

**Exploring Parental Experiences of Support from Professionals for  
their Child with School Non-Attendance and Developing Best  
Practice: An Appreciative Inquiry Approach.**

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East London**

A thesis submitted in partial fulfilment of the requirements of the School of Psychology,  
University of East London for the Doctorate in Educational and Child Psychology

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အထူးသဖြင့် အထူးအရေးကြီးသော အခန်းများကို အထူးသတိပြု၍ စစ်ဆေးရမည်။ အထူးသဖြင့် အထူးအရေးကြီးသော အခန်းများကို အထူးသတိပြု၍ စစ်ဆေးရမည်။

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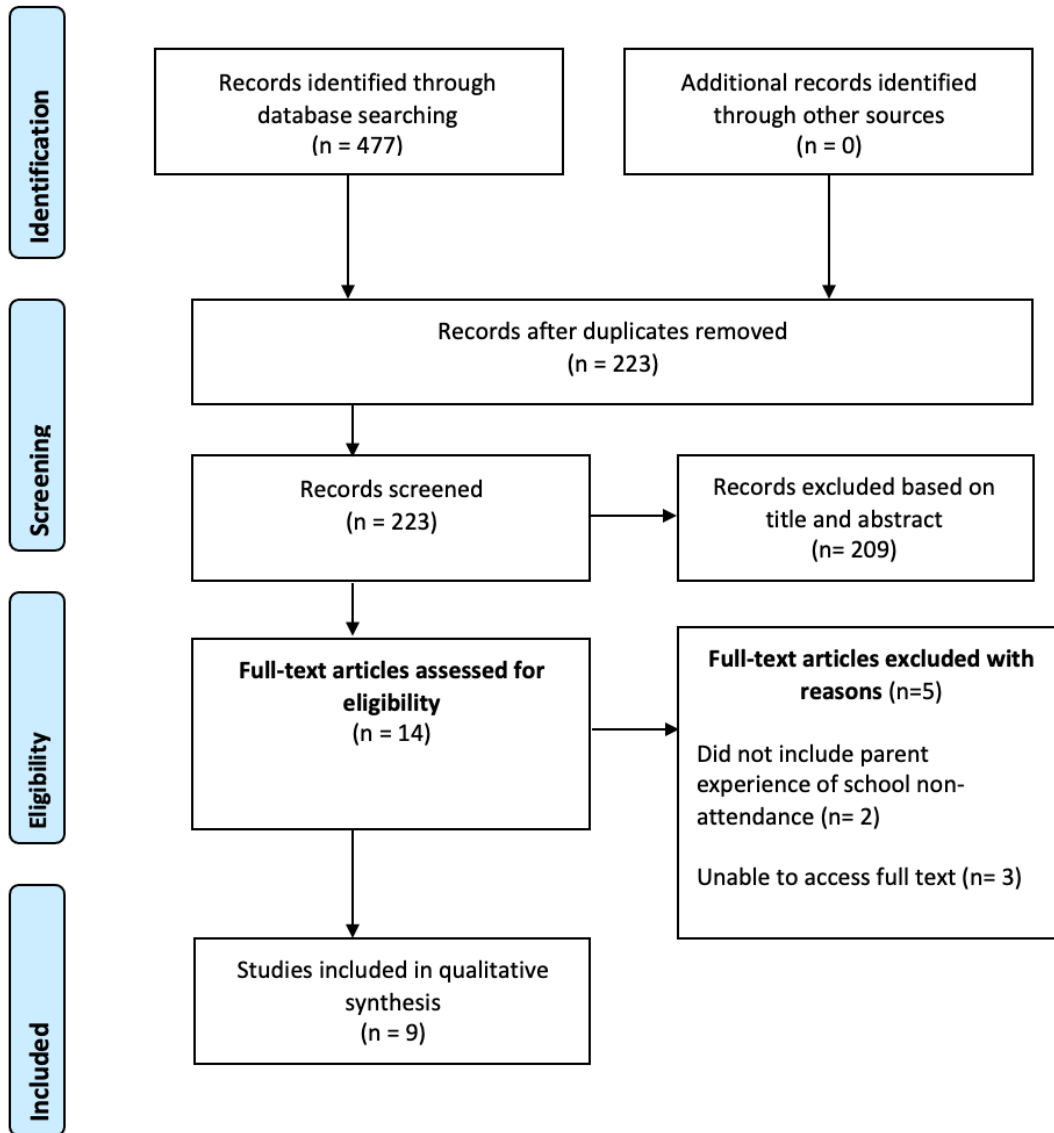






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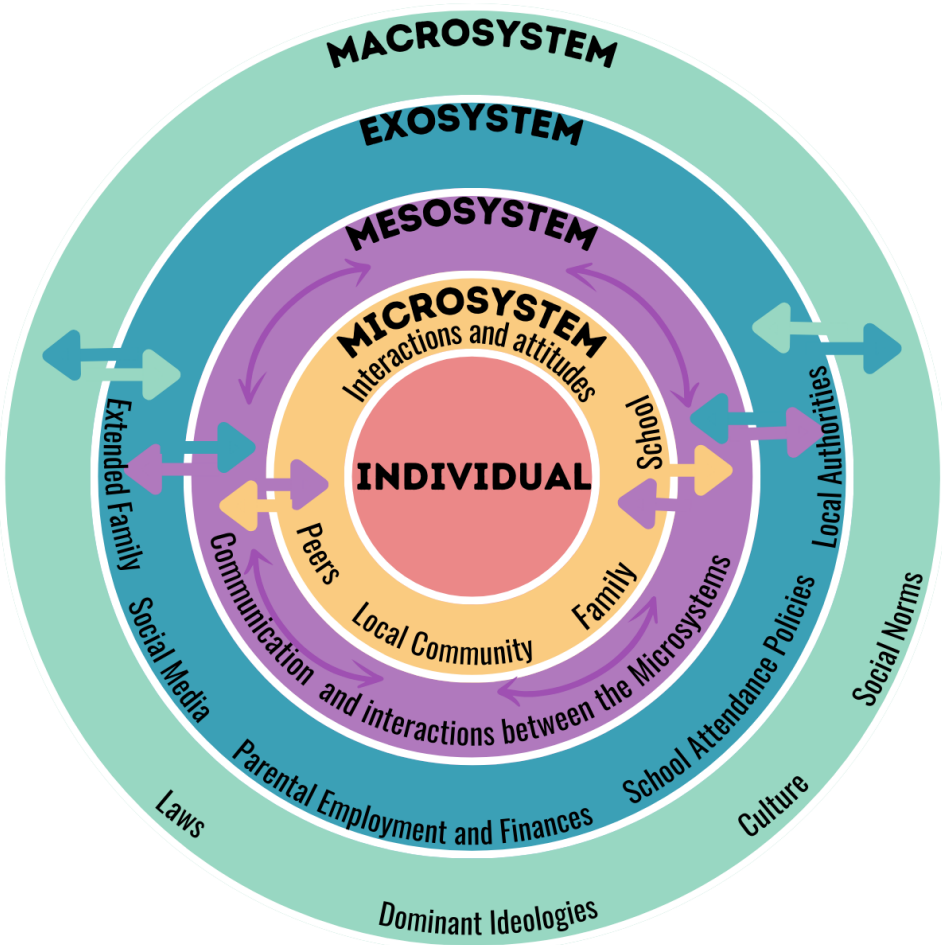
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**වැදගත්කම වර්ධනය**

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වැදගත්කම වර්ධනය වැඩි කිරීම සඳහා වැදගත් වන්නේ මානව සම්පත් වලින් කාර්යක්ෂමතාව වැඩි කිරීමයි. මෙය සිහිපත් කිරීම, මනෝභෞතික කාර්යක්ෂමතාව වැඩි කිරීම, ජනප්‍රියතාව වැඩි කිරීම, සහ ස්වයං විශ්වාසය වැඩි කිරීම යනාදිය මගින් සිදු කළ හැකිය. මෙය සිදු කිරීම සඳහා පුහුණු වැඩසටහන්, කාර්යක්ෂමතා වැඩසටහන්, සහ ස්වයං විශ්වාසය වැඩි කිරීමේ වැඩසටහන් යනාදිය භාවිත කළ හැකිය.

**වැදගත්කම වර්ධනය**

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වැදගත්කම වර්ධනය වැඩි කිරීම සඳහා වැදගත් වන්නේ මානව සම්පත් වලින් කාර්යක්ෂමතාව වැඩි කිරීමයි.

- මෙය සිදු කිරීම සඳහා වැදගත් වන්නේ මානව සම්පත් වලින් කාර්යක්ෂමතාව වැඩි කිරීමයි.
- මෙය සිදු කිරීම සඳහා වැදගත් වන්නේ මානව සම්පත් වලින් කාර්යක්ෂමතාව වැඩි කිරීමයි.
- වැදගත්කම වර්ධනය වැඩි කිරීම සඳහා වැදගත් වන්නේ මානව සම්පත් වලින් කාර්යක්ෂමතාව වැඩි කිරීමයි. මෙය සිදු කිරීම සඳහා පුහුණු වැඩසටහන්, කාර්යක්ෂමතා වැඩසටහන්, සහ ස්වයං විශ්වාසය වැඩි කිරීමේ වැඩසටහන් යනාදිය භාවිත කළ හැකිය.
- වැදගත්කම වර්ධනය වැඩි කිරීම සඳහා වැදගත් වන්නේ මානව සම්පත් වලින් කාර්යක්ෂමතාව වැඩි කිරීමයි.

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**වැදගත්කම වර්ධනය**

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මෙය සිදු කිරීම සඳහා වැදගත් වන්නේ මානව සම්පත් වලින් කාර්යක්ෂමතාව වැඩි කිරීමයි. මෙය සිදු කිරීම සඳහා පුහුණු වැඩසටහන්, කාර්යක්ෂමතා වැඩසටහන්, සහ ස්වයං විශ්වාසය වැඩි කිරීමේ වැඩසටහන් යනාදිය භාවිත කළ හැකිය.

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ကလေးများ၏ အကျိုးစီးပွားကို ထိခိုက်စေရန် ရည်ရွယ်ချက်ဖြင့် အကြောင်းပြင်ဆင်မှုများ ပြုလုပ်ခြင်းကို ဖော်ထုတ်ရန် အားထုတ်စစ်ဆေးရမည်။

အထက်ဖော်ပြပါအတိုင်း အကြောင်းပြင်ဆင်မှုများ ပြုလုပ်ခြင်းကို ဖော်ထုတ်ရန် အားထုတ်စစ်ဆေးရမည်။ အထူးသဖြင့် အကြောင်းပြင်ဆင်မှုများ ပြုလုပ်ခြင်းကို ဖော်ထုတ်ရန် အားထုတ်စစ်ဆေးရမည်။ အထူးသဖြင့် အကြောင်းပြင်ဆင်မှုများ ပြုလုပ်ခြင်းကို ဖော်ထုတ်ရန် အားထုတ်စစ်ဆေးရမည်။

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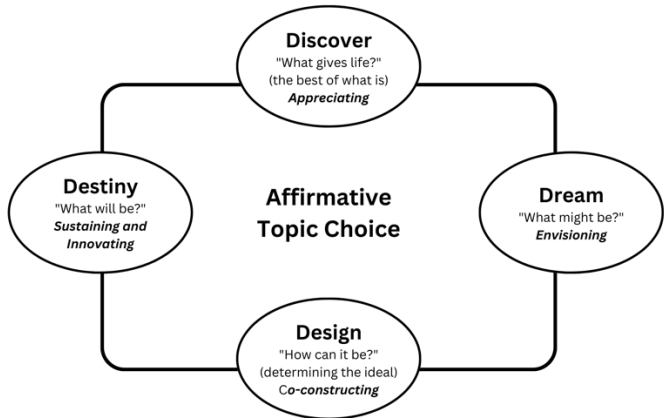






පුද්ගලික හා වෛයහලික ජීවිතයේ සියලුම අංශවලදී සාර්ථක වීම සඳහා අත්විඳිය යුතු මූලධර්මයන්ය. මෙය පුද්ගලික ජීවිතයේ සාර්ථකත්වය සහ වෛයහලික ජීවිතයේ සාර්ථකත්වය සඳහා අත්විඳිය යුතු මූලධර්මයන්ය. මෙය පුද්ගලික ජීවිතයේ සාර්ථකත්වය සහ වෛයහලික ජීවිතයේ සාර්ථකත්වය සඳහා අත්විඳිය යුතු මූලධර්මයන්ය. මෙය පුද්ගලික ජීවිතයේ සාර්ථකත්වය සහ වෛයහලික ජීවිතයේ සාර්ථකත්වය සඳහා අත්විඳිය යුතු මූලධර්මයන්ය.

ඉහත මූලධර්මයන් පිළිබඳව වැඩිදුරටත් දැනගැනීම සඳහා මෙම ලිපිය බලන්න



මෙම මූලධර්මයන් අතර ඇති සම්බන්ධතා පිළිබඳව වැඩිදුරටත් දැනගැනීම සඳහා මෙම ලිපිය බලන්න

මෙම මූලධර්මයන් පිළිබඳව වැඩිදුරටත් දැනගැනීම සඳහා මෙම ලිපිය බලන්න

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මෙම මූලධර්මයන් පිළිබඳව වැඩිදුරටත් දැනගැනීම සඳහා මෙම ලිපිය බලන්න







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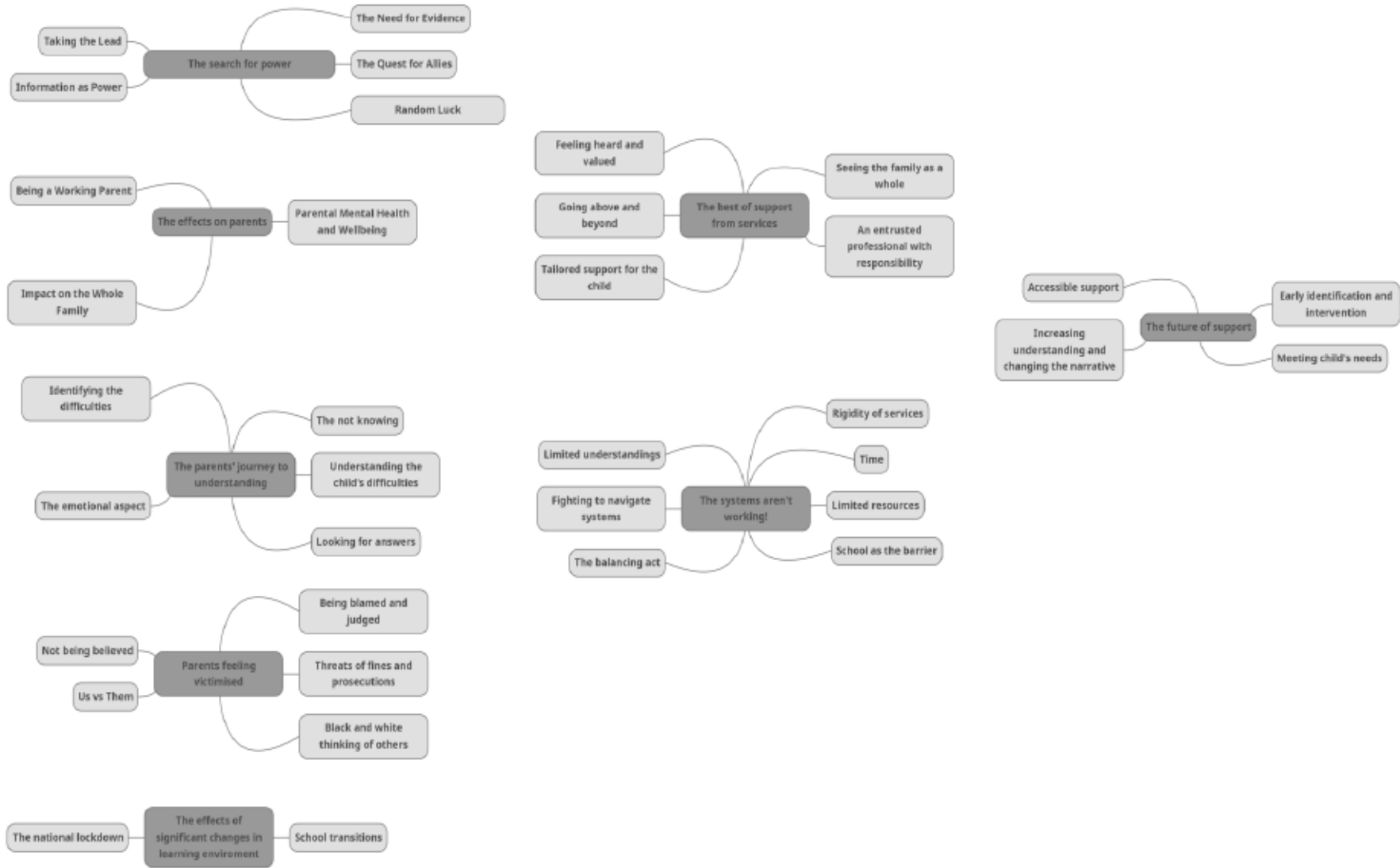
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**Figure 4. The Overall Thematic Map**



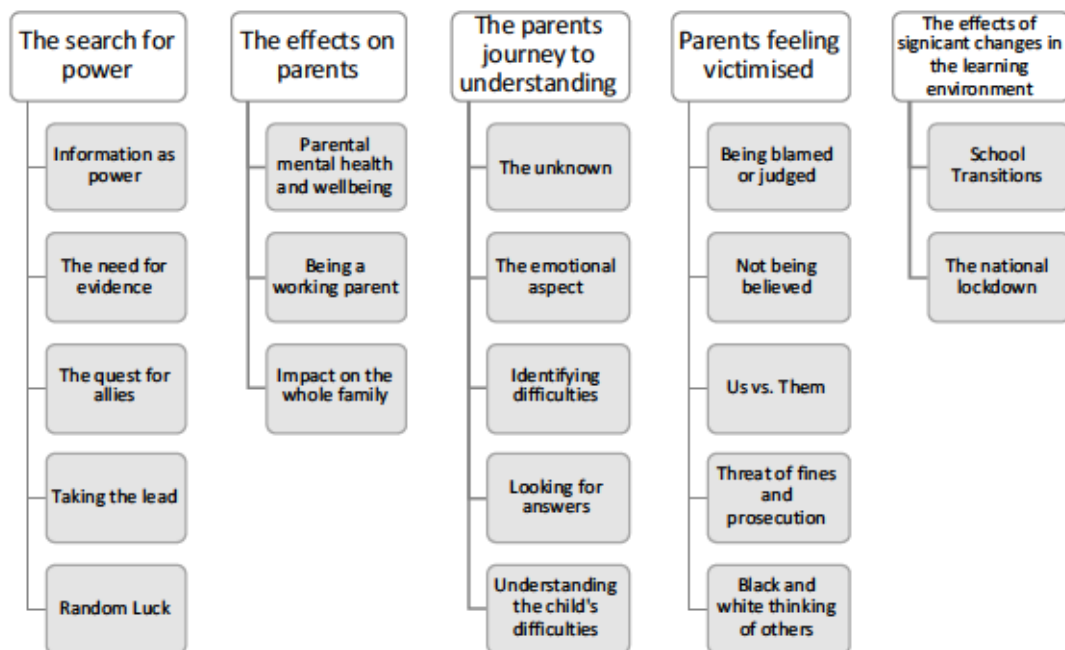
The next subsections will explore the specific findings in relation to the RQs.

## 4.2 Findings from Research Question 1

**RQ1: What are the perceptions of parents of children who experience school non-attendance regarding the support that is on offer from both school staff and external agencies?**

Five themes were identified in the data which were considered to relate to RQ 1. These are displayed in Figure 5 in a thematic map.

Figure 5. Thematic Map in relation to RQ 1



### 4.2.1 Theme 1: The Search for Power.

This master theme captures the participants attempts to search for resources and their attempts to gain some power in situations where they perceive themselves as powerless when trying to support their child's needs.

#### 4.2.1.1 Subtheme: Information as Power.

Participants reflected upon the importance of having or finding the knowledge and information from different sources as Darrell exemplifies in his interview; *“getting information that people can leach on and I mean that in the nicest possible way because when*



















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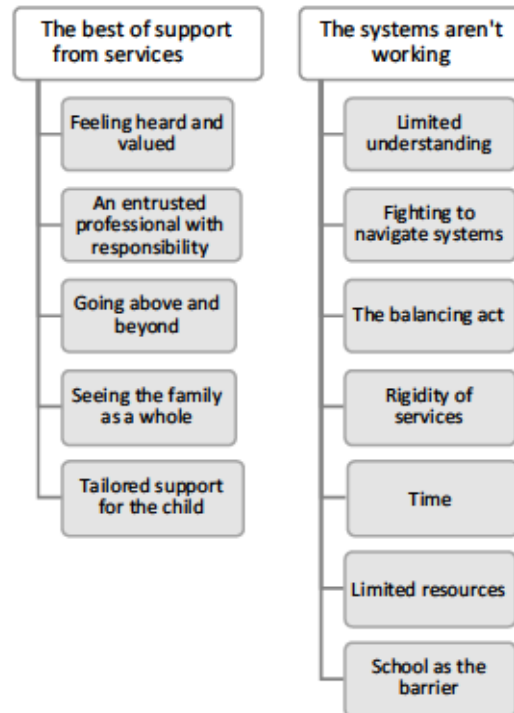




## RQ2: What do parents feel are the facilitators and barriers to support?

Two themes were identified in the data which were considered to relate to RQ 2. These are displayed in Figure 6 in a thematic map.

Figure 6. Thematic Map in relation to RQ 2



### 4.3.1 Theme 6: The best of support from services

This theme represents the various aspects from services and schools' which parents had found supportive when dealing with their child's attendance difficulties.

#### 4.3.1.1 Subtheme: Feeling heard and valued

Some parents felt the support they had appreciated the most was when they felt the professional was listening and understanding their perspective as Zoe illustrates when talking about her experience with an EP, "that was probably the most positive. It felt like...I was heard that my opinions were valued and recognised and yeah, it felt very supportive". Other parents felt that their difficulties had been acknowledged as Rosa expressed appreciation of the professional valuing her emotional wellbeing and providing check ins:

*She kept in touch with me... she would check in with me... just to make sure that I was okay really because she obviously knew that we were in a bit of a situation... it was really good to talk to her.*









2

பரப்பளவுகளை மாற்றுவதில் ஊழல் நடப்பதைத் தடுக்க அரசாங்கம் உறுதியளித்துள்ளது. மேலும், கட்டிடக்கலை அமைச்சர் அலுவலகத்தில் உள்ள பரப்பளவு கண்காணிப்புத் திட்டத்தைத் தீவிரப்படுத்தும் நடவடிக்கைகளை மேற்கொள்ளும் பணியில் ஊழல் நடப்பதைத் தடுக்க அரசாங்கம் உறுதியளித்துள்ளது.

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தொழிலாளர்கள் மற்றும் தொழிலாளியின் சிறப்புகளைப் பற்றி அரசாங்கம் கவனம் செலுத்துவதில் ஊழல் நடப்பதைத் தடுக்க அரசாங்கம் உறுதியளித்துள்ளது. மேலும், தொழிலாளர் சம்பளம் மற்றும் தொழிலாளர் சம்பளம் பற்றி அரசாங்கம் உறுதியளித்துள்ளது.

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**பொது சுகாதாரச் சேவையை மேம்படுத்துவதில் ஊழல் நடப்பதைத் தடுக்க அரசாங்கம் உறுதியளித்துள்ளது.**

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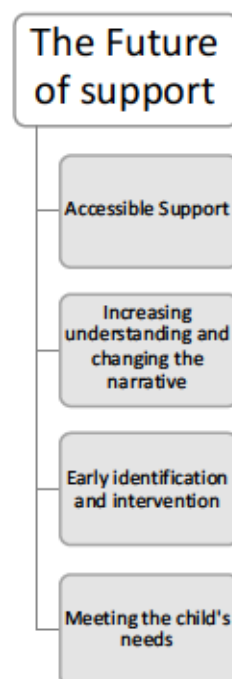


During the semi-structured interviews, participants had already begun to share their views about how practices and processes could be improved, thus one theme of ‘the future of support’ was identified. The findings of the interviews were shared with participants during the focus group which enabled the participants to revisit and share their reflections during the discovery stage of the AI process. In the discovery stage, parents collaboratively explored what they felt was working with regards to the support and during the ‘Dream’ phase, the discovery phase was used to positively imagine what the practices could become. The final stage of Design involved parents co-constructing provocative propositions. It is worth noting that similar themes were identified by participants during the focus group which enhanced the findings from the interviews and thus, the findings for the interviews and focus group are combined under the theme of *‘The Future of Support’*.

#### **4.4.1. Theme 8: The Future of Support**

This master theme provides the context of what changes parents feel could be implemented that may have a positive effect on their child’s attendance, and incorporates the parents’ views on what they feel could have prevented their situation from escalating. The master theme and subthemes are depicted graphically below in Figure 7

*Figure 7. Thematic Map in relation to RQ 3*



























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**ଉତ୍ତରାଧିକାରୀଙ୍କୁ ସୂଚନା ଓ ସାମଗ୍ରୀ ପ୍ରଦାନ**

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QUESTIONNAIRE

The purpose of this questionnaire is to collect information from you about your views on the proposed changes to the way we run our business. Your views are important to us and will help us to decide how we should proceed with the changes.

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QUESTION	ANSWER
1. Please state your name and job title.	
2. How do you think the proposed changes will affect your work? (Please describe the specific changes and how they will impact your role.)	I think the changes will have a positive impact on my work as they will streamline our processes and reduce the amount of time we spend on administrative tasks. This will allow me to focus more on my core responsibilities.
3. Do you have any concerns about the proposed changes? (If so, please describe them.)	
4. How do you think the proposed changes will affect the overall performance of the company?	
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University of East London

# PARTICIPANTS NEEDED!

- ✳ Are you a parent who has a child who finds it difficult to attend school?
- ✳ Is your child on roll at a mainstream secondary school, in Year 8-11?
- ✳ Has their attendance been less than 90% over the last two terms?

I'm interested to hear your views of the support you have received from professionals!



My name is Amy Rodriguez and I am a Third Year doctoral Trainee Educational Psychologist with the University of East London. I am conducting research into parents' experiences of support for their child who has difficulties with attending school.



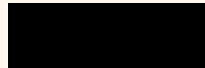
**If you agree to take part, you will be asked to take part in an interview online which will last approximately an hour.**

The interview will be like having an informal chat about your past and present experiences of the support you have received for your child's attendance and what you thought was helpful and what you feel needs to improve.

Following the interview, you will also have the option to take part in a focus group. We hope to create a list of recommendations for professionals in the focus group.

**For more information or to express your interest, please contact me via:**

✉ u2064595@uel.ac.uk



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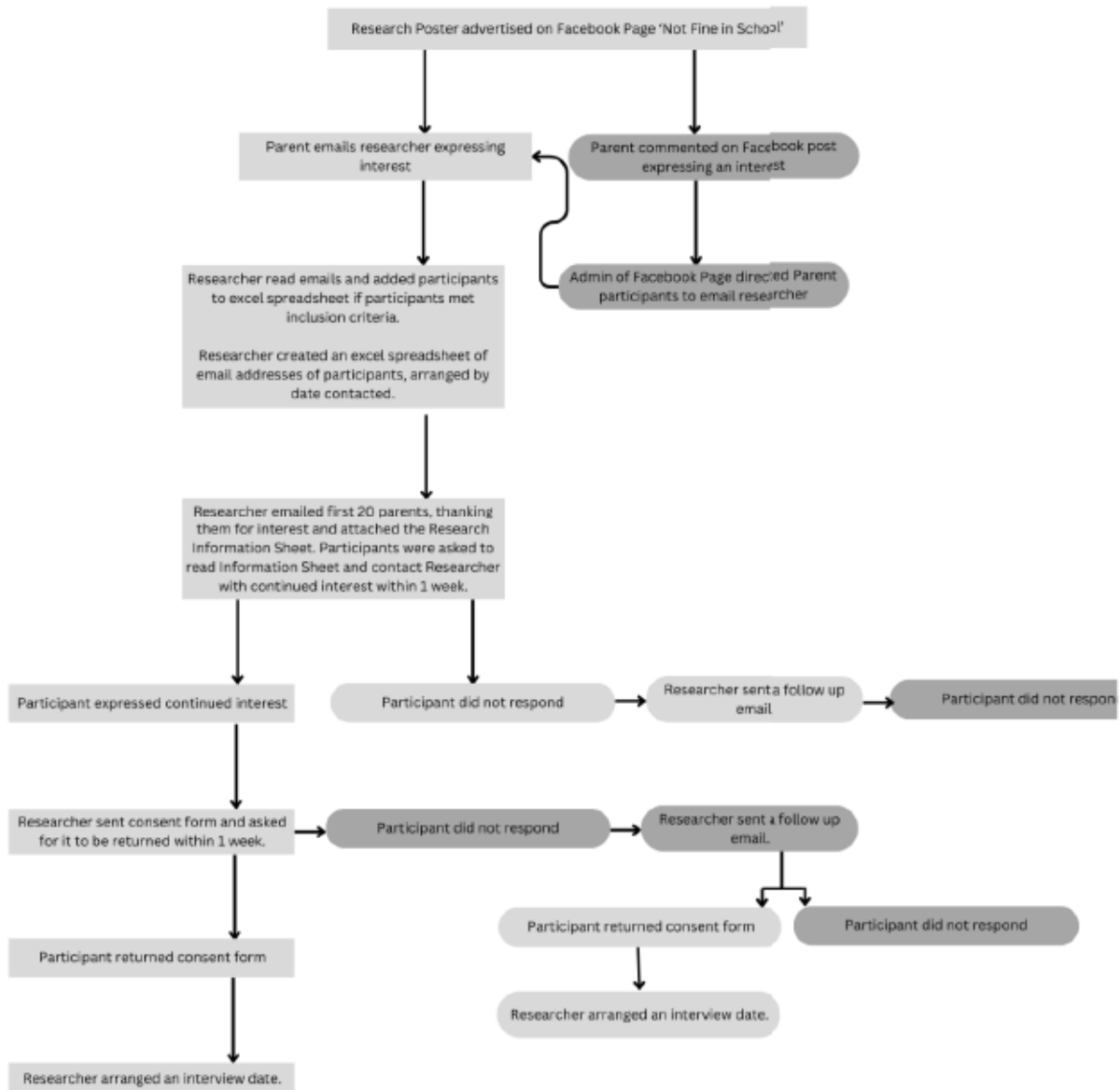
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## Process of Participant Recruitment



The flowchart above represents the process of recruiting participants following the advertisement on the social media 'Facebook' and the 'Not Fine in School' Facebook Page. This flow chart represents the first 20 parent participants which were contacted.

The researcher sent a follow up email to parent participants who had not responded, at both the information sheet and consent form stages, providing them with a deadline of 1 week to respond. If the participant had not responded after the week deadline, the researcher began the process of looking at the excel spreadsheet in date order, to then email the next parent participant with the information sheet.

This process was followed until the researcher had received consent and arranged 11 interviews with participants, which was due to time restrictions as this process had taken a considerable amount of time.

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**Appendix M**  
*University of East London Ethical Approval Letter*



**School of Psychology Ethics Committee**

**NOTICE OF ETHICS REVIEW DECISION LETTER**

**For research involving human participants**

BSc/MSc/MA/Professional Doctorates in Clinical, Counselling and Educational Psychology

**Reviewer:** Please complete sections in **blue** | **Student:** Please complete/read sections in **orange**

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<b>Reviewer:</b>	<b>Ali Lara</b>
<b>Course:</b>	<b>Prof Doc in Child and Educational Psychology</b>
<b>Title of proposed study:</b>	exploring parental experiences of support from professionals for their child with school non-attendance and developing best practice: An appreciative inquiry approach.

<b>Checklist</b> (Optional)			
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Detailed account of participants, including inclusion and exclusion criteria	<input type="checkbox"/>	<input type="checkbox"/>	
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## Appendix N

University of East London Ethical Approval for Amendment



### School of Psychology Ethics Committee

#### REQUEST FOR AMENDMENT TO AN ETHICS APPLICATION

For BSc, MSc/MA and taught Professional Doctorate students

**Please complete this form if you are requesting approval for proposed amendment(s) to an ethics application that has been approved by the School of Psychology**

Note that approval must be given for significant change to research procedure that impact on ethical protocol. If you are not sure as to whether your proposed amendment warrants approval, consult your supervisor or contact Dr Trishna Patel (Chair of School Ethics Committee).

### How to complete and submit the request

:	Type your name in the 'student's signature' section (page 2).
:	Using your UEL email address, email the completed request form along with associated documents to Dr Trishna Patel: <a href="mailto:t.patel@uel.ac.uk">t.patel@uel.ac.uk</a>
:	Recruitment and data collection are <b>not</b> to commence until your proposed amendment has been approved.

A copy of your previously approved ethics application with proposed amendment(s) added with track changes.	YES <input checked="" type="checkbox"/>
amendment(s). For example, an updated recruitment notice, updated participant information sheet, updated consent form, etc.	YES <input checked="" type="checkbox"/>

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