive and focusing on individuals rather than developing supportive and proactive approaches.

While the interview data identified that school staff consider understanding students' language development to be an area of expertise for EPs they did not always consider EPs to be a resource which they could use to assist them in analysing data or in identifying strategies. This may be related to the availability of EPs in school but it may also be a reflection of a misunderstanding of the role and work of EPs by school staff. The range of support which can be provided to schools by educational psychologists would need to be clearly outlined for schools through the Local Offer.

As both EPs and speech and language therapists are scarce resources, it is important that effective use is made of their time and that duplication is avoided. Joint rather than parallel working should be undertaken with speech and language therapists. Existing programmes such as Elklan provide opportunities for training to be delivered at a universal level jointly by speech and language therapist, EPs and advisory/specialist teachers.

9.3.3 Commissioning services

Educational psychologists have a role in informing commissioners of services of the importance of a clearly focused, integrated assessment for students with behavioural difficulties. The establishment of multi-disciplinary teams which

included speech and language therapists, mental health practitioners and specialist teachers as well as educational psychologists would enable a holistic and thorough assessment of the needs of students with behavioural difficulties. If, as the research findings suggest, SENCOs and Pastoral Managers lack confidence and skills in assessing students' language difficulties, it is likely that students at risk of permanent exclusion would benefit from an integrated assessment to identify whether there are any previously unexplored causes for their difficulties. It may be appropriate for these multi-disciplinary teams to be based in a group of schools rather than located directly within a local authority or health authority setting. The Education Health and Care (EHC) plans introduced by the Children and Families Act (2104) reinforces the need for integrated assessment and the principle of 'tell it once' (p. 150) as well as there being effective information sharing and joint working between local authorities and clinical commissioning groups (CCG). Multi-agency teams would fit within this context; however, this would have implications for many current models of service delivery for educational psychology services.

9.4 Implications for other stakeholders

This research has implications for the content of initial teacher training programmes. While it is recognised that these courses already contain a significant body of professional knowledge and practice which trainee teachers are expected to acquire, it would be important for there to be provision for training regarding language development.

Educational psychologists have a role to play in initial teacher training (ITT). As EPs currently work directly in schools they would be able to contribute where training occurs through the school led courses such as School Direct or SCITT (School Centred Initial Teacher Training) as well as in university led courses. If experienced staff, who will be training the next generation of teachers, have limited understanding of the potential language difficulties of students experiencing problems with their behaviour this will impact on the skills of these new teachers. The next generation of teachers will only have a greater awareness of the relationship between behaviour problems and language development if they receive appropriate training. Educational psychologists are well placed to deliver this training given their understanding of language development as well their understanding of child development, learning theories and schools as organisations.

Government initiatives regarding promoting appropriate behaviour in schools should also consider identifying underlying causes for behaviour problems and not only addressing the symptoms. The latest initiative to address low-level disruption in classrooms continues to focus on providing strategies for teachers to deal with such behaviour (Morgan, 2015).

9.5 Practical utility of the research

The research data indicates that information collection regarding students' strengths and difficulties can be ad hoc and focuses on academic data which teachers are confident in assessing. Showing progress using National

Curriculum levels would be their primary responsibility. The research data also indicates a lack confidence in assessing and identifying language difficulties in students experiencing problems with their behaviour. These findings from the research led to the development of a data collection tool for both schools and EPs. At the time of writing these had been shared with some of the research participants and the researcher's EP team and some positive feedback had been received. (Appendix 20 page 285)

9.5.1 Products designed

The rationale for developing the data collection tool was to promote the utilisation of existing checklists and assessment tools and to provide a summary of a student's language skills for SENCOs and Pastoral Managers. It was also to prompt consideration of language difficulties as a possible cause of problems with behaviour as the research findings indicated that SENCOs and Pastoral Mangers were potentially more likely to consider other causes.

9.5.2 School data collection tool

The data collection tool has been constructed using readily available and free assessment measures and provides descriptors of age related language development and can be found in Appendix 21 page 289. The tool provides prompts for school staff and they are asked to consider whether there has been previous speech and language therapy involvement, when this occurred and why the student was discharged. In some instances students are discharged because of non-attendance at appointments rather than because the issue has

been resolved. It is also possible that while the student no longer meets speech and language thresholds for involvement they continue to have residual difficulties. Further prompt questions relate to which interventions, if any, have been implemented and if there are further interventions which could be accessed. The final question prompts school staff to consider whether a request for involvement by a speech and language therapist or an educational psychologist would be appropriate. Educational psychology teams could request school staff to complete this data collection sheet and submit it with any request for involvement by an educational psychologist.

9.5.3 Educational psychology data collection tool

In addition to the school's data collection tool, a matching data summary tool has been developed for educational psychologists and is included in Appendix 22 page 291. This makes the link between language and behaviour explicit by providing an initial data collection format to assist and inform EPs' thinking and approach to individual casework. In discussion with EP colleagues and also when considering her own practice, it became apparent to the researcher that the theoretical lens adopted when considering a student's behaviour difficulties could preclude an exploration of possible language difficulties as a contributory factor to the student's difficulties. Rees, Farrell and Rees (2003) found that when EPs assessed students with behavioural difficulties they commonly assessed cognitive, affective, reading, spelling and mathematics skills and the interventions recommended largely fell into five groups; counselling, solution focused, behaviour management programmes, circle of friends and behaviour modification. Hart (2010) found that EPs' understanding of behaviour could be

categorised under four main headings: behaviourist, psychodynamic (attachment), systemic and humanistic. While neither the assessments described by Rees, Farrell and Rees, or the psychological theories described by Hart, exclude the assessment of language difficulties neither do they necessarily lead to consideration being given to the role of language. The data summary tool highlights the relationship between language and behaviour difficulties and enables EPs to consider this along with other potential causes of difficulties as well as adding to the depth and thoroughness of assessments. In addition to assisting educational psychologists to analyse the school's assessment of and support for students' language development it also prompts consideration of future interventions.

9.5.4 Implementation and future considerations

This research and its findings were presented to educational psychology colleagues at a CPD session during a team meeting. In addition to the data summary tool the presentation outlined the literature review and research findings, the implications of the research and the school data collection tool. The responses to the presentation from the team manager and EPs can be found in Appendix 20 page 285.

At the time of writing the school data collection tool has been shared with some of the research participants. Two of the participants have trialled the data collection sheet and their response can be found in Appendix 20 page 285.

While some positive responses have been received from both colleagues and participants it will be necessary to trial these tools and evaluate their effectiveness in the future.

In the next section the implications for future research will be considered.

9.6 Implications for future research

As this research was conducted within one Local Authority further research could be undertaken in other Authorities in different parts of the country to reflect the diversity within Local Authorities. It could also be conducted in a wider range of schools; for example, inner city schools and those schools where children come from a wide range of cultural backgrounds and have English as a second language. Schools not under Local Authority control such as academies could be included as nationally, 21.6 per cent of schools have Academy or Free School status (DFE, 2014). Academies and free schools were not included in this research. A varied range of types of schools across the UK, reflecting different patterns of demographics may have shown different results. It would also be useful to explore how different types of schools distinguish between second language acquisition skills and speech and language difficulties in children presenting with behaviour difficulties.

The knowledge and understanding of the staff in this sample may in part be the outcome of the way recent national initiatives and training have been disseminated within this particular Authority. Other authorities may have adopted a different approach which may have been more effective as the

research conducted by Lindsay et al., (2011) indicated that nationally there was an increase in staff's awareness of resources following training on speech and language. Lindsay et al. found that out of the secondary teachers surveyed 49 per cent indicated they were aware of the IDP materials. It was also reported that three quarters of SENCOs had attended local authority training and the SENCOs indicated that the resources had prompted discussion regarding students learning needs and improved teachers' knowledge. However, there was little or no information about whether the training had raised awareness of the strong link between behaviour and speech, language and communication difficulties. There was also a paucity of information that the reported increase in awareness had led to a change in practice that was embedded within the schools. Further research could focus on identifying to what extent the training had become embedded in schools' practice and whether language difficulties were being assessed or identified in greater numbers of students experiencing behaviour difficulties.

While the SENCOs and pastoral managers in this research had some understanding of the importance of language difficulties in relation to problem behaviour they were less confident regarding their teacher colleagues' abilities to identify language difficulties or residual or low level language difficulties which could be possible contributory or causal factors to behavioural difficulties. Research to explore the knowledge and understanding of classroom teachers would be a future area of study to clarify whether this concern is justified. Similarly, the SENCOs and Pastoral Managers in this research considered their primary teacher colleagues would have a greater knowledge and understanding of language development. This view may be questionable as a number of

pupils continue to be found to have unidentified language difficulties in secondary schools. Research into the knowledge and understanding of primary teachers, particularly those teaching in the upper end of Key Stage 2 in relation to their understanding of the key language skills needed by pupils to be successful on transfer to secondary education would be needed to clarify if this view was justified.

The teacher participants in this research were all experienced teachers and had completed their initial training some time ago. Further research into the knowledge and understanding of newly qualified teachers or those currently training would clarify whether there is an increasing confidence, knowledge and understanding of these issues or whether there continues to be a lack of confidence. Teacher training has undergone significant changes during the last 10 years with increasing opportunities to 'learn on the job' via school-centred initial teacher training and School Direct as well as on a university led courses. While within these courses there are opportunities to develop understanding and knowledge of SEN the main focus continues to be on pedagogy and subject knowledge. The SEN Toolkit (2009) identified core skills for trainee teachers but the proportion of time allocated to this training on a one year course amounted to a one day taught course with 17 self-study tasks. The literature also indicated that there is little training on child development and child psychology provided during initial teacher training courses (House of Commons Education Committee 2011).

Since the remodelling of the school workforce which was undertaken between 2003 and 2008 there have been increasing numbers of non-teaching staff in schools who provide pastoral support as well as supporting students with a range of difficulties including behaviour. It was expected that the sampling criteria would identify this group of staff but the majority of pastoral manager participants were also qualified and practising teachers. Further research would be required in order to identify how non-teaching staff understand the relationship between problem behaviours and language difficulties. This group of staff have an increasingly important role in supporting students and also liaising with parents.

While the present research has been conducted in relation to the understanding of SENCOs and Pastoral Managers in secondary schools it would also be pertinent to consider the viewpoints of educational psychologists and speech and language therapists. If, as the research suggested, school staff perceived others to be experts in identifying whether children exhibiting problem behaviours have language difficulties it will be important for these professionals to be aware of this and for their assessment to be integrated and include an assessment of students' language difficulties. In his evidence to the All Party Parliamentary Group on Speech and Language Difficulties (2013) James Law, Professor of Speech and Language Sciences, Newcastle University, suggested that professionals only assess within their own specialism and the 'extensive overlap between communication difficulties and behavioural problems may not be reflected in professional practice' (p. 12). The current SEND reforms (2014) emphasise the establishment of effective partnerships across education, health and care, joint commissioning and the need for services to work together to

'promote children and young people's wellbeing or improve the quality of special educational provision' (p. 24). While these are established as key principles which underpin the Code of Practice it is clearly going to take some time for these to become established in the day to day practice of professionals. Within the Code of Practice there is an emphasis on the 'tell us once' (DFE, 2015 p.150) and a co-ordinated assessment and planning process which should lead to integrated assessments. Future research could identify whether these coordinated assessments and plans are being implemented effectively.

9.7 Summary

The three meta-themes identified in the analysis of this data have applications and implications for educational psychology practice. Educational psychologists need to be aware that school staff may continue to be unlikely to consider language as a potential causal factor for behaviour when requesting involvement by an EP. The staff in this research continued to have a sketchy knowledge and understanding of the relationship between language development and problems with behaviour and perceived their expertise to be within their subject knowledge and pedagogy despite a number of initiatives to improve knowledge and understanding of language development. The participants were also likely to identify and focus on other causal and contributory factors other than language difficulties. Educational psychologists need to be aware that their own theoretical lens may preclude them from considering language difficulties. The research has implications for EPs in relation to systems work regarding data collection and interventions in schools as well as for teacher training. A further implication is related to the need for

comprehensive multi-disciplinary assessments for students experiencing difficulties with behaviour.

The findings have implications for future research as this research was conducted within one local authority and may reflect issues within that authority rather than the national picture. The importance of the role of non-teaching staff in both identifying and implementing strategies to support students' language skills would be an area of further research as would the understanding of primary teachers.

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List of Appendixes

Appendix 1 Table 1. Studies from research literature

Table 1. Studies from research literature

Study	Topic	Study Population	Design	Primary Outcome	Sample Size	Findings
Benner, G.J., Nelson, J. R. & Epstein, M.H. (2002) Language Skills of Children with EBD: A Literature Review. *Journal of Emotional and Behavioural Disorders* 10:43 doi: 10.1177/106342660201000105	Systematic literature review of the language skills of children with EBD	Quantitative studies Diagnosed EBD	Systematic literature review	Majority of children with EBD experience language deficits	26 studies reviewed	Routine language screening for children with EBD as they may have undiagnosed deficits.
Clegg, J., Stackhouse, J., Finch, K., Murphy, C. & Nicholls, S. Language abilities of secondary age pupils at risk of school exclusion: A preliminary report. *Child Language Teaching and Therapy* 25;123-140. doi: 10.1177/0265659008098664	Language abilities of pupils in danger of permanent exclusion.	Pupils in mainstream secondary schools at risk of exclusion	Cohort Design Quantitative	Mean scores of the exclusion cohort fell on average 1 SD to 2 SD below the standard mean across the four language measures.	15	Language difficulties co-occur with and associated with behaviour problems and school exclusion.
Ripley, K. & Yuill, K. (2005) Patterns of Language Impairment in hoys excluded from school. *British Journal of Educational Psychology* 75, 37-50 DOI:10.1348/000709905X27696	Expressive and receptive language problems of excluded boys to investigate patterns of relationships	Excluded boys aged 8-16 A matched non-excluded group.	Observational Quantitative	Verbal skills were significantly impaired in excluded boys when compared with the matched age non-excluded boys	19	Hypothesis that behaviour problems linked to receptive language difficulties in younger children not supported. Sub group of 6 boys had behaviour difficulties which were not accounted for by language difficulties.

Appendix 1 Table 1. Studies from research literature

Study	Topic	Study Population	Design	Primary Outcome	Sample Size	Findings
Stringer, H. & Lozano, S (2007) Under identification of speech and language impairment in children attending a special school for children with emotional and behavioural disorders. *Educational and Child Psychology* 24, 4. 9-19. Retrieved from http://shop.bps.org.uk/publications/publication-by-series/educational-and-child-psychology/educational-child-psychology-vol-24-no-4-2007-language-impairments-their-impact-on-educational-progress.html	Teacher identification of language difficulties in children in a SEBD special school	Pupils aged 8years 3 months to 13 years 5 months. Mean age 11 years 4 months All had statements of special educational needs.	Observational 2 hypotheses Quantitative	High incidence of language impairment contrasting with a lower level of teacher identification.	19	74% of pupils met the criteria of language impairment and teachers identified 54% Those with expressive and receptive language impairment most likely to be identified
Joffe, V.L. & Black, E. (2012) Social, Emotional and Behavioural Functioning of Secondary School Students with Low Academic and language performance: perspectives from students, teachers and parent. *Language, Speech and Hearing Services in Schools,* 43, 461-473 doi: 10.1044/0161-14612012/11-0088		12 year old students who had not been identified as having language difficulties. Teachers Parents	Questionnaire Triangulated Quantitative	SDQ showed significant SEBD. Language difficulties not previously recognised. Adolescents with language difficulties at greater risk of SEBD	352 students 225 parents 230 teachers 222 male and 130 female students. Ratings for all 3 groups: 161	Parents and teachers were more aware of students' SEBD. Little or no association between SEBD and non-verbal IQ. Below average English SAT strongest predictor of SEBD Teachers identified less SEBD than parents or students. Teachers rated students significantly poorer at prosocial behaviour than either parents or students.

Appendix 1 Table 1. Studies from research literature

Study	Topic	Study Population	Design	Primary Outcome	Sample Size	Findings
Stiles, M. (2012) 'Do we make ourselves clear?' Developing a social, emotional and behavioural difficulties (SEBD) support service's effectiveness in detecting and supporting children experiencing speech, language and communication difficulties (SLCD) *Emotional and Behavioural Difficulties,* 18:2, 213-232 doi: 10.1080/13632752.2012.716573	Evaluation of the knowledge and skills of a small SEBD support team and the evaluation of training delivered to increase awareness and skills in relation to SLCN in students with SEBD	Specialist teachers and support assistants working in a SEBD support team.	Action research Within subjects. Independent variable – pre and post interviews and questionnaire	Awareness of SLCD increased within the team of specialist teachers	10 teachers and 3 support assistants	Not confident at identifying SLCN but confident at supporting students. Barrier to identification – knowledge and time. Lack of assessment tools and information on referral. Schools prioritise SEBD over language.

Appendix 2 Draft interview questions and vignettes (pre-pilot)

Semi-Structured Interview Questions

4.   What information do you collect when you create a profile for young people who are experiencing difficulties in managing their behaviour in school?

5.   What interventions do you have in place to support young people with behaviour difficulties in school?

6.   What do you think are the causes of young people's difficulties in managing their behaviour in school?

7.   Would you consider language difficulties to be a cause of young people's behaviour difficulties in school?

8.   If you did consider language difficulties as a cause of their difficulties in managing their behaviour how important a cause would you consider it to be?

9.   If you did not consider language difficulties as a cause of young people's behaviour difficulties, why would you not consider it?

10.   How important to do you consider language development to be in the development of young people's skills in emotional regulation and their ability to regulate their behaviour?

11.   What do you consider to be the barriers in identifying potential language difficulties in young people with behavioural difficulties?

12.   What do you consider to be the key language skills that young people need to be able to manage successfully in a mainstream high school? Where are these skills taught in the curriculum?

13.   How aware do you consider yourself to be of the importance of language skills in developing emotional self-regulation and in managing behaviour?

Appendix 2 Draft interview questions and vignettes (pre-pilot)

Vignette 1

Tom is in Year 8. There were concerns at primary school regarding his ability to form peer relationships and with acquire literacy skills. Following additional support for literacy in Year 7 Tom acquired functional literacy and the additional support was withdrawn.

Tom's teachers find that he sits at the back of the class and talks to other children and he likes to act the 'class clown' making inappropriate comments. Tom does not like to be asked a direct question and will guess at an answer, make an inappropriate response or shrug his shoulders. Tom's teachers describe him as refusing to follow instructions and frequently getting the work wrong.

Tom is sometimes involved in incidents during the unstructured times of the day when play fighting gets out of hand. It can be difficult for Tom's teachers to find out exactly what happened.

Tom enjoys sport and he is a good football player. He does well in Physical Education lessons. Tom likes doing models and he will work on the computer and likes computer games although he can find research projects using the Internet frustrating.

Vignette 2

Lucy is in Year 9 and she is working well below her age group in literacy and numeracy. She will use avoidance tactics when she is asked to do things she is less confident with.

Lucy's mood can be unpredictable and she can be non-compliant. Lucy struggles to manage her anger in school particularly when she becomes frustrated. Lucy has had violent outburst which involve threatening and abusive behaviour both to adults and children.

Lucy has difficulty following verbal instructions and she relies on visual and other clues to generate answers when she is asked a direct question.

Lucy has had 1:1 counselling support but she finds it difficult to expand on her ideas an often only gives a one word answer in response to questions. Lucy continues to have difficulties with self-esteem and self-awareness and needs support in developing positive social contact with peers and adults.

Lucy responds to praise, she cares about her personal appearance and she enjoys working with younger pupils.

Questions

1. What would you do if this child was in your school and you were asked to support them?
2. What would you consider to be possible causes of their difficulties?
3. Is there any information missing from this pen portrait that you would consider it important to have to inform decisions?

Appendix 3 Final interview questions and vignettes (post-pilot)

Semi-Structured Interview Questions

1. Can you tell me how you got to be where you are now?
   - Background
   - Role
   - Training
   - Experience
   - Training on language development

2. What information do you collect when you create a profile for young people who are experiencing difficulties in managing their behaviour in school?

3. What interventions do you have in place to support young people with behavioural difficulties in school?

4. When you are thinking about young people's behaviour, what do you consider to be the main causes of their difficulties in managing their behaviour in school?

5. **If language was included:**

   Why would language to be one of the main causes?

   How important a cause would you consider it to be?

   If language not included:

   Would you ever consider language to be a cause of young people's behavioural difficulties?

   Why do you think you might not consider this to be one of the main causes?

6. Do you think there are any reasons why language difficulties may not be identified in young people with behavioural difficulties?

7. Is language development an important factor in self-regulation?

8. Are there any key language skills which you think young people need to be able to manage successfully in a mainstream high school? Are there any opportunities to develop these skills?

9. How aware do you consider yourself to be of the importance of language skills in developing emotional self-regulation and in managing behaviour?

10. Are you aware of the key findings of the Bercow Report and did you access the IDP on Speech Language and Communication. Did you find any implications for your school?

11. Have you been surprised by anything we have discussed?

Appendix 3 Final interview questions and vignettes (post-pilot)

Vignette 1

Tom is in Year 8. There were concerns at primary school regarding his ability to form peer relationships and with acquire literacy skills. Following additional support for literacy in Year 7 Tom acquired functional literacy and the additional support was withdrawn.

Tom's teachers find that he sits at the back of the class and talks to other children and he likes to act the 'class clown' making inappropriate comments. Tom does not like to be asked a direct question and will guess at an answer, make an inappropriate response or shrug his shoulders. Tom's teachers describe him as refusing to follow instructions and frequently getting the work wrong.

Tom is sometimes involved in incidents during the unstructured times of the day when play fighting gets out of hand. It can be difficult for Tom's teachers to find out exactly what happened.

Tom enjoys sport and he is a good football player. He does well in Physical Education lessons. Tom likes doing models and he will work on the computer and likes computer games although he can find research projects using the Internet frustrating.

Vignette 2

Lucy is in Year 9 and she is working well below her age group in literacy and numeracy. She will use avoidance tactics when she is asked to do things she is less confident with.

Lucy's mood can be unpredictable and she can be non-compliant. Lucy struggles to manage her anger in school particularly when she becomes frustrated. Lucy has had violent outburst which involve threatening and abusive behaviour both to adults and children.

Lucy has difficulty following verbal instructions and she relies on visual and other clues to generate answers when she is asked a direct question.

Lucy has had 1:1 counselling support but she finds it difficult to expand on her ideas an often only gives a one word answer in response to questions. Lucy continues to have difficulties with self-esteem and self-awareness and needs support in developing positive social contact with peers and adults.

Lucy responds to praise, she cares about her personal appearance and she enjoys working with younger pupils.

Questions

1. What would you do if this child was in your school and you were asked to support them?
2. What would you consider to be possible causes of their difficulties?
3. What other information missing would you want to have about this young person.

Appendix 4 Q sort Statements from interviews and literature

Send a round robin – what their attainments is like, NFER data, SDQ, NC levels 29-35	If they haven't started what you ask it is because they are trying to process what they have been asked to do 184	We look at specific types of behaviours and attitudes in lessons and what might have provoked the behaviour 47-59
Extra support in maths, English whatever. 38	It is almost a hidden problem 227	It is only when we have tried a number of strategies to modify behaviour that we would start to think about what the underlying causes would be. 105/123
Take then through incidents, walk then through incidents 47	It is important to develop children's subject specific vocabulary 289	Students misbehave because the lessons aren't stimulating for them and they get bored 152
We'll play like Monopoly and other games that are educational so that they learn to turn take, how to wait their turn how to loose gracefully.	If language within the home is more restricted and they are not academically able to pick up the layers of vocabulary we give them 305	Teachers aren't' very good at giving clear, precise instructions.
Some of the curriculum they cannot access because of the language difficulty and that is where the behaviour comes out. 86/96	Cue cards can help to structure	I think it is just the pupil's understanding of things rather than barrier of language. 214
I'm not going to show my peers I can't do this, I'm just going to opt out and disrupt the class. 97/99	Poor language skills comes from language that isn't good within the home.	When pupils get frustrated they find it hard to explain what they mean and will use swear words. 228
I don't think language is as important a factor as what is going on for them outside school. 104	There is a good awareness of language needs within those support young people	If they can't articulate how they feel, we can't put strategies into place to help them.
Language for learning helping develop children's language in school. 114	A lot of work is done on speech and language skill in nursery and in primary schools but not in secondary. 510	I'm surprised that there is a strong emphasis on language for behaviour. 318
Having someone who is a specialist in speech and language in school has meant that children have been identified. 127	There is a lack of support from Speech and Language Therapy services in secondary schools 500	
If they are able to come out with a mouthful of abuse then they must understand what is going on in the lesson. 170		
I try to develop 'self-talk ' in children to help them to self-regulate their behaviour 235		
Lack of engagement with learning is the main cause of behaviour problems. 97	With behaviour difficulties our first step would be to involve parents. 60	We don't collect specific information regarding language about children. 45

Appendix 4 Q sort Statements from interviews and literature

Extreme emotional needs are the main cause of behaviour difficulties 102	If someone was identified as having a behaviour difficulty we would ask a learning mentor to work with them.	Children are given targets on a report card which they take to lessons. 73
We have a common language that is used in lessons in school so that young people understand what is happening 162/3	Five minute checks and monitoring and report cards work fantastically well for some pupils. 122	We find that language is a problem with friendship groups. 114
The language young people come out with is what they have heard on the street or at home. 216/7	Smiley faces and stickers can work a treat with the right pupil along with bigger rewards. 138.	Children can have difficulty with idioms and sarcasm. 125
Training is needed in the development and use of language for dealing with conflict. 197	Puberty is a major cause of behavioural difficulties 160	There is no input from speech and language therapy in secondary schools 189
Language hasn't been at the forefront of people's minds because of the national agenda with focus on issues such as literacy. 251	We tend to find that the children who are coming through are verbally quite strong.196	We do not have an ongoing assessment system or anything that is set up in secondary 194
The notion of Speech and Language Therapy is very much one for a younger child. 299	Intensive work with speech and language is done in nurseries and children's difficulties are picked up there.241	Children are usually flagged up for other things. 198
The primary context means that children's difficulties are not as obvious in primary school so difficulties are not identified. 350/365	Not sure all secondary teachers would be able to say what is appropriate development at certain ages. 251	One of the key things is being able to use language to make new relationships 213
Teachers have a greater understanding of what a typical reading age would look like rather than language development.	You may only see children once or twice a week in secondary school so don't have the same knowledge of them as in primary school 256	A key thing is teaching children how to speak to people who are in authority. 227
All teachers are now expected to deliver whole school literacy including speaking an listening so attitudes will have to change.	Training is more in your subject than child development. 263	We are usually reacting rather than being proactive 288
	Language just gets in the mix of struggling to learn 349	Children are sometimes identified because their speech is not clear 295
		We provably concentrate more on literacy than on speech and language. 316
Dealing with children with		

Appendix 4 Q sort Statements from interviews and literature

behavioural difficulties is intuitive and it depends on the child. 106		
We spend time talking to children 114		
We have a booklet with specific targets in then 141		
Behaviour is often attributed to some sort of social, economic issue outside school 250		
Behaviour may be related to the understanding of the terminology and the language that is being used 281		
When they get to us it should already be identified 366		
Peer pressure is very important it is easier to be sent out than to fail 404		
Secondary teachers are good at identifying children with speech, language and communication difficulties.	Most speech and language development takes place in the early years.	Secondary teachers are trained more in their subject area than in child development including language
For a high proportion of secondary age pupils at risk of permanent exclusion, language difficulties are a factor in their behaviour problems and school exclusion.	Many teachers lack confidence in delivering a lesson through oral activities and in assessing a student's ability to speak and listen effectively.	Subject teachers are more focused on their subject knowledge than on language development.
Language difficulties are not accompanied by obvious speech difficulties	Speech and language issues are related to younger children not those in secondary.	Language difficulties are not something that staff are looking out for – it's just not on their radar.
There needs to be a multi-disciplinary approach to pupils with behaviour difficulties and assessment should include a routine assessment of language abilities.	Often in a classroom you don't have time to unpick an effect. When you have 20-30 children, you don't have the time.	There isn't much support for teachers from specialists such as speech and language therapists in secondary schools.
During adolescence, language problems are not always easily	Identifying language difficulties is the job of the EP.	Language skills are not as important as what is happening at home.

Appendix 4 Q sort Statements from interviews and literature

detectable in everyday conversation.		
Superficially, good, clear language skills means that teachers don't think that there is a problem	Primary teachers deal with the development of language and other basic skills	Instructions that teachers consider to be simple are not simple for children.
Language difficulties can be mistaken for other things e.g. a pause for processing can be seen as sullenness.	Training on child development and what is appropriate language development is done more intensively for primary rather than secondary teachers.	Teachers do not understand children's language experience or background so when they correct children, the children interpret this as being 'I'm not good enough.'
Children with social, emotional and behavioural difficulties should be routinely screened for language difficulties.	Speech and Language Therapists are involved in developing effective interventions.	We don't screen for language in secondary schools.
Children learn best when doing but most lessons focus on language and this is a cause of frustration ain children.	Students with EBD may not be evaluated for language deficits.	Language difficulties do not lead directly to behaviour problems.
Children are usually flagged up for other things and not language difficulties.	Children with aggressive behaviours use less verbal communication and more physical actions in attempts to communicate.	Staff in secondary schools should be trained to increase their awareness of language difficulties.
You don't see children as often so you don't get the same idea of what would be typical in a Year …pupil.	Children with noncompliance tendency may have receptive language deficits that limit their ability to comply with requests.	Behaviour rather than any underlying specific language impairment becomes the focus of the intervention.
Language is just in the mix of struggling to learn, it's part of learning difficulties.	When children do not comply, teachers interpret children's actions as being purposeful and deliberate.	The key tool for the self-regulation of behaviour is language
There are limited opportunities in secondary schools for pupils to develop communication skills.	Behaviour has to be addressed and this means that language concerns often go undetected.	Excluded boys have been shown to have significantly impaired verbal skills when assessed.
Usually home factors are the ones that are considered rather than	Educators need to question the language skills of any student who	There are behaviour problems that are not accounted for by

Appendix 4 Q sort Statements from interviews and literature

other issues such as language when thinking about young people with behavioural difficulties.	has been diagnosed or has a suspected diagnosis of EBD.	language difficulties.
Socio-economic deprivation may be a factor in both the language difficulties and the behaviour problems of pupils at risk of exclusion.	Children with primary behaviour disorders have been found to have previously unrecognised speech and language impairments which contribute to the development of behaviour disorder in some way.	Language competence is a key factor in the development of emotional literacy which supports successful self-regulation and social interaction.
Children's behaviour is managed by talking to them about it.	For some children language impairment does not contribute to behaviour problems	Teachers are poor at identifying children with language delay.
It is important to teach emotional language to help children to manage their behaviour.	Language difficulties in language impaired pupils were not accompanied by obvious speech difficulties.	Children become skilled at adapting and hiding difficulties.
There is a direct relationship between language deficits and EBD.	A difficulty with comprehension is taken as non-compliance, lack of attention or self-control.	
A high percentage of children with diagnosed EBD also have language deficits.	Young people with language impairment are known to be at risk for a range of behavioural, social and mental health problems.	
Presenting behaviours can serve to detract teachers from recognising a possible underlying issue with language abilities.	Misbehaving serves to divert the teachers' attention and to keep up their popularity with their peers.	
Constant chatting may lead teachers to think that a child has adequate expressive language skills.	Difficulties with language comprehension could interfere with the effectiveness of strategies used to support children e.g. counselling.	
Secondary classrooms are language rich environments where information is delivered in	The area of speech and language difficulties is so diverse that it is difficult for teachers to familiarise	

a highly auditory-verbal and print laden manner.	themselves with the theoretical and practical aspects of the field.	
Children with specific language difficulties are at an enhanced risk of behavioural, social and emotional difficulties.		

Appendix 5 Q sort statements categories
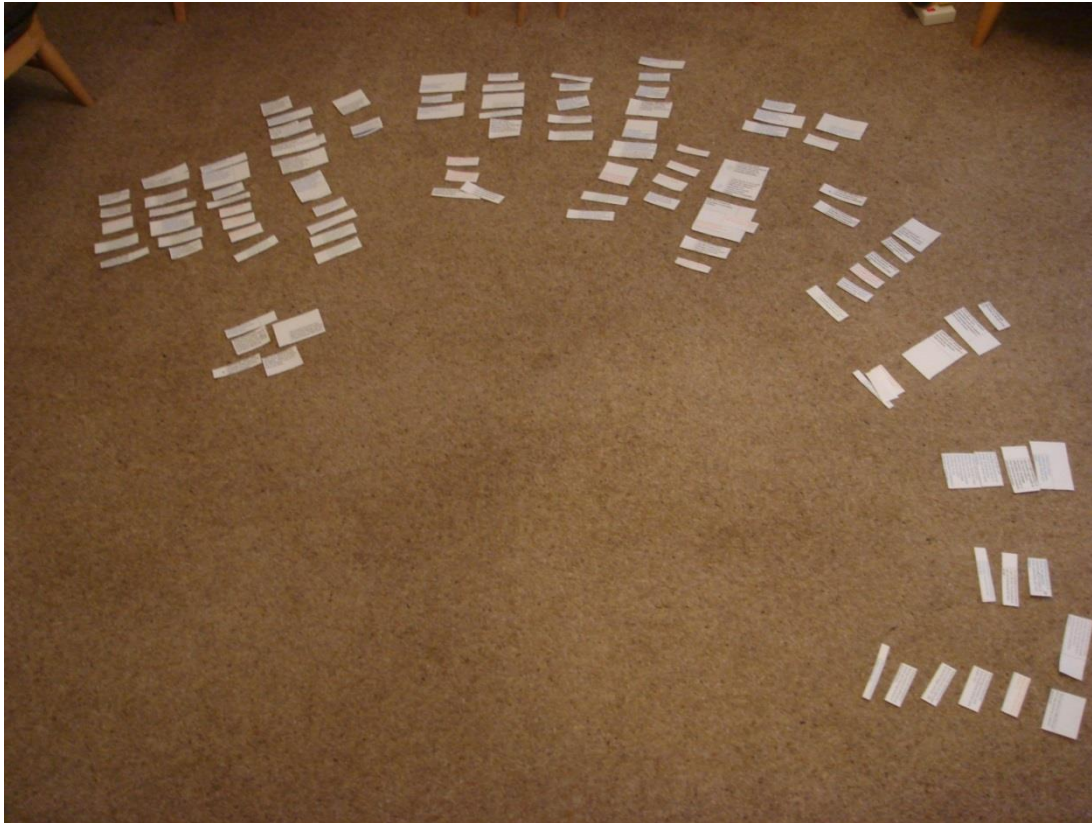
Q Sort Concourse Initial Statement Sort
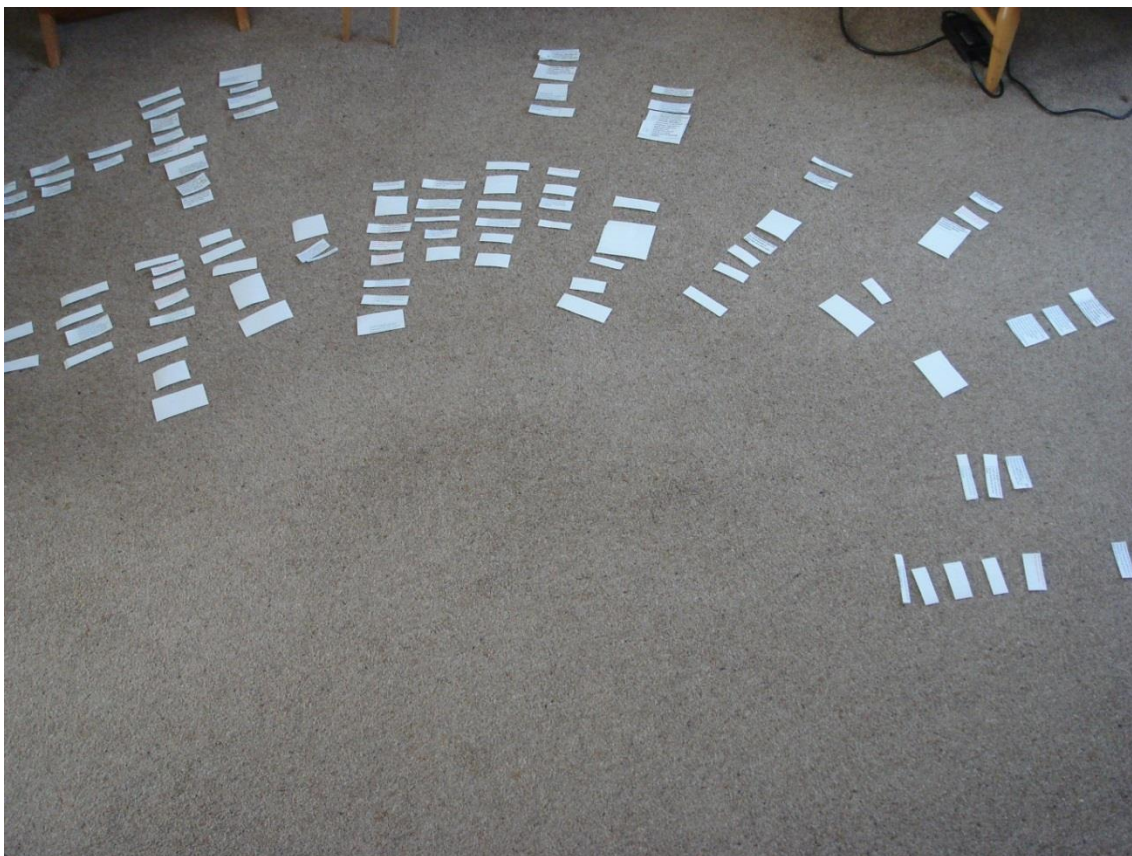
Q Sort Concourse Statement Sort Second Version

Appendix 6 Final Q sort statements (post-pilot)

Language difficulties can be mistaken for other things e.g. a pause for processing can be seen as sullenness. **19**	Misbehaving serves to keep up their popularity with their peers. **37**	You may only see children once or twice a week in secondary school so don't have the same knowledge of them as in primary school **11**
Children are usually flagged up for other things and not language difficulties. **25**	Subject teachers are more focused on their subject knowledge than on language development. **6**	What is happening at home is more important than language skills in relation to children's behaviour. **15**
Language hasn't been at the forefront of people's minds because of the national agenda with focus on issues such as literacy. **3**	There are behaviour problems that are not accounted for by language difficulties. **38**	During adolescence, language problems are not always easily detectable in everyday conversation. **4**
If someone was identified as having a behaviour difficulty we would ask a learning mentor to work with them. **12**	Most training for secondary teachers is in their subject rather than in child development. **10**	Training on child development and what is appropriate language development is done more intensively for primary rather than secondary teachers. **20**
Presenting behaviours can serve to detract teachers from recognising a possible underlying issue with language abilities. **40**	Language competence is a key factor in the development of emotional literacy which promotes appropriate behaviour. **32**	Constant chatting may lead teachers to think that a child has adequate expressive language skills. **34**

Appendix 6 Final Q sort statements (post-pilot)

Children with social, emotional and behavioural difficulties should be routinely screened for language difficulties. **22**	Language difficulties are not something that staff are looking out for. **9**	We don't collect specific information regarding language about children. **39**
A difficulty with comprehension is taken as non-compliance, lack of attention or self-control. **35**	It is only when we have tried a number of strategies to modify behaviour that we would start to think about what the underlying causes would be. **24**	Language difficulties do not lead directly to behaviour problems. **27**
There is a lack of support from Speech and Language Therapy services in secondary schools **17**	Staff in secondary schools should be trained to increase their awareness of language difficulties. **30**	Children become skilled at adapting and hiding difficulties. **7**
There are limited opportunities in secondary schools for pupils to develop communication skills. **26**	Many teachers lack confidence in delivering a lesson through oral activities and in assessing a student's ability to speak and listen effectively. **5**	Children with behavioural difficulties should already have language difficulties identified by the time the start in secondary school. **13**
	Young people with language impairment are known to be at risk for a range of behavioural, social and mental health problems. **36**	For children with behaviour difficulties our first step would be to involve parents. **16**

Appendix 6 Final Q sort statements (post-pilot)

Children with behaviour difficulties have been found to have unrecognised speech and language impairments which contribute to the development of these difficulties in some way. **31**	I'm surprised that there is a strong emphasis on language for behaviour. **18**	Identifying language difficulties is the job of the EP. **14**
Secondary teachers are good at identifying children with speech, language and communication difficulties. **1**	Speech and Language Therapists are involved in developing effective interventions. **23**	Language is just in the mix of struggling to learn, it's part of learning difficulties. **28**
Language is the key tool for children being able to manage their behaviour. **29**	For a high proportion of secondary age pupils at risk of permanent exclusion, language difficulties are a factor in their behaviour problems and school exclusion. **33**.	Some of the curriculum they cannot access because of the language difficulty and that is where the behaviour comes out. **21**
Dealing with children with behavioural difficulties is intuitive and it depends on the child. **2**		

Appendix 7 Q sort instructions. These have been redacted to preserve anonymity.

Q Sort

- Thank you for agreeing to complete this Q sort.
- You are free to stop doing the Q sort at any point if you do not want to continue.
- I will be happy to answer any questions you have before you start the Q sort, while you are doing it or once you have completed the Q sort. I can be contacted by telephone on !!! or by email at janet.ramsay@!!!

Please read the instructions for completing the Q sort and if there is anything you do not understand ask for it to be explained.

Equipment

In the envelope you have been given you will find:

- Cards containing statements about language and behaviour.
- Cards with 'Agree Most', 'Neither agree or disagree' and 'Disagree Most' on them.
- Cards with the numbers -6 to +6 on them.
- Card with the question
- Two post-it notes
- Rating record sheet

Instructions

1. Find the three cards: 'Agree Most', 'Neither Agree or Disagree' and 'Disagree Most' and put them in three places on the table in front of you.
2. Find the question card and place it above the 'Agree Most', 'Neither Agree or Disagree' and 'Disagree Most'. The question is: **'How do I understand the relationship between language development and behaviour?'**
3. Continue thinking about the question and read each of the statement cards and sort them into three groups and deciding whether you 'Agree Most' 'Neither Agree or Disagree' or you 'Disagree Most' with the statement and put it with the appropriate card.
4. Now put all the cards with numbers on in a line from -6 to +6 and put the 'Agree Most' card above the +6 the 'Disagree Most' card above the -6 and the Neither agree or disagree' card above 0 as in the diagram below. Put the question card above the scale to help you to remember the question.

Disagree Most						Neither Agree or Disagree						Agree Most
-6	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
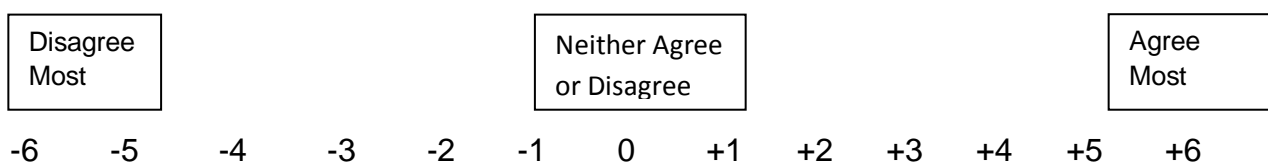
Appendix 7 Q sort instructions. These have been redacted to preserve anonymity.

5. You will see that below each of the numbers it gives a number of cards e.g. under +6 it says '1 card'. Now sort your 'Agree Most' cards so that there are the right number of cards under each of the numbers. To do this you need to:
    a. Take the cards you have put into the 'Agree Most' group. Read each card and decide how strongly you agree with it.
    b. If you very strongly agree with it put it under +6, if you agree less strongly you may put it under +3 or +4.
    c. Continue sorting all your agree cards until you have used all the cards and you have the correct number of cards indicated by the number cards at the top. You should continue until you have sorted all the cards even if it goes in to the 'Neither Agree or Disagree' section.
6. Once you have used all the 'Agree Most cards take the post-it note and mark the point where the last 'Agree Most' card is.
7. Now repeat the same process for the 'Neither Agree or Disagree' cards. read each of the cards and put them in rank order under the numbers starting from the post-it note where your 'Agree' cards ended
8. Once you have used all the 'Neither Agree or disagree cards' use the post-it note to mark the last card.
9. Repeat the same process for the 'Disagree Most' cards with the card that you most strongly disagree with being at -6.
10. You may then want to review your ratings and when you are happy with the way you have rated all the statements **record your ratings on the separate rating record sheet** using the small number that is on each of the statement cards as shown in the example below. So, for example, statement 21 you placed at +3 – write 21 on the corresponding square below – there are enough places for all the statements.

-6	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5	+6
									21			

(1)   (1)

   (2)   (2)   (2)   (2)

        (3)   (3)

           (4)   (4)

              (5)   (5)

                 (6)

Appendix 8 participant research information letter. This has been redacted to preserve anonymity.

Phone
Fax
Email   janet.ramsay2@

Your ref
Our ref
Date

Dear

I am an Educational Psychologist working for !!! County Council and am currently undertaking a Doctorate in Child and Educational Psychology. As part of my studies I am conducting a piece of research to explore the attitudes of Special Educational Needs Coordinators and pastoral managers to the relationship between language skills and behavioural difficulties in students in mainstream high schools.

I am writing to ask if you would agree to take part in the research. You were identified by being randomly chosen from a list of the Authority's schools arranged in numbered order.

If you agree to participate in the research you will be asked to take part in either a semi-structured interview about the relationship between language skills and behaviour or to complete a Q sort on this topic. The Q sort will involve ranking 100 statements related to behaviour and language skills. Neither activity should take more than 1 hour of your time.

All the data will remain confidential and it will not be possible to identify you or your school in the data. You will have the right to withdraw from the research at any point up until the interviews are transcribed or the Q sort data collated.

I hope that you will agree to participate in the research and if you do I will contact you to arrange a time to visit your school that is convenient for you.

If you would like to ask any questions about the research or to discuss it with me, I can be contacted either by email or on the telephone number above.

Yours sincerely,

Janet Ramsay
Educational Psychologist
Health Professions Registered Psychologist

Appendix 9 participant consent form: interviews and Q sort and accompanying Q sort letter

I have the read the information leaflet relating to the above programme of research in which I have been asked to participate and have been given a copy to keep. The nature and purposes of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what it being proposed and the procedures in which I will be involved have been explained to me.

I understand that my involvement in this study, and particular data from this research, will remain strictly confidential. Only the researcher involved in the study will have access to the data. It has been explained to me what will happen once the programme of research has been completed.

I hereby freely and fully consent to participate in the study which has been fully explained to me.

Having given this consent I understand that I have the right to withdraw from the programme prior to the interviews being transcribed or the Q sort data collated without disadvantage to myself and without being obliged to give any reason.

Participant's Name (BLOCK CAPITALS) …………………………………………………………………….….

Participant's Signature …………………………………………………………………………………………..

Investigator's Name (BLOCK CAPITALS) ………………………………………………………………………..

Investigator's Signature …………………………………………………………………………………………

Date: ……………………………

Appendix 9 participant consent form: interviews and Q sort and accompanying Q sort letter

I have the read the information letter relating to the above programme of research in which I have been asked to participate and have been given a copy to keep. The nature and purposes of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what it being proposed and the procedures in which I will be involved have been explained to me.

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I hereby freely and fully consent to participate in the study which has been fully explained to me.

Having given this consent I understand that I have the right to withdraw from the programme prior to the Q sort data being collated without disadvantage to myself and without being obliged to give any reason.

Participant's Name (BLOCK CAPITALS) ……………………………………………………………………………

Participant's Signature …………………………………………………………………………………………..

Investigator's Name (BLOCK CAPITALS) JANET RAMSAY………………………………………………………………..

Investigator's Signature

Date: 24.03.14

Appendix 9 participant consent form: interviews and Q sort and accompanying Q sort letter

This letter has been redacted to preserve anonymity.	Tel: Email janet.ramsay2@ Your Ref Our Ref Date

Dear

RE: RESEARCH – Q SORT

Thank you for offering to complete a Q Sort that is part of the research I am undertaking as part of my Applied Doctorate in Child and Educational Psychology.

When I spoke at the SENCO cluster meeting I explained that my research is designed to explore the attitudes of SENCOs and pastoral managers to the relationship between language skills and behavioural difficulties in students in mainstream high schools. As I explained at the cluster meeting, it would be helpful if you could also ask a colleague who is a pastoral manager to complete the Q sort. The Q sort involves ranking 40 statements related to behaviour and language skills and then recording the ranking.

In this envelope you will find the instructions, all the cards for the Q sort and two copies of the consent form and response sheet along with a post-paid envelope so the response sheets and consent forms can be returned by post. Alternatively you can return them electronically using the copies sent by email. Only the consent forms and response sheets need to be returned.

All the data will remain confidential and it will not be possible to identify you or your school in the data. You will have the right to withdraw from the research at any point up until the Q sort data is collated.

I hope that you will be able to participate in the research and it would be helpful if you could return the completed response sheets and consent forms by Friday !!! but by Friday !!! at the latest.

I hope that the instructions are self-explanatory but if you would like to ask any questions either about the procedure or the research, I can be contacted by email or on the telephone numbers above.

Yours sincerely,

Janet Ramsay
Educational Psychologist, Registered with the Health and Care Professions Council

Appendix 10 University of East London ethical approval

SCHOOL OF PSYCHOLOGY
Dean: Professor Mark N. O. Davies, PhD, CPsychol, CBiol.

UEL
University of
East London

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School of Psychology

Professional Doctorate Programmes

To Whom It May Concern:

This is to confirm that the Professional Doctorate candidate named in the attached ethics approval is conducting research as part of the requirements of the Professional Doctorate programme on which he/she is enrolled.

The Research Ethics Committee of the School of Psychology, University of East London, has approved this candidate's research ethics application and he/she is therefore covered by the University's indemnity insurance policy while conducting the research. This policy should normally cover for any untoward event. The University does not offer 'no fault' cover, so in the event of an untoward occurrence leading to a claim against the institution, the claimant would be obliged to bring an action against the University and seek compensation through the courts.

As the candidate is a student of the University of East London, the University will act as the sponsor of his/her research. UEL will also fund expenses arising from the research, such as photocopying and postage.

Yours faithfully,

Dr. Mark Finn

Chair of the School of Psychology Ethics Sub-Committee

Stratford Campus, Water Lane, Stratford, London E15 4LZ
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Appendix 11 Sample of interview transcripts

<u>TAPE 5 - CLARE</u>

1   JANET   The first question is really erm if you could just give me some idea what, if
2   you don't mind, of what your background is and in terms of erm how you
3   come to be where you are at the moment.

4   CLARE   Okay.

5   JANET   What your training was.

6   CLARE   Yes. Erm okay so my, my current role is as a SENCo and assistant head
7   teacher erm and I came to the role erm, I was new to the role when I started
8   the assistant head teacher position seven years ago, and my role previous to
9   that was as a what was traditionally known as a year head and a key stage
10   manager. So it year, it was a pastoral, a pastoral, definitely a pastoral route
11   erm and I was at quite a tough school in !!!!!!!!!!!!! so we had, we just had a
12   really large mix of difficulties at that school. Erm and I was mainly with year 7
13   and the transition, in the transition working with the primaries and then I
14   moved to just the key stage 3, so 7, 8 and 9, erm and then this role that I
15   applied for had as part of the role to be the SENCo and obviously the SEN
16   team and although I didn't have direct experience of that, it was just an area I
17   was interested in and I've learnt on the job really.

18   JANET   Yes, yes. Can I just take you right back to when you trained as a teacher.

19   CLARE   As a teacher, yes.

20   JANET   Did you do a degree and a PGCE or ….

21   CLARE   Yes I did a degree in !!!!!!!!!!!!!!, so my background is !!!!!!!!! and !!!!!!!!!!!!!!
22   degree and then a PGCE, I did my PGCE at !!!!! University. So it was just a
23   traditional PGCE that covered – I can't quite remember now, but there were
24   different areas of pedagogy….

25   JANET   Yes, yes.

26   CLARE   Is that all ….

27   JANET   Yes that's that's absolutely fine. Erm I wonder if you have got a young
28   person with difficulties in your school with behaviour I just wonder what sort
29   of information you would collect on them, as part of that profile that you might
30   create.

31   CLARE   Okay, erm well what tends to happen here is again is very much, the child
32   who has joined us at the normal time so in that's what we're at now actually,
33   is lots of visits to the primary schools, so usually the primary schools are very
34   good at flagging up any children that they think might require more of than
35   em , more than the average support and whether that's behaviour or learning
36   difficulties, but we sort of treat both of those in a similar way although with
37   behaviour we do erm, we do bear in mind that sometimes quite often what
38   we've seen is that a child gets into a pattern of behaviour at primary school
39   but then they come to secondary school and we don't see it, we don't see it
40   at all. So we don't, we don't necessarily give that child a big badge of having
41   behaviour difficulties. As the SENCo and a learner support team we might
42   have that information or certainly be aware of it on file, but we wouldn't
43   necessarily share with all the teachers in the first instance unless it was
44   serious. erm With the, but again that's from experience of seeing that
45   actually a child that we've been told oh is really difficult, has lots of problems,
46   will struggled to concentrate, etc erm we then haven't seen that but so that's
47   why we do that really.

48   JANET   Say you've got a child erm in school and behaviour difficulties start to emerge
49   and you start some sort of data collection on them just thinking we need to
50   find out a bit more about this young person, what sort of information do you
51   think you'd pull together.

52   CLARE   Well when a child starts erm misbehaving in one way or another we have
53   internal data, obviously that we gather erm from, from our behaviour system
54   that we use which is called Behaviour for Learning and its logged on a

55		system called PARS, so every incident is logged. Erm it's a very, very tight
56		system in this school in the sense that children get stages in lessons, there's
57		1, 2, 3, 4 and if they get a 3 or a 4 that is logged on to the system, 1's and 2's
58		aren't logged. So that information is all there and we pull that up by a click of
59		a button. Now erm, but obviously if once we've got that and it's showing a
60		pattern then it would be a case of bringing parents in and finding out what's
61		going on at home. So there'd be different people involved so sometimes it's
62		usually the learning manager, what we used to call the head of year, it's that
63		person that would pull that together, erm and but it might be the form tutor
64		that's involved as well or it might be a particular if the behaviour is in
65		curriculum particular area more than one then it might be that principal
66		teacher that sort of driving the investigation if you like to try and improve the
67		behaviour. But very, very soon along the, erm along the journey would be, it
68		would be involving the family.

69 JANET   Right yes.

70 CLARE   Erm because there could well be a trigger that we're looking for. Has
71   something triggered this behaviour it wasn't here before and now it is erm
72   and some where we go from that will depend on that individual situation.

73 JANET   So you know now that you have done that bit what sort of furhter
74   investigation might you do at that point. So you know you'd talked to parents
75   and you know you thought there were still some questions that you had to
76   answer I just wondered what your next sort of steps would be.

77 CLARE   I would probably miss out a step in the fact that we would talk to the child.

78 JANET   Yes.

79 CLARE   So and very much so there would be one to one work with the child. We
80   have a behaviour mentor that works with children, so again if it seems
81   appropriate it might be that we ask her to do some work with the child. We
82   tend to work on very erm individual bases of so erm it will be what seems

83	right for that child, what do we think is going to have the most impact. We
84	have a team of twelve TA's and they can all work quite flexibly erm so one
85	example is one boy that we're working with at the moment in fact this was
86	yesterday's situation erm he really likes the guitar, now so as a reward for,
87	but he struggles to carry out the consequences to his behaviour and we're
88	that's what we're trying to work on. Now he'd been excluded for two days for
89	a behavioural incidence that happened on sports day last week. Now our
90	policy is when every child comes back into school they have day in our
91	internal exclusion room. He sat here and said and said just point blank
92	refused, and said I'm not going in that exclusion unit. We came up with a
93	compromise he did have to do the daily exclusion because everybody has to
94	do the daily exclusion, he is one of our pupils so he follows our rules. Erm
95	however, erm on the back of, if he's managed day in our exclusion it's not,
96	it's not a horrible place it's erm but it is isolated from the normal lessons is
97	basically what it is. Erm he could do the last hour with Mr *** erm who is one
98	of the TA's doing some guitar work because he loves the guitar. Now he
99	agreed to that erm and then everything went really smoothly so we find that
100	when there is a little bit of compromise so the right person to bring to work
101	with him was Mr ***, because of that connection that wouldn't be the right
102	person in other situations, but it is in this. To me it's about knowing your
103	staff, it's about knowing your pupils and being able to marry the right people
104	together, not, it's not necessarily erm that I fix everything but I would bring
105	the right people to it.
106 JANET	I mean to some extent you've talked about my next question, but
107 CLARE	Okay.
108 JANET	But not completely because I just was asked was wondering what sort of
109	interventions you have in place in schools to report young people who've got
110	difficulties with their behaviour.

111	CLARE	Yeah, well that's one of them obviously and that's er it's people but, different
112		people with different skills. The first port of call is erm K*** who is the
113		behaviour mentor that's her full time role working with different children in the
114		school who are referred by me if you like erm. We have a pastoral deputy as
115		well and he can refer the but there's just the two of us. The learning
116		managers if they've got behaviour difficulties they can ask myself and
117		Miss *** to refer to K*** but they can't do it directly because it was just
118		becoming erm she was the first port of call and actually there are quite a lot
119		of things that can be done before, erm before, before K*** needs to work with
120		them and that might just be sometimes, sometimes it's the very simply things
121		that are put into place like five minute checks, the morning report cards,
122		report cards work fantastically well for some pupils very simple er they've
123		been around a long time but they don't work for everybody. Quite a lot of
124		reward systems and we have a catch all reward system which was designed
125		about five years ago to actually reward the pupils that never get, into
126		difficulties so everybody starts off with a certain amount of points, and then
127		they end up getting silver star badges. But , you can earn extra points as
128		well, so we as much as we can we still try and use the whole school system
129		but we might on a one to one basis just adjust it. So if they've lost loads of
130		points on a one to one basis we can say we can tailor it and say well erm
131		we're going to set you some targets erm for so you can still go on the end of
132		year trip. At the moment you've lost more points so you would not be,
133		however there is still three weeks left if you manage to earn five points or not
134		lose erm whatever. So whatever their difficulty is so it's tailoring it now the
135		learning manager will probably do that and then after they've gone they'd try
136		and try and stick to that. K*** also does reward charts of a different nature
137		and she just, she tends to they're primary school model based really, a
138		smiley faces and stickers but it's still with the right pupil it can work a treat. It
139		really can. And then sometimes she will just do a reward afternoon on the
140		back of it or maybe just a trip to McDonalds or a bowling alley or again it's
141		usually tapping into what they would like and what might motivate them. Erm

142   and so I've talked about that and then erm the other angle obviously is

143   bringing people in from externally so we use something called the Orchard

144   Programme, er for some pupils that we buy in, we use educational

145   psychologists for advice. We've a very good educational psychologists at the

146   moment who we find that we can ring up and just have ten, fifteen minutes

147   with her, we've got this pupil what do you think and we can just use it like

148   that. We're finding actually it's more useful and more tailored to this

149   particular school erm than the old way of doing it erm where you'd get the

150   educational psychologist in for large assessments, so it just tends to be more

151   periods of poor behaviour that you just sort of try and manage your way

152   through and then you find they tend to come out of it and we see if it's linked

153   with puberty for some children with hormones all over the place, not perhaps

154   coping with it. Friendship groups as well sometimes erm and it really varies

155   just, just enormous variety of what causes one child to go off the rails.

156 JANET   Because that was my next question really. Which was really to do with you

157   know what would you think are the main causes for young people's

158   difficulties in managing their behaviour. I mean you've mentioned a couple of

159   them already.

160 CLARE   It is it's, it is the secondary school it is that puberty it's going from being a

161   child to an adult, such a huge growth spurt physically and emotionally in a

162   five year period. Erm and if you stop and think about it it's just incredible

163   during that time as well you've got all this importance of these leading up to

164   these exams that erm could be you know could be life changing and for many

165   of them as well I think it's the peer and social side trying to fit in, falling out

166   with friends. Friends growing up at different rates sometimes as well so

167   some are ahead of others, really trying to fit in. Things going on outside of

168   school for some children it's the area that they live in and the difficulties

169   perhaps that are happening around there that's sometimes brought into

170   school. Parental break up we find where we've not had any. If there's been

171   a child with no behavioural difficulties at all and then all of a sudden they're

172		not trying hard in lessons, they are not handing homework in erm it's
173		something, it's usually something that's gone on in the home. Bereavement
174		sometimes as well, erm and that can, it doesn't really matter who it is, it's
175		how important they were to that person. We do have a bereavement support
176		programme in school called Rainbows erm that the umbrella, I mean it's faith-
177		based but erm, I say it's faith-based it's erm I suppose it's part of the Catholic
178		Church however, the angle that it's taken on isn't you know isn't overly faith-
179		based, so as to encompass as many children as possible really that can
180		access it but it's not just, it's not just for the traditional type of what we would
181		traditionally think of bereavement it's also for family break up and .
182	JANET	Yes, it's loss really.
183	CLARE	It is loss yeah, loss of one kind or another erm we have had to increase the
184		number of children that we take on that, the number of facilitators that we
185		have it's all voluntary. We have some, teachers used to do it but the impact
186		on their time is just too much. It tends to be TA's but also admin staff, other
187		people who work at school and we have had parents as well that have been
188		involved in that and we've found that very useful.
189	JANET	I just wondered if language was even considered as a cause for young
190		people's difficulty in managing their behaviour?
191	CLARE	Erm as in English is a foreign language.
192	JANET	No I was thinking more in terms of language development.
193	CLARE	Yeah. Not, not enormously erm and it might be the way that the groups are
194		set up. We have a very small support group for the very weakest children
195		and there's about ten pupils in that and they verbally, they are all quite strong
196		and we do tend to find that verbally the children that are coming through are
197		quite strong but it's with their written language that there tends to be issues.
198		And as they move through school. I suppose where we see a little bit of the
199		behavioural difficulties creeping in are perhaps connected with the learning

200		difficulties is round about year 9, year 7 year 8 it might be just that, that
201		actually they've not known any different, but year 9 have to choose their
202		options and then into year 10, some of their groups are mixed. I wouldn't say
203		that we have huge behavioural issues it's more their own self-esteem, those
204		sort of issues really.
205	JANET	I was just wondering about children perhaps slightly higher up you know in
206		terms of what's perceived to be the ability levels in terms of doing things like
207		perhaps following instructions or erm those sort of social interaction skills that
208		you might see whether you might have seen any of those as being the cause
209		for young people's difficulties with behaviour.
210	CLARE	We have seen children display poor social communication difficulties er or
211		where you would have hoped that by a certain age they would have
212		developed the knowledge and the skills to be able to handle certain situations
213		in a different manner, yes, yes we do see that. It tends to be copied
214		behaviour from parents quite often erm and it tends to, or their family
215		background, what we tend to see is that they manage it better in school and
216		then it's displayed again when you've got a meeting with the parents there as
217		well. So the way that they're speaking with the parent there is actually worse
218		than or what we would deem to be worse far more familiar and bad language
219		than is accepted in schools. In school and because of the boundaries that
220		possibly the consequences that they know.
221	JANET	So it's not that they can't it's that they adapt what they do to fit the situation
222		and you can cope with that in school.
223	CLARE	Yes which in a way is actually erm I suppose we all do that to some extent is
224		that we adapt our language depending on what the situation is, yeah.
225	JANET	Well that's one of the skills isn't it which register to use in which context isn't
226		it.

227	CLARE	Yes. I sometimes they get it wrong but they're corrected on it in school erm and I suppose in one sense in this particular school the vast majority of children actually are quite good at choosing the right register and I suppose you have that bigger influence around you.
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| 231 | JANET | Yes. Appropriate role models. |

| 232 | CLARE | Yes well the majority of children are that way actually it sways everybody to that. |
| 233 | | |

234	JANET	Erm some of the research suggests that young people, that some young people with behavioural difficulties have unidentified speech and language difficulties and I just wondered what you thought might be the reason why some children manage to get through school without those sort of difficulties being identified.
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239	CLARE	Erm there's probably a few reasons why they might be unidentified. I suppose the children that come to us with identified speech and language difficulties, it's been picked up as a toddler usually as very young and that's I suppose that's where the intensive work is with speech and language they are in the nurseries and they're assessing and they're very hot on that the nursery staff as well, the training that they have to pick up these difficulties is there and then perhaps likely less in primary school but still very much so. One of the things I've found in the secondary school is certainly having a family background, my, I have sisters who are primary school teachers their training that they've had in child development and what's appropriate at a certain age is far more intensive than secondary school teachers get. Erm and I'm not, I am still not sure that all secondary school teachers would be able to say what is a appropriate development at certain ages, erm yes and some will have a better understanding than others but that's usually just because of their own personal situation, family, er people in their family. So to be able to spot who is behind and who isn't errr when it's severe is perhaps more difficult and I guess you've also got the difficulty of you don't
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256　　　　see them as much so you only see them twice a week as opposed to a

257　　　　primary school teacher with them all day every day and you work with one

258　　　　age group, your literally, if you're a year 3 teacher you see year 3 all the

259　　　　time and so it very quickly becomes apparent what is normal and what's

260　　　　perhaps slightly behind. Whereas again in the secondary school you are

261　　　　actually teaching 5 year groups so you might have year 11 period one, year

262　　　　7 period two, so you've got that mix there as well and as I say your training

263　　　　is more in your subject area as opposed to the child development. I think

264　　　　that improves with experience so older teachers or teachers who are more

265　　　　experienced are definitely seem to be more aware of it and they will bring it

266　　　　to perhaps a learning support attention more than younger teachers will. So

267　　　　erm the other angle is that there isn't as much speech and language about

268　　　　now so we, when we get a speech and language person in we get as much

269　　　　advice as we can off them, but we know they can't come in very often. So

270　　　　they have, it's certainly very difficult to get a new child on their books and

271　　　　what we find it's more the other way that we get letters to say such a body is

272　　　　no longer receiving speech support. Most of the time they've reached an

273　　　　appropriate level.

274　JANET　Yes, or they've made the maximum improvement the speech and language

275　　　　therapist thinks they can make.

276　CLARE　But I do have to say that speech and language therapists that we've had in

277　　　　they have done some training with some of our high level TA's who have

278　　　　then disseminated it to teachers and one of the things that's really good that

279　　　　has helped across the board and teachers have commented on it was

280　　　　pupil's speak profiles and that came from speech and language that it was

281　　　　sort of, my name's Joe and this is what I find difficult and I really like to sit in

282　　　　such a place in the classroom and it really helps when you can give me

283　　　　instructions in this manner, and it just, it's there for the pupil who wrote it

284　　　　instead of sort of a really wordy document and it might just be ten lines, ten

| 285 | | lines long and that's but many staff have commented that that really helps. |
| 286 | | So useful things do come through. |

287	JANET	Yes, yeah. Erm I just wondered whether language development is
288		something that you think would impact on young people sort of socially,
289		emotional development and their ability to regulate their emotions and their
290		behaviour.

291	CLARE	Yes I think it does, erm because when you can articulate how you're feeling
292		erm you can make sense of it all far more and I'm guessing in many ways
293		actually what the one to one work does is actually try and tease that out of
294		some pupils. Now for some pupils it's, that that ability is there, it's just not
295		necessarily being nurtured enough erm but for other pupils it may well be
296		that there is a genuine difficulty to actually get past that. Where you go with
297		that is more specialist.

| 298 | JANET | I wonder what you thought were the key language skills were that young |
| 299 | | people needed to have in order to succeed in secondary school? |

300	CLARE	Erm, Key Language skills, erm there's the sort of language skills that are
301		associated with the actual curriculum so of being able to form a balanced
302		argument, being able to put somebody else's point of view across, to be
303		able to criticise appropriately. Those sort of words that are linked with the
304		English curriculum I suppose and of the language in terms of being able to
305		move up levels through the curriculum so there's, it's quite often about
306		being able to analyse something, to be able to evaluate something and sort
307		of know that you're doing that really. I suppose more basically just
308		describing, but just being aware of those different stages and what you're
309		actually doing. In a written format, but then also in a verbal oral context as
310		well, and then you've got sort of the other side of secondary school life if
311		you like, so there's the survival in a classroom and being able to cope with
312		mainstream lessons, being able to access the curriculum have enough
313		language to access the curriculum. And then there's the language, the way

314   the peer groups speak to one another and just being able to cope with

315   those differences I suppose and we do, we do find that pupils erm they can

316   cope even with a limited vocabulary they can cope, so where we've had

317   parents that are perhaps not been quite sure whether mainstream or special

318   school and that might run into learning difficulties in terms of the language,

319   actually when most of the time they have this idea they are going to try

320   mainstream first. The child has increased their language knowledge and

321   coped quiet, you know quite well really, I suppose it's differentiated as well.

322 JANET   Yes yes. Great thank you. I just wondered if you are aware of the Bercow

323   Report and the IDP on speech on language and communication whether

324   that had any impact on what happens in school.

325 CLARE   I suppose this is one of those questions where I probably should say yes I

326   am aware of it erm but I'm not.

327 JANET   No don't worry it's okay. It was just interesting to find out whether, because

328   one of my thoughts was that perhaps some of the research had been done

329   some time ago so these things had happened and whether this has had any

330   impact on people's awareness and understanding and whether that had had

331   any, you know so that it was just one of the questions. So don't feel that you

332   ought to say. Just let me check because I know we have skated around

333   some of my questions because I think you have answered some them in

334   some other ways so can I just check that which is, I'm wondering if there are

335   any reasons why you thought people might not think about language as a

336   main cause for children's difficulties I'm sorry you may have already

337   answered this because my thought processes because I know that you

338   talked before when you were talking about those main difficulties about

339   home and access to curriculum and puberty and all those sort of things and

340   I just wondered why language might not be one of those words on that list.

341 CLARE   Yeah I suppose that's quite interesting I suppose it's probably because well

342   we've found that when we've investigated things actually it does seem to be

343		that the trigger has been something from home, but whereas the language
344		isn't necess I suppose that's a, that's something that's ongoing isn't it and
345		then it might be at different stages for different children that they become
346		more aware erm that, that or maybe there not or sometimes they won't even
347		be aware that it's the language that's, cause they just know it's something
348		and language probably gets, it just gets put in the mix of struggling to learn
349		or struggling to access the curriculum and it's just sort of just . . ..
350	JANET	Parts of learning difficulties.
351	CLARE	Yeah yeah as opposed to actually being language it's the language that's
352		the issue, well I suppose if you broke it down, struggling to learn is generally
353		being able to access the language. Isn't it
354	JANET	I've got a couple of vignettes here which if I could ask you to read them and
355		I have some questions about them. I can give you the questions before you
356		If the child was in your school what do you think you might do to support
357		them what do you think you might do in order to do that.
358	CLARE	Erm, Well with Tom. I suppose em, I'm better start off saying what we have
359		done and what seems to have worked. Now so he reminds me of a pupil
360		that we've had in the past and em because he likes PE er and he likes
361		physical things I would probably, but he's getting himself, he's getting
362		himself into some fights and things as well I would assign a male TA to him,
363		to work with him as like a mentor. Meeting with him, this has worked really
364		well in the past at the beginning and erm sometimes at the end of the day
365		and it's just sort of, kept things in check and they really responded to that
366		male role model em but kind of pointing them in the right direction of being
367		organised, giving them like a pat on the back really for having a good
368		lesson. There might be really some sort of report card and talking through
369		these whereas he's acted like a class clown but it's also a go between so
370		that this teacher can, have more, that the TA can have more conversations
371		with the teachers and we can find out a bit more so this, Thomas teachers,

372		well that's a bit vague, all of them, one of them, two of them, is it particular
373		subjects. Is there an issue with the teacher controlling the class so it's not,
374		you know it's just not necessarily straightforward but that's what I would do
375		potentially.
376	JANET	I mean you talked a little bit there about what you think's missing about
377		which class and I just wondered if there is anything else there that is
378		missing, is there anything that you'd like to you'd want to find out about at
379		all.
380	CLARE	Well there's no you know concerns it's just very vague isn't it. So you'd, if
381		this was a child that here I would want a little bit more than there were
382		concerns. Wel,l so what does that mean has somebody just said that
383		verbally or have we got anything any actual data erm ability to form peer
384		relationships so again have we got a bit more on that, it's just vague isn't it.
385	JANET	Yeah, yeah. What do you think might be the potential cause re difficulties?
386	CLARE	It would suggest erm that he could well have an issue with language or
387		whether it's the, or whether, something's getting in his way of something's a
388		barrier now whether that's actually is language development or whether it's
389		psychological now because you know year 8 and this has been going on for
390		some time, or is he in the wrong set erm you know because that's a
391		difference at secondary school as well that sometimes we find that by
392		moving children into different sets and that might be up or down can have
393		an enormous impact. Partly because the that's then differentiated again so
394		the expectations of the teacher will be appropriate for different classes.
395		Does not like to be asked a direct question, will guess at an answer, is that
396		like a bit of stage fright or erm you know is there a genuine, so again by
397		having somebody working with them the TA's usually so that same question
398		he could ask him later on that day. So you did know the answer, so what
399		went wrong? Or maybe he didn't know the answer in which case they'd
400		bring it back to us and say actually I think, I really do think that we should

401		perhaps do some more assessment and we will get the educational
402		psychologist's advice or we will perhaps do a WRAT test an up-to-date one.
403		We also do some things, so there are various tests that can give you
404		information. We do a PASS tests sometimes as well, erm pupil attitude to
405		self in school, we found that very useful. Especially you'd do something,
406		you'd do one at the beginning and then you'd put some intervention work in
407		and you'd do one at the end of the project or the time.
408	JANET	I just wondered about the second one erm again what sort of things do you
409		think you might do to support them?
410	CLARE	You know she's working well below her age group it says erm year 9. Well
411		we would here we would it's literacy and numeracy and we would definitely
412		look at her being, having one to one numeracy and literacy. Especially
413		because she's, she's less confident, well actually children who are doing
414		one to one become much more confident in what they're doing. It's just has
415		an, it's has an enormous impact and she's the right age to do that.
416		Unpredictable and non-compliant, erm that, she's had one to one
417		counselling but she's not had one to one in actually learning, erm so I would
418		say it's with her it's about bringing up her actual learning and that in itself
419		will help with her self-esteem because that's going to be having a huge
420		impact on it and the person that's working one to one with her will they will
421		be able to form a good assessment of of you know where she's at and what
422		her difficulties are.
423	JANET	And again what do you think might be the main cause of her difficulties?
424	CLARE	Erm we're guessing aren't we, but with her I would probably say it's going to
425		be her learning erm her language or whatever it is that is so because it
426		doesn't, it doesn't say. I mean you would look you would involve the family
427		because you'd want their support that she's. You have to take children out
428		of other lessons to go to literacy and numeracy, so you'd use that as a
429		starting point and then you judge that situation appropriately. It doesn't

430		mean that she doesn't get much literacy and numeracy she gets that
431		anyway, but it might be that you think there are other things as well. We
432		have, I'm thinking of the things that we have, we have a chaplain as well
433		who does one to one work, one to one work with children. A little, it's kind
434		of our own, it's not counselling, it's not behaviour management, it's just erm
435		more of a drop-in thing xxx some pupils xxxx erm I would and again it's it's
436		the right fit isn't it so that's the right fit for some pupils so it would be about
437		working with Lucy, and you might meet the family and actually, sometimes,
438		sometimes the families need help and we would point them, we do
439		signposting for various groups. We have run a programme called
440		Strengthening Families as well and that's worked really well, we usually
441		have one a year where we've done that and again it's by that initial meeting
442		with a family isn't it then you would invite them along if you thought they
443		were going to benefit from it.
444	JANET	So is there anything you would want to know about her before you made
445		any decisions.
446	CLARE	Erm, you'd want to know if you were going to put in one to one literacy and
447		numeracy which is you know, it's a lot of money and there's lots of children
448		that would benefit from it, erm you would want to know that she, so I would
449		have that conversation with her in year 9 that she was going to actually take
450		it on board properly. Erm so you'd sort of judge that, because can be non-
451		compliant well is she going to comply enough with this to make it, to make it
452		work. Erm and then I suppose it's again this vignette is deliberately quite
453		vague isn't it so you would just have a little bit more clarification on the
454		actual data aspect of what, what does that mean you know and whether you
455		know if this, has she always been well below her age group, so it's just
456		filling out, filling out her picture.
457	JANET	That's lovely thank you. I just wonder is there is anything that we have
458		talked about today has sort of surprised you?

Appendix 11 Sample of interview transcripts

459	CLARE	Erm well I suppose I hadn't, I knew you were coming in and I just put it in
460		my diary and I knew it would be about erm the role of SENCo or just to do
461		with different, I suppose it's made me think a little bit myself, it's actually
462		made me think a little bit more. Why didn't I say language I don't know why
463		I didn't say language, it's not because I didn't say in my first list of erm partly
464		I suppose because maybe the examples we have had recently have been
465		blindingly obviously not language er they've been other things and I have
466		had to think more than I thought I would (laughter) I didn't know I've worked
467		quite hard.
468	JANET	Are there any questions you wanted to ask me. You know just generally
469		you know or anything you know about research or anything else. I mean I
470		do have to say that it will all be conf . . erm it all remains anonymous, you
471		are not identifiable, the school isn't identifiable and any of the data and you
472		do have the right to withdraw it, but your consent but I'd like you to do it
473		before I get it transcribed, as that would be helpful.
474	CLARE	No I don't think so it all sounds really interesting. I mean I don't know
475		whether I would be able to have a copy in the end of the final research. . .
476	JANET	Well I'm hoping in the end that I can produce some as part of it because I
477		have to do implications for EP work whether there might be something in
478		terms of a sort of prompt sheet to help school to think about young people
479		with behaviour difficulties in terms of their language development and I don't
480		know whether you've seen the ICAN document for secondary schools or if
481		you are aware of ICAN. ICAN is a communication erm charity that works to
482		support young people's language development not necessarily people
483		who've got quite specific but just generally and they have got a document
484		which is about language development in secondary schools and erm it
485		gives you some suggestions about how the language demands go up quite
486		considerably when children come in to secondary school and the sort of
487		skills that they need in order to cope with that secondary school and they

488		have some interesting suggestions about why language isn't picked up as
489		a, as an issue about behaviour because what they say is that people are so
490		er. Well what they suggest is that the behaviour itself is something that it
491		masks, because young people can say, oh why don't you f….. da da and
492		because they can do all of that and their not following instructions is seen
493		as non-compliance rather than not understanding, so they actually argue
494		that people's perceptions and what they think is happening stops them
495		looking behind the behaviour and why are they doing this, and is there a
496		language difficulty there.

| 497 | CLARE | That's really interesting, well I'll jot that down. |

498	JANET	I'll email it you when I go back, I'll drop you because I've got your email
499		address, I have downloaded it so I'll send you an email copy and the
500		research in special schools with children with behavioural difficulties shows
501		that teachers are not particularly good at identifying whether the children
502		have got language difficulties.

503	CLARE	Well I suppose it's their behaviour is often so unwanted that like you say it's
504		just disruptive sometimes erm that erm that it's hard to look past that isn't it,
505		for some teachers and again that's why training is important isn't it and
506		every time we've had some training on erm different erm aspects of SEN
507		and learner support it's always . . .

| 508 | JANET | Have some of you done the ELCLAN training or not? |

| 509 | CLARE | No. |

| 510 | JANET | I think it's more in primary schools I think, it's done. |

| 511 | CLARE | Okay. ELE Plan? |

| 512 | JANET | Yes, it's ELE, I think it's ELE, I'll send you the link. |

Appendix 12 Sample of initial coding of interview data

Data Extract	Coded as
it was a pastoral, a pastoral, definitely a pastoral route erm and I was at quite a tough school in 10-11	Practical experience
I didn't have direct experience of that, it was just an area I was interested in and I've learnt on the job really. 16-17	Learning on the job
the primary schools are very good at flagging up any children that they think might require more of than em , more than the average support and whether that's behaviour or learning difficulties, 33-37	Primary identify difficulties Good at identifying difficulties
we do bear in mind that sometimes quite often what we've seen is that a child gets into a pattern of behaviour at primary school but then they come to secondary school and we don't see it 37-39	New context/different behaviour
As the SENCo and a learner support team we might have that information or certainly be aware of it on file, but we wouldn't necessarily share with all the teachers in the first instance unless it was serious. 41-44	Selective information sharing
internal data, obviously that we gather erm from, from our behaviour system that we use which is called Behaviour for Learning and its logged on a system called PARS, so every incident is logged 53-55	Incidents recorded
once we've got that and it's showing a pattern then it would be a case of bringing parents in and finding out what's going on at home. 59-61	First step – involvement of parents
there'd be different people involved so sometimes it's usually the learning manager, what we used to call the head of year, it's that person that would pull that together, erm and but it might be the form tutor that's involved as well or it might be a particular if the behaviour is in	Range of school professionals

Appendix 12 Sample of initial coding of interview data

curriculum particular area more than one then it might be that principal teacher that sort of driving the investigation 61-66	
Has something triggered this behaviour it wasn't here before and now it is erm and some where we go from that will depend on that individual situation. 71-72	Reasons for behaviour
So and very much so there would be one to one work with the child. We have a behaviour mentor that works with children, so again if it seems appropriate it might be that we ask her to do some work with the child 79-81	Focus on managing the child managing the behaviour Talking therapy
We came up with a compromise he did have to do the daily exclusion because everybody has to do the daily exclusion, he is one of our pupils so he follows our rules 92-95	Sense of belonging One size fits Compromise
smoothly so we find that when there is a little bit of compromise so the right person to bring to work with him was Mr ***, because of that connection that wouldn't be the right person in other situations, but it is in this. 100-102	Right staff to match pupil
The first port of call is erm K*** who is the behaviour mentor that's her full time role working with different children in the school who are referred by me if you like erm. 112-114	Key person Mentoring
sometimes it's the very simply things that are put into place like five minute checks, the morning report cards, report cards work fantastically well for some pupils very simple er they've been around a long time but they don't work for everybody 120-124	Monitoring reports
we can we still try and use the whole school system but we might on a one to one basis just adjust it 128-29	Individualising rewards systems

Appendix 12 Sample of initial coding of interview data

K*** also does reward charts of a different nature and she just, she tends to they're primary school model based really, a smiley faces and stickers but it's still with the right pupil it can work a treat. 136-139	Adapted rewards system Primary approach
it's usually tapping into what they would like and what might motivate them. 140-141	Motivation
bringing people in from externally so we use something called the Orchard Programme, er for some pupils that we buy in, we use educational psychologists for advice 143-145	External expertise
it just tends to be more periods of poor behaviour that you just sort of try and manage your way through and then you find they tend to come out of it and 150-152	Self help and managing
we see if it's linked with puberty for some children with hormones all over the place, not perhaps coping with it. Friendship groups as well sometimes 153-155	Age related difficulties
It is it's, it is the secondary school it is that puberty it's going from being a child to an adult, such a huge growth spurt physically and emotionally in a five year period. 160-162	Age related difficulties
I think it's the peer and social side trying to fit in, falling out with friends. Friends growing up at different rates sometimes as well so some are ahead of others, really trying to fit in 165-167	Age related friendships
Things going on outside of school for some children it's the area that they live in and the difficulties perhaps that are happening around there that's sometimes brought into school. 168-170	Community environment
Parental break up we find where we've not had any. If there's been a child with no behavioural difficulties at all and then all of a sudden they're not trying hard in lessons, they are not handing homework in erm it's something, it's usually	Home circumstances

Appendix 12 Sample of initial coding of interview data

something that's gone on in the home. 170-173	
Bereavement sometimes as well, erm and that can, it doesn't really matter who it is, it's how important they were to that person. 173-175	One off loss
as in English is a foreign language. 191	Language as EAL
verbally, they are all quite strong and we do tend to find that verbally the children that are coming through are quite strong 195-196	Verbal skills are a strength
It tends to be copied behaviour from parents quite often erm and it tends to, or their family background, what we tend to see is that they manage it better in school and then it's displayed again when you've got a meeting with the parents there as well. 213-220	Parental example

Language and social norms

Parents as equals |
| the vast majority of children actually are quite good at choosing the right register and I suppose you have that bigger influence around you. | Peer examples

School culture |
, it's been picked up as a toddler usually as very young and that's I suppose that's where the intensive work is with speech and language they are in the nurseries and they're assessing and they're very hot on that the nursery staff as well, the training that they have to pick up these difficulties is there and then perhaps likely less in primary school but still very much so. 241-246	Expertise is in other sectors
primary school teachers their training that they've had in child development and what's appropriate at a certain age is far more intensive than secondary school teachers get 247-249	Secondary training
I am still not sure that all secondary school teachers would be able to say what is a appropriate development at certain ages	Secondary training in development
you don't see them as much so you only see them twice a week as opposed to a primary school teacher with them all day every day and you work with one age group 255-258	Lack of contact

Appendix 12 Sample of initial coding of interview data

I say your training is more in your subject area as opposed to the child development 262-263	Subject teachers first
I think that improves with experience so older teachers or teachers who are more experienced are definitely seem to be more aware of it and they will bring it to perhaps a learning support attention more than younger teachers will 263-266	Experience makes a difference
So erm the other angle is that there isn't as much speech and language about now so we,	Lack of professional support
that speech and language therapists that we've had in they have done some training with some of our high level TA's who have then disseminated it to teachers and one of the things that's really good that has helped across the board 276-279	Professional support
Now for some pupils it's, that that ability is there, it's just not necessarily being nurtured enough erm but for other pupils it may well be that there is a genuine difficulty to actually get past that. Where you go with that is more specialist. 294-297	Specialist intervention
language skills that are associated with the actual curriculum 300-301	Academic language
the language, the way the peer groups speak to one another and just being able to cope with those differences 313-314	Language of friendship
it's probably because well we've found that when we've investigated things actually it does seem to be that the trigger has been something from home,	Home is the key
language probably gets, it just gets put in the mix of struggling to learn or struggling to access the curriculum and it's just sort of just	Hidden Part of a bigger problem
I suppose if you broke it down, struggling to learn is generally being able to access the language. Isn't it	Learning and language interlinked

Appendix 12 Sample of initial coding of interview data

There might be really some sort of report card and talking through these 368-369	Talking interventions Rewards
he could well have an issue with language or whether it's the, or whether, something's getting in his way of something's a barrier now whether that's actually is language development or whether it's psychological now because you know year 8 and this has been going on for some time, or is he in the wrong set 386-390	Alternative hypotheses being more plausible
I really do think that we should perhaps do some more assessment and we will get the educational psychologist's advice or we will perhaps do a WRAT test an up-to-date one. We also do some things, so there are various tests that can give you information. We do a PASS tests sometimes as well, erm pupil attitude to self in school, we found that very useful.	Specialist advice Attainment and attitude assessment
bringing up her actual learning and that in itself will help with her self-esteem because that's going to be having a huge impact on it and the person that's working one to one with her will they will be able to form a good assessment of of you know where she's at and what her difficulties are. 418-422	Attainment
I would probably say it's going to be her learning erm her language or whatever it is that is so because it doesn't, it doesn't say. I mean you would look you would involve the family because you'd want their support that she's 424-428	Family support
Why didn't I say language I don't know why I didn't say language, it's not because I didn't say in my first list of erm partly I suppose because maybe the examples we have had recently have been blindingly obviously not language 461-465	Previous recent experience
suppose it's their behaviour is often so unwanted that like you say it's just disruptive sometimes erm that erm that it's hard to look past that isn't it,	Behaviour distract Training

| for some teachers and again that's why training is important isn't it and every time we've had some training on erm different erm aspects of SEN and learner support it's always . . . | |

Appendix 13 Coding abbreviations and sample of data coding and sorting

Legend:

Abbreviation	Description of Code
ABC	Incident specific
ASD	Language as ASD
AVB	Attitude v Behaviour
BA	Behaviour as attention needing
BCT	Behaviour is context specific
BD	Behaviour distracts
BE	Behaviour as emotional regulation
BES	Behaviourist escalating systems
BESD	Behaviour as social emotional difficulties
BM	Behaviour monitoring/Behaviourist approaches
BPD	Behaviour as processing difficulty
BSE	Behaviour as self esteem
BSS	Behaviour as social skills
CAH	Children's ad hoc learning
CE	Change environment
CI	Community influences
CIDL	Child identifies difficulties
CLC	Children lack confidence
DE	Disengagement with learning
DI	Difficult to identify
DIC	Deliberate in control response
EAL	Language as an additional language
EAL	Language as additional language
EI	Existing information
ES	External support/specialists
ESS	Expressive skills strength
EV	Expanding vocabulary
EVR	Expressive v Receptive
FA	Focus on attainment
FA	Focus on attainment
FW	Frustrated with work
GIL	Gaps in learning
GIN	Good at identification
HELS	Home environment for literacy support
IDKC	In depth knowledge of children
IE	Internal staff expertise
IE	Internal staff expertise
II	Incidental identification
IM	Inclusion manager
IND	Individualised systems
INT	Intuition
IS	Incident specific
ISS	Identify support strategies
IVB	Inclusion v Behaviour
KL	Kinaesthetic learning
LE	Language for emotional regulation

Appendix 13 Coding abbreviations and sample of data coding and sorting

LESIV	Lack of external support impacts on visibility of difficulty
LF	Language as one of many factors
LI	Lack of identification
LIT	Lack of initial training
LKE	Limited knowledge and experience
LL	Language for learning
LPS	Lead professional in school
LS	Literacy support
LSK	Language as listening skills
LSS	Language as social skill
LSS	Language as social skill
LTA	Lack of teacher awareness
LTT	Lack of teacher time with children
LV	Language as vocabulary
MB	Role of managing behaviour
MEN	Mentoring
MS	Mistaken causes for behaviour
MV	Medical view of behaviour - diagnosis
NL	Lack of awareness of NI re language
NOS	No obvious symptoms
NUR	Nurture
OJT	On the job training
OJT	On the job training
OO	One to one work
OOL	One off loss
OVS	1:1 intervention v group
PB	Patterns of behaviour
PC	Parents cause
PC	Parents cause
PE	Teacher previous experience
PI	Primary school identification
PI	Primary school identification
PJ	Pre-judge causes for behaviour
PK	Parental knowledge re support
PKE	Primary knowledge about Speech and language
PL	Parental language skills
PMD	Primary school masks difficulty
PRE	Previous recent experience
PRI	Personalised response to children
PS	Parental support
PT	Play for social skills
PUB	Age related
REL	Importance of relationships
RIC	Response to information collected
SA	Standardised assessment
SANC	Sanctions
SBJ	Subject specific knowledge

Appendix 13 Coding abbreviations and sample of data coding and sorting

SC	Language as social communication
SCN	School culture and norms
SCS	Specific strategies for specific conditions
SE	Language as self-esteem
SENV	School environment - classroom
SI	Self-image
SIG	Systematic information gathering
SIS	Selective information sharing
SKT	Teacher subject knowledge
SLD	Dyslexia
SP	Speech clarity
SR	Behaviour self-rights
STP	Status with peers
TA	Reliance/role of TA
TE	Teacher experience
TEL	Teacher expectations of children's language
TK	Teacher knowledge
TL	Teacher language
TO	Teacher outlook
TS	Teacher skills
TSIB	Talking solutions improve behaviour
TT	Talking therapies
VIC	Vague information collection
VNC	Vulnerable and needy children
WAS	Work avoidance strategy
WC	Within child
WOM	Word of mouth information gathering/round robin

Appendix 13 Coding abbreviations and sample of data coding and sorting

Data Extract	Coded as	Coding Abbreviation	Code for theme
how he has been previously. He might have misbehaved in primary and that's just carried on and nobody has picked it up in primary so we have not picked it up. So that is a barrier and its not been picked up when he has done his CATS and if they are average that won't be picked up. [yeah] 156-160	Identification in primary Reliance on primary school data Cognitive testing	PI	3
our speech and language therapist who comes in, she is really into the processing aspect and so drops lots of information in for us to think about. 235-236	Support from outside professionals	ES	3
at that point look at a family support worker, we may look at involving the school nurse or our chaplain or our counsellor if it's something 133-135	External agencies/professional support	ES	3
necessary we don't have any speech and language therapy visits within school at the moment, haven't done in the time that I have been here er and I think it does then lower the profile of those sort of students with those kinds of needs 304-307	Lack of professional expertise Impact on visibility of difficulty.	ES	3
bringing people in from externally so we use something called the Orchard Programme, er for some pupils that we buy in, we use educational psychologists for advice 143-145	External expertise	ES	3
So erm the other angle is that there isn't as much speech and language about now so we,	Lack of professional support	ES	3
Now for some pupils it's, that that ability is there, it's just not necessarily being nurtured enough erm but for other pupils it may well be that there is a genuine difficulty to actually get past that.	Specialist intervention	ES	3

Where you go with that is more specialist. 294-297			
actual specific speech and language than that's where we would need to bring somebody in to do that 520-521	Outside expertise	ES	3
both recommended by Ed Psych and by the speech and language and a lot of that is about language and how you speak to people and so, so we would use those within the groups but with other children, 266-269	Specialist advice Social use of language	ES	3
speech and language therapists or ed pscyhs that you know I often, I think right, I can compartmentalise my time, let them deal with that and then they give me recommendations and explain how and why 414-416	Reliance on specialist advice	ES	3
there is obviously a lot of active input by speech and language service in primary, and, but when it comes to secondary it ceases so there is no input from speech and language service in the secondary schools across the board. 188-191	Primary school Lack of SALT Specialist advice	ES	3
Previously, we had a SENCo who wasn't experienced in speech and language, she had done some, we always had to refer. Jill has had experience of speech and language so we don't need to refer. 135-138	SENCO expertise	IE	3
I have SENCo who has been in education for 40 years, roughly speaking. Em and I am just thinking, erm and she but we work together, but she has particular areas of interest that I find she focuses on more than others 286-289	SENCO knowledge and expertise SENCO focus	IE	3
So and very much so there would be one to one work with the	Focus on managing the child	IE	3

Appendix 13 Coding abbreviations and sample of data coding and sorting

child. We have a behaviour mentor that works with children, so again if it seems appropriate it might be that we ask her to do some work with the child 79-81	managing the behaviour Talking therapy		
The first port of call is erm K*** who is the behaviour mentor that's her full time role working with different children in the school who are referred by me if you like erm. 112-114	Key person Mentoring	IE	3
we are constantly sort of thinking why is this happening, and you know, so if this child was constantly not complying or appeared to be vacant, or if there was anything like that, we would be referring that over to the SEN Department and they would be looking at, you know what is it, what is it about this child that is you know resulting, that this is the one thing that they're not doing 207-212	Referral to other specialists Continual monitoring	IE	3
I work with the SENCO because obviously there is a great deal of intervention goes on in there and then I've been working as an educational psychologist recently in terms of a few more children with extreme behavioural issues. 34-37	Working with other professionals Specialist advice	IE	3
have two learning mentors who are non-teaching, devoted exclusively to working with students to improve academic performance address behavioural difficulties, address and support students who are finding secondary school challenging for whatever reason, 66-69	Learning mentor interventions	IS	3
She can do some of the work beforehand and not really needing to refer as much and wait for specialists. So yeah.138-139	Outside expertise which is not available	OE	3

Appendix 13 Coding abbreviations and sample of data coding and sorting

I have sisters who are primary school teachers their training that they've had in child development and what's appropriate at a certain age is far more intensive than secondary school teachers get 247-249	Primary knowledge	P!	3
we do bear in mind that sometimes quite often what we've seen is that a child gets into a pattern of behaviour at primary school but then they come to secondary school and we don't see it 37-39	New context/different behaviour	PI	3
attendance, we'd look at their punctuality, we'd look at erm what interventions had been put in place, we'd look at whether they'd got pastoral support plans in place, what action had been done and which parts had been successful, which parts hadn't been, and erm we'd look at if we got data from other agencies so we have for example a family support worker 33-37	Assumptions about existing information. What has already been successful/not Involvement of outside agencies	PI	3
small number of feeder schools so we've got a very strong relationship and I go to every transition meeting with the year 6 teacher and we go through every pupil that's coming up, so I have full records 335-338	Information sharing with primary	PI	3
If it was a child in transition, perhaps we didn't have much information on in year 6, when we are looking at behaviour obviously we need to know is there a statement, have reports been collected by external agencies, have speech and language communication service been involved, has the educational psychologist – have, whatever the strands of the behaviour, are reports in place for that child. We also then look at how academically that child is. 23-29	Range of information Prior information Specialist information	PI	3
I think it is the level of testing what they come back with from	Early identification – primary	PI	3

primary. [right],			
if they were year 7 we'd probably look back at the data from primary school.	Primary information Primary identifications	PI	3
He has gone through his entire primary education undetected I think it's been managed by the Primary School in a way that from what I can gather he's spent his entire career in the head teacher's office, working alongside her. 329-333	Primary mask difficulties Make themselves look good	PI	3
the primary schools are very good at flagging up any children that they think might require more of than em , more than the average support and whether that's behaviour or learning difficulties, 33-37	Primary identify difficulties Good at identifying difficulties	PI	3
children who were flagged up to us from primary school 285-286	Prior identification	PI	3
our primary schools are very, very good on this and they do actually flag up the children who actually have got speech language, 331-333	Identified in primary	PI	3
And you know, is it, is it a developmental thing that, where it is you know, when they get to us should it not have already been identified. 364-366	Assumption about previous identification	PI	3
I mean we would hope that primary school would be the key places that that would be identified,	Identification in primary school	PI	3
in secondary, certainly here, erm the notion of speech and language therapy is very much one of for the younger child much	Speech and language belongs in	PKE	3

younger child erm and that people are sort of go, why would they need that in High School you know 299-302	primary		
, it's been picked up as a toddler usually as very young and that's I suppose that's where the intensive work is with speech and language they are in the nurseries and they're assessing and they're very hot on that the nursery staff as well, the training that they have to pick up these difficulties is there and then perhaps likely less in primary school but still very much so. 241-246	Expertise is in other sectors	PKE	3
I think sometimes they, again they get through the primary system because of levels of support staff, staffing in classrooms that they can cope very well in that very static stable setting in primary, 357-360	Primary context masking difficulties	PMD	3
We do run social skills grouping. We do, Mrs M is a trained counsellor and she does person centred counselling 91	Social skills Use of existing expertise in school Talking therapy	SS	3
I've actually sent my TA3 actually on this course. It's a whole full course for a whole, half-term 12 week course so she can actually then, you know, basically gen up on it and actually sort of thread it out to other people 365-368	Role of TA	TA	3
in terms of behaviour, need to do restorative justice where there is a big problem. We can offer time out, within the centre, obviously doing work but if there is a problem identified sometimes it is easier to remove that person from that situation, but always with a view to going back into the mainstream classroom. I'm just trying to think. Ehm Obviously we run, Our	Adult intervention. Change the environment Reliance on TA Restorative approaches	TA	3

Appendix 13 Coding abbreviations and sample of data coding and sorting

TAs will pick things up and can often intervene and can sort of pick things up. I'm just trying to think a little bit more widely really. Ehm and I know you don't want too much information. 93-101			
that speech and language therapists that we've had in they have done some training with some of our high level TA's who have then disseminated it to teachers and one of the things that's really good that has helped across the board 276-279	Professional support	TA	3
Next year it's actually going to be changing to a TA3 in charge but an overall manager again so that that is going to change. 68-69	Role of TA	TA	3
TA is going on that, because as you've said yourself, I mean I'm recognising it as a problem area and so what I want to do is make that TA3 responsible for, you know, with me as overall lead, 318-321	Role of TA	TA	3
I've got one of my TAs is actually now on a speech and language course	Importance of TA	TA	3
We've got TAs that work with the pastoral teams when they come over with students, and you know, develop these things. 507-508	Role of TA	TA	3
TAs around, and the TAs our eyes and ears really in terms of that. 552-553	Role of TA in identification	TA	3
I would probably refer her to our learning mentor so she could talk through why she's getting angry, what are the problems etc 475-476	Talking therapy	TT	3

Appendix 13 Coding abbreviations and sample of data coding and sorting

we do have a quite good counselling system here, and we do have a learning mentor and a chaplain, and we do actually encourage those children who we feel are not able to actually discuss their feelings whatever and we would encourage them to actually go and visit,160-162	Talking therapy Counselling Difficulties with expressing feelings	TT	3
And they often will open up and talk about their world, and you know and I think getting to form a relationship with a child is, gives you so much more. 616-618	Talking strategies Importance of relationships	TT	3

Appendix 14 Thematic Analysis: identification of themes

Thematic Analysis initial sort

Appendix 14 Thematic Analysis: identification of themes

Thematic Analysis second version

Appendix 14 Thematic Analysis: identification of themes

Thematic Analysis third version

Appendix 14 Thematic Analysis: identification of themes
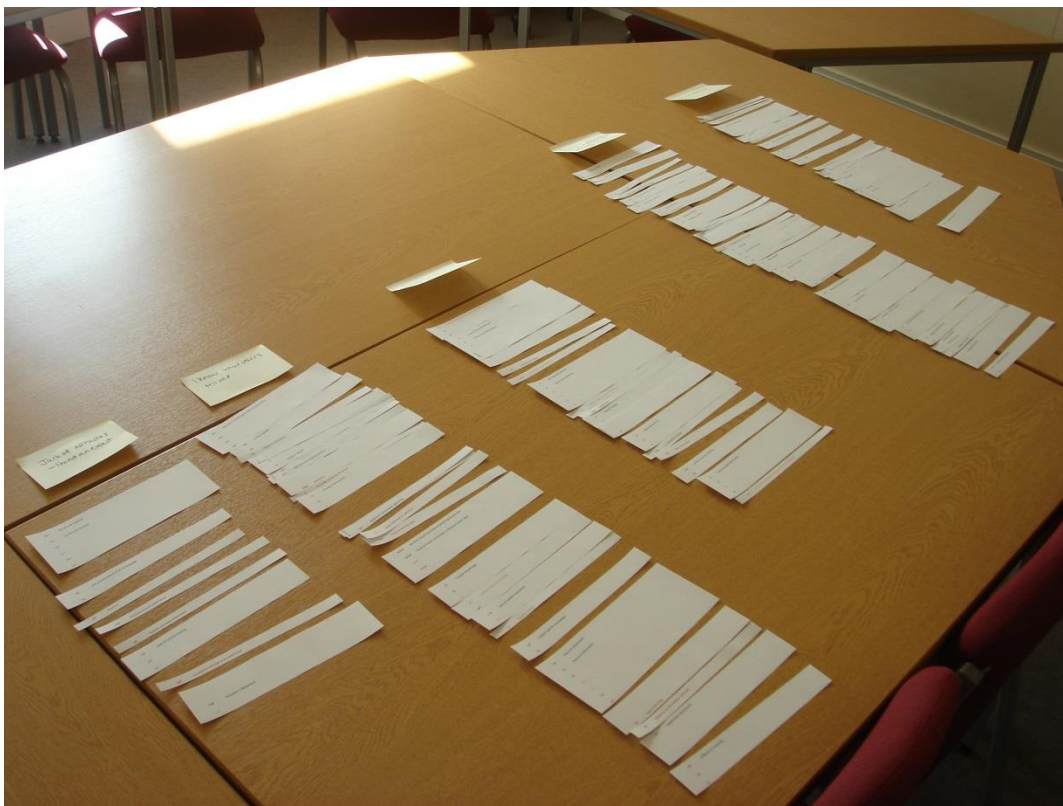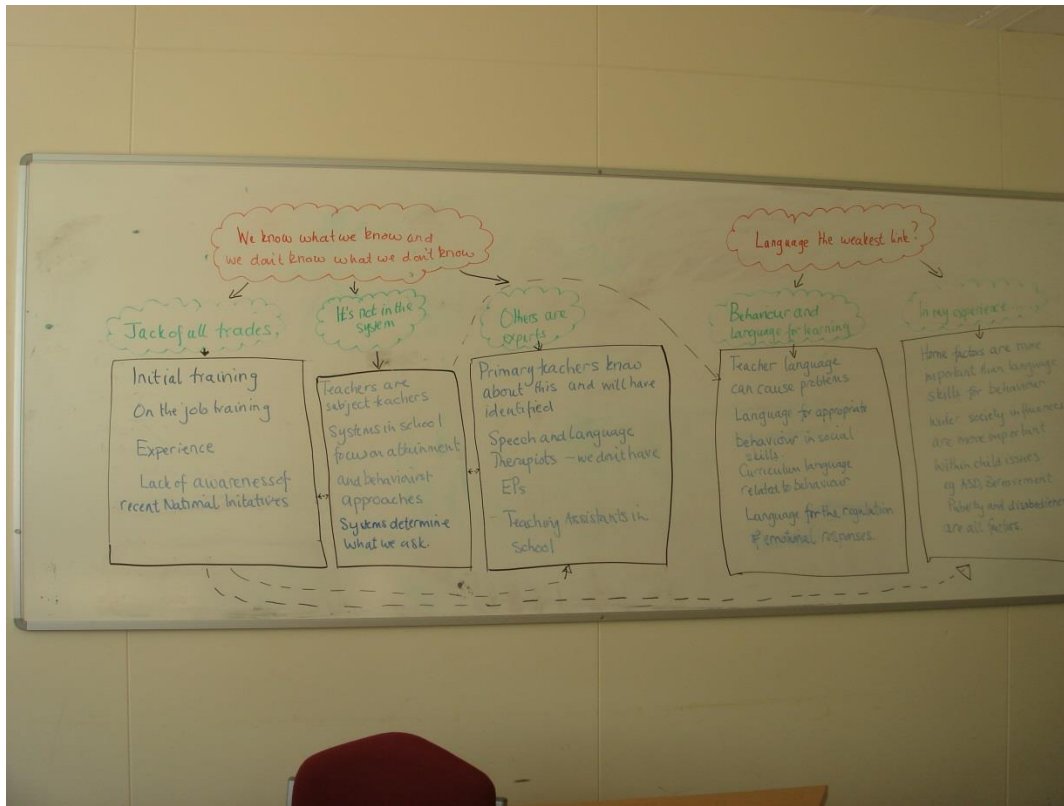
Thematic Analysis final version

Appendix 15 Q sort crib sheets

Legend:

Abbreviation	Meaning
Attent	Attention
Bd	Behaviour difficulty(ies)
behave	Behaviour
Conversation	Conversation
Diffic	Difficulties
Excl	Excluded
Exp	Expressive
Gd	Good
Lang	Language
Lang	Language
Ld	Language difficulty(ies)
Mh	Mental health
Pop	Popular
Prob	Problem
Re	Regarding
S&l	Speech and language
Slcd	Speech, language and communication difficulties
Soc	Social
T	Teacher

An explanation and definition of a crib sheet (Watts and Stenner 2012) can be found in Section 6.4 page

Appendix 15 Q sort crib sheets

Factor 1 Crib Sheet

Rated +6 or+5

25	Children flagged up for other things not language	25	5	2	2	0	O
32	Lang key to emotional lit which promotes good behaviour	32	6	2	1	6	O
40	Behaviour distracts from underlying issues with lang.	40	5	1	5	4	O

Rated Higher than other Factors

5	T lack confidence assess speaking and listening	5	-1	-1	-1	-5	Y
16	First step is to involve parents	16	1	1	0	-1	Y
22	Children with SEBD should be screened for lang d	22	2	2	-1	0	Y
26	Limited opportunities to develop communication skills	26	-1	-4	-6	-3	
29	Language is the key tool for children to manage behavior	29	4	-2	1	1	Y
30	Teachers should be trained in awareness of ld	30	2	0	2	-3	Y
31	Children with bd have unrecognized sld causes bd	31	0	-3	-1	-1	Y
33	High proportion danger of excl Ld factor in behav prob	33	3	-2	0	1	Y
34	Chatting makes teachers think exp lang skills okay	34	0	0	-4	-2	Y
36	YP with LD risk of range of behav,soc, mh prob	36	2	0	-5	1	Y
39	Don't collect info re lang about children	39	2	-1	-2	-4	Y

Rated Lower than other Factors

10	Training in subject not child development	10	-1	5	3	-1	B
12	Identified bd ask learning mentor to work with them	12	-2	0	-1	1	B
7	Lack of SALT support in secondary	17	-2	0	1	2	B
19	Lang difficulties mistaken for other things	19	0	4	1	3	B
24	Try strategies then think of underlying causes	24	-3	-1	-3	3	B
27	LD do not lead directly to bd	27	-4	-1	2	0	B
28	Language is in the mix of struggling to learn	28	-3	-3	0	4	B
37	Misbehaving keeps up pop with peers	37	-3	3	-1	1	B

Rated -6 or -5

8	S&L issues related to younger children	8	-6	-5	-5	-5	G
14	Identifying lang diff is job of EP	14	-5	-4	-3	-3	G
18	Surprised at strong emphasis on language	18	-5	-2	-2	-2	G

Defining Sort

2	Dealing with children with bd is intuitive, depends on child	2	-2	-5	3	2	D

Appendix 15 Q sort crib sheets

Not identified

1	Teachers are good at identifying children with slcd	1	-4	-6	1	-1	
3	Not at forefront, national initiatives like literacy	3	1	1	3	0	
4	In adolescence lang problems not easily detected conversatio	4	0	1	-2	-1	
6	Subject teachers focused on subject k not on lang	6	0	6	-1	-2	
7	Children skilled in adapting hiding difficulties	7	3	1	4	0	
9	Lang difficulties not looked for by staff	9	1	4	0	-6	
11	Only see once or twice not same knowledge as primary	11	0	5	2	-4	
13	LD should already be identified before sec school	13	-2	0	-3	5	
15	Home is more important than lang in relation to behaviour	15	-1	3	6	-2	
20	Training on child development for primary not secondary	20	1	2	-2	2	
21	Can't access curriculum because of ld and causes bd	21	3	-2	4	2	
23	SALT are involved in developing interventions	23	-1	-3	0	-1	
35	Diffic with comprehension seen an non-comp, lack attent	35	1	-1	-4	3	
38	Behav prob not account for by ld	38	4	3	5	5	

Appendix 15 Q sort crib sheets

Factor 2 Crib Sheet

Rated at +6 or +5

6	Subject teachers focused on subject k not on lang	6	0	6	-1	-2	b
10	Training in subject not child development	10	-1	5	3	-1	b
11	Only see once or twice not same knowledge as primary	11	0	5	2	-4	b

Rated Higher than in other factor

4	In adolescence lang problems not easily detected conversatio	4	0	1	-2	-1	g
5	T lack confidence assess speaking and listening	5	-1	-1	-1	-5	g
9	Lang difficulties not looked for by staff	9	1	4	0	-6	g
12	Identified bd ask learning mentor to work with them	12	-2	0	-1	1	g
18	Surprised at strong emphasis on language	18	-5	-2	-2	-2	g
19	Lang difficulties mistaken for other things	19	0	4	1	3	g
20	Training on child development for primary not secondary	20	1	2	-2	2	g
22	Children with SEBD should be screened for ld	22	2	2	-1	0	
34	Chatting makes teachers think exp lang skills okay	34	0	0	-4	-2	g
37	Misbehaving keeps up pop with peers	37	-3	3	-1	1	g

Rated lower than in other factors

21	Can't access curriculum because of ld and causes bd	21	3	-2	4	2	o
23	SALT are involved in developing interventions	23	-1	-3	0	-1	o
28	Language is in the mix of struggling to learn	28	-3	-3	0	4	o
29	Language is the key tool for children to manage behavior	29	4	-2	1	1	o
31	Children with bd have unrecognized sld causes bd	31	0	-3	-1	-1	o
33	High proportion danger of excl Ld factor in behav prob	33	3	-2	0	1	o
38	Behav prob not account for by ld	38	4	3	5	5	
40	Behaviour distracts from underlying issues with lang.	40	5	1	5	4	

Rated at -5 or -6

1	Teachers are good at identifying children with slcd	1	-4	-6	1	-1	y
2	Dealing with children with bd is intuitive, depends on child	2	-2	-5	3	2	y
8	S&L issues related to younger children	8	-6	-5	-5	-5	y

Defining Sort

15	Home is more important than lang in relation to behaviour	15	-1	3	6	-2	d

Appendix 15 Q sort crib sheets

Not identified

3 Not at forefront, national initiatives like literacy	3	1	1	3	0	
7 Children skilled in adapting hiding difficulties	7	3	1	4	0	
13 LD should already be identified before sec school	13	-2	0	-3	5	
14 Identifying lang diff is job of EP	14	-5	-4	-3	-3	
16 First step is to involve parents	16	1	1	0	-1	
17 Lack of SALT support in secondary	17	-2	0	1	2	
24 Try strategies then think of underlying causes	24	-3	-1	-3	3	
25 Children flagged up for other things not language	25	5	2	2	0	
26 Limited opportunities to develop communication skills	26	-1	-4	-6	-3	
27 LD do not lead directly to bd	27	-4	-1	2	0	
30 Teachers should be trained in awareness of ld	30	2	0	2	-3	
32 Lang key to emotional lit which promotes gd behaviour	32	6	2	1	6	
35 Diffic with comprehension seen an non-comp, lack attent	35	1	-1	-4	3	
36 YP with LD risk of range of behav, soc, mh prob	36	2	0	-5	1	
39 Don't collect info re lang about children	39	2	-1	-2	-4	

Appendix 15 Q sort crib sheets

Factor 3 Crib Sheet

Rated +6 or +5

15	Home is more important than lang in relation to behaviour	15	-1	3	6	-2	b
38	Behav prob not account for by ld	38	4	3	5	5	b
40	Behaviour distracts from underlying issues with lang.	40	5	1	5	4	b

Rated higher than in other factors

1	Teachers are good at identifying children with slcd	1	-4	-6	1	-1	g
2	Dealing with children with bd is intuitive, depends on child	2	-2	-5	3	2	g
3	Not at forefront, national initiatives like literacy	3	1	1	3	0	g
5	T lack confidence assess speaking and listening	5	-1	-1	-1	-5	g
7	Children skilled in adapting hiding difficulties	7	3	1	4	0	g
18	Surprised at strong emphasis on language	18	-5	-2	-2	-2	g
21	Can't access curriculum because of ld and causes bd	21	3	-2	4	2	g
23	SALT are involved in developing interventions	23	-1	-3	0	-1	g
27	LD do not lead directly to bd	27	-4	-1	2	0	g
30	Teachers should be trained in awareness of ld	30	2	0	2	-3	

Rated lower than in other factors

4	In adolescence lang problems not easily detected conversatio	4	0	1	-2	-1	o
13	LD should already be identified before sec school	13	-2	0	-3	5	o
20	Training on child development for primary not secondary	20	1	2	-2	2	o
22	Children with SEBD should be screened for ld	22	2	2	-1	0	o
24	Try strategies then think of underlying causes	24	-3	-1	-3	3	o
32	Lang key to emotional lit which promotes gd behaviour	32	6	2	1	6	o
34	Chatting makes teachers think exp lang skills okay	34	0	0	-4	-2	o
35	Diffic with comprehension seen an non-comp, lack attent	35	1	-1	-4	3	o

Rated -6 or -5

8	S&L issues related to younger children	8	-6	-5	-5	-5	y
26	Limited opportunities to develop communication skills	26	-1	-4	-6	-3	y
36	YP with LD risk of range of behav, soc, mh prob	36	2	0	-5	1	y

Appendix 15 Q sort crib sheets

Not identified

6	Subject teachers focused on subject k not on lang	6	0	6	-1	-2	
9	Lang difficulties not looked for by staff	9	1	4	0	-6	
10	Training in subject not child development	10	-1	5	3	-1	
11	Only see once or twice not same knowledge as primary	11	0	5	2	-4	
12	Identified bd ask learning mentor to work with them	12	-2	0	-1	1	
14	Identifying lang diff is job of EP	14	-5	-4	-3	-3	
16	First step is to involve parents	16	1	1	0	-1	
17	Lack of SALT support in secondary	17	-2	0	1	2	
19	Lang difficulties mistaken for other things	19	0	4	1	3	
25	Children flagged up for other things not language	25	5	2	2	0	
28	Language is in the mix of struggling to learn	28	-3	-3	0	4	
29	Language is the key tool for children to manage behavior	29	4	-2	1	1	
31	Children with bd have unrecognized sld causes bd	31	0	-3	-1	-1	
33	High proportion danger of excl Ld factor in behav prob	33	3	-2	0	1	
37	Misbehaving keeps up pop with peers	37	-3	3	-1	1	
39	Don't collect info re lang about children	39	2	-1	-2	-4	

Appendix 15 Q sort crib sheets

Crib Sheet Factor 4
Rated +6 or +5

13	LD should already be identified before sec school	13	-2	0	-3	5	B
32	Lang key to emotional lit which promotes gd behaviour	32	6	2	1	6	B
38	Behav prob not account for by ld	38	4	3	5	5	B

Rated higher than in other factors

12	Identified bd ask learning mentor to work with them	12	-2	0	-1	1	G
14	Identifying lang diff is job of EP	14	-5	-4	-3	-3	G
17	Lack of SALT support in secondary	17	-2	0	1	2	G
18	Surprised at strong emphasis on language	18	-5	-2	-2	-2	O
20	Training on child development for primary not secondary	20	1	2	-2	2	G
24	Try strategies then think of underlying causes	24	-3	-1	-3	3	G
28	Language is in the mix of struggling to learn	28	-3	-3	0	4	G
35	Diffic with comprehension seen an non-comp, lack attent	35	1	-1	-4	3	G

Rated Lower than in other factors

3	Not at forefront, national initiatives like literacy	3	1	1	3	0	O
6	Subject teachers focused on subject k not on lang	6	0	6	-1	-2	O
7	Children skilled in adapting hiding difficulties	7	3	1	4	0	O
10	Training in subject not child development	10	-1	5	3	-1	O
11	Only see once or twice not same knowledge as primary	11	0	5	2	-4	O
15	Home is more important than lang in relation to behaviour	15	-1	3	6	-2	O
16	First step is to involve parents	16	1	1	0	-1	O
25	Children flagged up for other things not language	25	5	2	2	0	O
30	Teachers should be trained in awareness of ld	30	2	0	2	-3	O
39	Don't collect info re lang about children	39	2	-1	-2	-4	O

Rated -5 or -6

5	T lack confidence assess speaking and listening	5	-1	-1	-1	-5	Y
8	S&L issues related to younger children	8	-6	-5	-5	-5	Y
9	Lang difficulties not looked for by staff	9	1	4	0	-6	Y

Appendix 15 Q sort crib sheets

Not identified

1	Teachers are good at identifying children with slcd	1	-4	-6	1	-1	
2	Dealing with children with bd is intuitive, depends on child	2	-2	-5	3	2	
4	In adolescence lang problems not easily detected conversatio	4	0	1	-2	-1	
19	Lang difficulties mistaken for other things	19	0	4	1	3	
21	Can't access curriculum because of ld and causes bd	21	3	-2	4	2	
22	Children with SEBD should be screened for ld	22	2	2	-1	0	
23	SALT are involved in developing interventions	23	-1	-3	0	-1	
26	Limited opportunities to develop communication skills	26	-1	-4	-6	-3	
27	LD do not lead directly to bd	27	-4	-1	2	0	
29	Language is the key tool for children to manage behavior	29	4	-2	1	1	
31	Children with bd have unrecognized sld causes bd	31	0	-3	-1	-1	
33	High proportion danger of excl Ld factor in behav prob	33	3	-2	0	1	
34	Chatting makes teachers think exp lang skills okay	34	0	0	-4	-2	
36	YP with LD risk of range of behav, soc, mh prob	36	2	0	-5	1	
37	Misbehaving keeps up pop with peers	37	-3	3	-1	1	
40	Behaviour distracts from underlying issues with lang.	40	5	1	5	4	

Appendix 16 Table 2. Un-Rotated Factor Matrix

Un-rotated Factor Matrix

SORTS	FACTORS			
	1	2	3	4
1 PSM1	0.7264	0.2067	0.0556	-0.0169
2 SEN 1	0.3009	-0.2403	-0.4746	0.2444
3 SEN 2	0.2280	0.3315	-0.4162	0.2815
4 SEN 3	0.6258	-0.3623	-0.1917	0.0172
5 PSM 2	0.1699	0.2964	-0.1474	-0.1394
6 PSM 3	0.5138	0.5195	-0.0726	0.1155
7 PSM 4	0.5848	-0.0614	-0.2452	-0.2484
8 PSM 5	0.2226	-0.4566	0.0662	-0.2248
9 SEN 4	0.6701	-0.3298	-0.3053	-0.1050
10 PSM 6	0.6187	0.1119	0.3365	0.1162
11 SEN 5	-0.5731	0.1913	0.2418	0.0606
12 SEN6	0.5992	-0.4043	0.1380	0.3640
13 PSM7	0.3105	-0.2191	0.3720	0.2650
14 SEN7	0.4969	0.3025	-0.1853	0.0705
15 PSM8	0.3264	-0.2671	0.0503	0.3044
16 SEN8	0.4132	-0.0573	0.3470	-0.1472
17 SEN9	0.5239	0.2715	0.3350	0.1597
18 PSM9	0.5027	-0.1157	0.4652	-0.3915
19 PSM10	0.3288	0.3361	0.2670	-0.3764
20 SEN10	0.6358	0.3423	-0.1922	-0.1002
Eigenvalues	4.9255	1.7643	1.5464	0.9653
% expl.Var.	25	9	8	5

Note. **PSM** indicates a participant who had a pastoral management role. **SEN** indicates a participant who had a SENCO role.

Appendix 17 Table 3. Rotated factor analysis

Q SORT	Factor 1	Factor 2	Factor 3	Factor 4
1 PSM1	0.3037	0.5541X	0.3209	0.2673
2 SEN 1	0.4961X	0.1315	-0.3858	0.1447
3 SEN 2	0.0960	0.5261X	-0.3582	0.0019
4 SEN 3	0.6748X	0.1195	0.0587	0.2945
5 PSM 2	0.0494	0.3424	0.0710	-0.1821
6 PSM 3	0.0328	0.7271X	0.0945	0.1175
7 PSM 4	0.5775X	0.3063	0.1994	-0.0240
8 PSM 5	0.4114X	-0.2771	0.2383	0.1005
9 SEN 4	0.7725X	0.1802	0.0789	0.1632
10 PSM 6	0.1141	0.3704	0.3796	0.4773
11 SEN 5	-0.5932	-0.2241	-0.0677	-0.1432
12 SEN 6	0.4267	0.0405	0.0447	0.6988
13 PSM 7	0.0542	-0.0485	0.1756	0.5629X
14 SEN 7	0.2114	0.5698X	0.0271	0.0873
15 PSM 8	0.2442	0.0064	-0.0639	0.4575X
16 SEN 8	0.1439	0.0838	0.4719X	0.2563
17 SEN 9	-0.0422	0.4476	0.3275	0.4203
18 PSM 9	0.2321	0.0261	0.7369X	0.1955
19 PSM 10	-0.0269	0.3295	0.5620X	-0.0946
20 SEN 10	0.3206	0.6568X	0.1846	0.0113
% expl.Var.	14	14	10	9
Eigen value	2.8	2.8	2.0	1.8

Note. **PSM** indicates a participant who had a pastoral management role. **SEN** indicates a participant who had a SENCO role. Factor Matrix with an **X** Indicating a Defining Sort

Appendix 18 Photographic record of Q sort analysis

Appendix 19 Integration of data analysis

Appendix 20 Responses from school staff and Educational Psychologists

This email has been redacted to preserve anonymity. The original email is available on request.

School feedback

Hi Janet

I also spoke to a couple of our pastoral managers (RACs*) as well so here goes:

- The form is very clear, concise, easy to use and the attachments straightforward- everybody felt that they would know what to do when completing it.
- Question 1 useful and very easy to fill in for SENCo/pastoral manager
- Question 2/3 could be difficult to fill in accurately if you didn't teach the child and would probably have to be completed with a member of staff who knew the child very well.
- A SENCo has more time available to have the lengthy discussions/contact with the child needed to highlight some of the issues - probably find it easier than the pastoral managers.
- We now have a pastoral support worker/counsellor who works with pupils with behavioural difficulties - the RACs felt she may have a better idea when completing the data collection sheet as she spends a lot of time talking through issues with the children and gets to know them really well.
- Certainly make you think about SLCN and if there is something underlying that has been missed.
- A really useful tool for schools - when can we have a copy?

*RAC – Raising Achievement Coordinator.

The following verbal feedback was provided in an unrelated telephone conversation and the following are the researcher's notes after that conversation. These have also been anonymised to preserve anonymity but the name and school of the person who provided the feedback can be provided on request if it is necessary to verify the statement.

'We have previously had a student who would not engage with any form of formal assessment and it would have helped if we had had the collection sheet. The sheet would have made it easy to pick out where the student was struggling.'

Appendix 20 Responses from school staff and Educational Psychologists

Feedback for Educational Psychologists

Originally, this feedback was contained in emails which have been redacted to maintain anonymity. The original emails are available on request.

Hi Janet,

Just a note to thank you for the presentation you did for us. I found it a really useful opportunity to reflect on cases where problem behaviour has been highlighted as the primary need when the pupil has significant speech, language and communication needs. It reiterated to me the importance of an EP's role in ensuring that the development of speech, language and communication skills does not get missed when discussing interventions with staff, and to challenge the assumption that can be made by some staff that because a child does not meet criteria for Speech and Language Therapist involvement does not mean that they don't have needs that need addressing. The checklists you shared with us will be very helpful to use in my practice and I'm sure will be a helpful tool for staff too.

Dear Janet

Many thanks for the resources attached and for your thesis presentation last week. It was lovely to have the opportunity to think / talk about the relationship between language development and behaviour, particularly in relation to young people in secondary education. You very clearly presented the background to your thinking, methodology and results of your research. The references you mentioned and materials shared are of particular interest and helpful in our day to day work with staff in school who support pupils with behavioural difficulties. It was a good reminder that there is an ongoing need for us as EPs to help other practitioners think about other ways of evaluating behaviour.

I would love to read your thesis when it is finished and also wondered if you could forward the power point from your presentation.

Appendix 20 Responses from school staff and Educational Psychologists

Hi Janet

RE: feedback on your thesis presentation during our team meeting.

Thank you for the presentation about your thesis it was very interesting. It reminded me about certain resources, for example the IDPs and the Universally Speaking materials (which I used in the past as a teacher/SENCO but have since forgotten about). I also found the EP and schools checklist which you provided us with particularly useful and will be keeping them in my EP toolbox.

The discussion on ontology, epistemology and your methodology was useful as I am grappling with these issues myself at the moment.

I also found the discussion we had about teacher's views of behaviour interesting and there seemed to be some links to elements of my findings from a recent systematic literature review completed for University which reviewed research in the field of school exclusion.
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Appendix 20 Responses from school staff and Educational Psychologists

!!! indicates that the document has   !!!!!!
been redacted to preserve anonymity

Date:12.6.2015

Dear Janet,

RE: Thesis overview presentation to !!!! Educational Psychologists, !!!! Team 10.6.2015: Problem Behaviours and Language Difficulties

Thank you for presenting an overview of your thesis to our team on Wednesday. It is an interesting topic and you gave a clear and succinct overview. I think what struck me most from your presentation was that teachers and pastoral staff do not list 'Language difficulties', as an obvious question when they ask themselves why a pupil is behaving in an unacceptable way/s. We discussed the implicit assumption which seems to be made by school staff that the school systems are fine and home factors are the likely reasons why a particular pupil's behaviour is unacceptable. You also explained from your research that teachers felt lacking in expertise in this area and that the moves to Quality First teaching and away from pastoral work seemed to have reinforced this lack of understanding about language difficulties being considered as a possible important contributory factor in the way a pupil behaves.

It was clear that this research is important in helping to improve our understanding of the dynamics around this topic.

It will be important too that the knowledge gained is disseminated widely across secondary school staff so that staff can better recognise those young people who experience language difficulties and intervene early to give them the support they need.

Well done and thank you again on behalf of the team.

Yours sincerely,

!!!!
Senior Educational Psychologist
!!! Manager Educational Psychologists Team !!!!
!!!

Appendix 21 Language development school data collection sheet for school staff working with students with problem behaviours

Language

	Name:	DOB:
1.	Has there been previous speech and language therapy involvement at any point in the student's life?	**YES/NO**
	If yes:	
	When was this involvement?	
	Why was a Speech and Language Therapist involved?	
	When and why was the student discharged?	
2.	Using the Inclusion Development Programme Speech Language and Communication Check List tick where difficulties were identified and indicate the nature of the difficulty:	
	• **Speech**	
	• **Expressive language**	
	• **Understanding language**	
	• **Using language with others**	

Appendix 21 Language development school data collection sheet for school staff working with students with problem behaviours

3.	Using the age related expectations from Universally Speaking indicate which of the age appropriate skills the student has acquired:							
	Skill Areas	**Age Related Expectations**						
		7	8	9	10	11	13/14	18
	• **Understanding of spoken and verbal reasoning**							
	• **Vocabulary**							
	• **Sentence Structure and narrative**							
	• **Social interaction**							
4.	Using the assessments above, list skills which the student needs to develop							
5	List the interventions which have already been accessed to develop language skills:							
6	List the interventions which could be accessed to develop these skills:							
7.	Has a request for involvement by an Educational Psychologist been made?	**YES/NO**						
8.	Has a request for involvement by a Speech and Language Therapist been made?	**YES/NO**						
	If NO, should a request for involvement by either an Educational Psychologist or a Speech and Language Therapist be made?	**EP**	**YES**	**NO**				
		SLT	**YES**	**NO**				

Appendix 22 Language development: EP data collection sheet for work with students with problem behaviours

Language Development

	Name:	DOB:					
1.	Has there been previous speech and language therapy involvement at any point in the student's life?	**YES/NO**					
	If yes: What was the issue?						
	When and why was the student discharged?						
2.	Has the Inclusion Development Programme Speech Language and Communication Check List been completed by school staff?	**YES/NO**					
3.	Were any difficulties identified?	**YES/NO**					
	• Speech	**YES/NO**					
	• Expressive language	**YES/NO**					
	• Understanding language	**YES/NO**					
	• Using Language with others	**YES/NO**					
4.	Has the student's language skills been assessed using the age related expectations from Universally Speaking?	**YES/NO**					
5.	What age related expectations from Universally Speaking have been acquired by the student:						

Skill Areas	Age Related Expectations						
	7	8	9	10	11	13/14	18
• **Understanding of spoken and verbal reasoning**							
• **Vocabulary**							
• **Sentence Structure and narrative**							
• **Social interaction**							

6.	Which skills have the school identified for development?

Appendix 22 Language development: EP data collection sheet for work with students with problem behaviours

7.	What interventions have already been accessed to develop language skills?
8.	What other interventions would the school be able to offer to develop these skills:
9..	What interventions could be recommended to school staff and/or parents?

10.	Has a request for involvement by a Speech and Language Therapist been made?	**YES/NO**
	If NO, should a request for involvement by Speech and Language Therapist be made?	**YES/NO**