

**The Issues for Young People Post 16 with Additional Needs in College -
A Mixed Methods Study**

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Psychology, University of East London for the degree of Doctorate in Educational
and Child Psychology

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Student Declaration

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Doctorate in Educational and Child Psychology

Declaration

This work has not previously been accepted for any degree and it is not being concurrently submitted for any degree.

This research is being submitted in partial fulfilment of the requirements of the Doctorate in Educational and Child Psychology.

This thesis is the result of my own work and investigation, except where otherwise stated. Other sources are acknowledged by explicit references in the text. A full reference list is appended.

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Signature: Date: 24th April 2015

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To my mum, Nichola Carne,

1952- 2014

Always with me x

Abstract

The new Code of Practice (DfE, 2014) requires Educational Psychologists (EPs) to work with young people up to the age of 25. Therefore they would need to work in colleges with young people that have additional needs. This research asks what issues do young people (YP) with additional needs face in college and what support do they need?

A systematic literature review showed that very little research has been done in this area, and most of it has come from the US. From the UK, there was some research around transition from school to college and also transition into adulthood, particularly in terms of medical and health services.

Mixed methods exploratory research was conducted starting with an audit of post 16 YP. Further research was then conducted within a local authority (LA) college, firstly with seventeen adults working and living with YP with additional needs and then with eight YP. Data collection involved questionnaires to parents and staff members asking them about the support they would like from EPs and any issues they believed YP faced in college. Semi-structured interviews were conducted with young people aged 16 to 25 asking them about the issues they experience in college, the support they are given and the support they would like.

The findings presented three main issues in college. These were personal issues, social issues and issues with the college itself. The YP also identified two other issues, future transition and changes in the past and future. They identified a number of support networks already in place, such as families, tutors, friends and themselves. Adults identified support they could be given by EPs such as training and individual work with young people.

From these findings, support that college staff and EPs could provide was identified. This included training for staff, individual work with students, helping link with families, linking schools and colleges, enabling peer networks of support and educating young people and colleges about the role of the EP.

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List of Terminology and Abbreviations

Terminology

This terminology refers to terms used in this thesis.

Young people- Aged 16-25

Children- Less than 16 years old

Adults- Over 25

‘Looked-After’- A child in the care of an LA

SEN appeal- When a young person or adult can appear against an EHC plan decision

EHC plan- An education health and care plan which is a document put in place for young people with additional needs who may need extra support in education in order to access the curriculum or resources (DfE, 2014)

Additional needs- Description of children/young people with special educational needs (SEN) and any other need not under the SEN bracket, for example English as an additional language (EAL).

Abbreviations

ASD - Autism Spectrum Disorder

DfE - Department for Education

EP(s) - Educational Psychologist(s)

SEN - Special educational needs

LA - Local Authority

QUAL – Qualitative Data

QUAN - Quantitative Data

Chapter 1: Introduction

1.1 Introduction to Chapter 1

This chapter discusses the issues faced by young people with additional needs in college and how support can be put in place for these issues, in particular the new role for the educational psychologist (EP). It starts with a brief overview of this research followed by some definitions of particularly important policy terms. The international position in terms of support and psychology involvement with young people aged 16 to 25 in the USA, Australia and Scotland is outlined and compared to the UK system. The national policy is then discussed, including new Department for Education initiatives for young people aged 0 to 25 (DfE, 2014). Finally, the local context in which the research takes place is summarised in order for the reader to understand where the research was based.

Towards the end of this chapter, the researcher's position and the research rationale are set out, including the researcher's experiences and beliefs and an explanation of why and how the research came about. Finally, the research aims and questions are briefly defined in order to clarify the context of the Literature Review in Chapter 2.

1.2 Research Overview

This research investigated a little known area of educational psychology in the UK which will soon to be central to the EP role. EPs are now expected to work with children and young people up to the age of 25 according to the SEN Code of Practice (DfE, 2014). This raises a number of issues. EPs are being asked to work with colleges and 6th form centres who may have had little experience of children with SEN and the role of the EP. EPs are also expected to be involved with provision for children post 16 and may need to advise about further education establishments or work placements. EPs may be asked to assess young people post 16, which may pose difficulties as many childhood cognitive assessments used by EPs are only suitable for use with young people up to the

age of 18. EPs may therefore need to learn new skills in the area of adult assessment and EP services (EPSs) may need to purchase new resources. All of these issues indicate that EPs will need to make changes in their knowledge and skills and even some attitudes in order to work with young people in this older age group. Some are, of course, already doing this work, so their knowledge and skills can be used for training and support.

The special educational needs and disability code of practice (DfE, 2014) specifically focuses on how young people should be able to,

‘Achieve successful, long-term outcomes in adult life’ (DfE, 2014, Section 1.5 p.28),

Therefore support from EPs in the area of adult education and development will be vital as they are able to use their knowledge of developmental psychology and educational outcomes to support young people. The research in this thesis came from a local authority’s questions about what the particular issues young people face in college are and how EPs could support such young people. This raised issues about how and whether this support would be different from EP’s work in schools, nurseries and preschools due to the differences with adolescent and adult development.

1.3 Definitions

Education, health and care plans (EHC plans, DfE, 2014) are central to this thesis as they are now statutory for young people who originally would have been given a statement of SEN. The purpose of the EHC plan is to outline special educational provision for a young person aged 0 to 25 to meet their needs and ensure the best outcomes for them in education, health and social care. They are also designed to help young people prepare for adulthood. EHC plans should have forward looking targets in order for young people to meet their ambitions throughout their education and beyond (DfE, 2014).

A number of people can request assessment for an EHC plan for a child or young person. These include parents, a young person aged 16-25 (for his or her self) or a person who acts on behalf of a school or post 16 provision. Anyone else can also bring the young person to the attention of the LA including foster carers, health professionals and youth offending teams but should first get the permission of the parent and/or young person.

The 'Local Offer' is another new term from the Code of Practice (DfE, 2014). It is described by The Council for Disabled Children (2014) as a way for young people and children to see more clearly what is in place in his/her area and how to access services for children aged 0 to 25 across education, health and social care. It is expected to support parents with their understanding, help with early intervention, identify any gaps in provision and ensure better outcomes for young people. It should be available for anybody to access electronically or in paper form.

The phrase 'additional needs' is used within this thesis and is often used interchangeably with 'special educational needs' or 'SEN.' For the purpose of this thesis, the term additional needs can be thought of as including all young people with needs classed as 'SEN' but additionally, those with other educational needs such as English as an additional language or medical needs such as epilepsy. The term encompasses all needs which could impact on a young person's education, their general wellbeing or life outcomes.

1.4 National Policy

In the UK, the Department for Education Code of Practice (DfE, 2014) and its previous drafts (DfE, 2011; DfE, 2013) suggest that high expectations, the right support alongside joint working from local authorities and education partners is critical for young people to achieve their long term outcomes and realise their ambitions. The Code of Practice also recommends support through higher education, employment, independent living, society participation and healthy living in adolescence and adulthood (DfE, 2014). The Code of Practice

stresses the importance of YP making their own choices and if a young person has an EHC plan local authorities, particularly EPs, legally have to assist in preparing a young person for adulthood once he/she reaches Year 9 (DfE, 2014).

Within the SEN Code of Practice (DfE, 2014), there are a number of 'first principles' which have been highlighted and addressed in this research. The first is that children and young people are able to participate in decision making and discussions around their own education and provision (DfE, 2014). The second is that they should also be involved in the planning and reviewing of their provision each year during an annual review process. Parents and carers will also be involved in these discussions and will be given more choice and control around provision and support (DfE, 2014). The third principle is that there should be collaboration between education, health and social care services to provide support and high quality provision for young people. The aim is to meet their needs with a focus on inclusion by removing barriers (DfE, 2014). This includes provision in higher education establishments and colleges. The final principle is that local authorities should work together with education providers to ensure successful preparation for adulthood for all young people with EHC plans (DfE, 2014).

The Code of Practice (DfE, 2014) states that when preparing young people for adulthood, the LA has a range of duties. Firstly, they must involve the young person and parent to make sure that their views, wishes, feelings and aspirations for adult life are ascertained. Secondly, impartial advice must be offered free of charge to young people including advice about preparing for adult life. Thirdly, local authorities (LAs) must ensure that they work together and commission work with health, social care and education services. Fourthly, they must cooperate with colleges in all forms, including their academics, as well as residential and specialist colleges. Fifthly, they should prepare a Local Offer for young people who are preparing for adulthood and consult with young people around this Local Offer. Sixthly, they must prepare, implement and review targets in EHC plans and ensure a focus on preparing for adulthood

once a young person reaches Year 9 (age 13-14). Finally, they should make young people aware of the support available to them in higher education and pass the young person's details on to the Disabled Students Allowance assessor with the young person's permission.

The BBC (2013) reported the change in policy with the 25 year old cut off point for adulthood and focused on adolescent brain development. The article suggests that hormonal activity and brain development continue past 18 and the way in which information is processed and learned changes throughout childhood and early adulthood. This therefore supports the change in policy and highlights the need for college support from outside agencies such as psychologists who may better understand developmental psychology and how it relates to education.

1.4.1 Adolescent and Adult Development: Identity and Brain Development

Young people of ages 16 to 25 are thought to go through two major developmental stages which are important for professionals working with them to understand. The two stages are adolescence and early adulthood (Erikson, 1968). Erikson (1968) suggested that adolescence occurs between the ages of 12 and 19 and is concerned with YP them asking themselves who they are and who they want to be (Hayton, 2009). There is debate recently, however, about whether adolescence occurs at these ages, earlier or later and this distinction can sometimes be cultural (Atkinson, Dunsmuir, Lang and Wright, 2015). Erikson's (1968) description of identity development suggests that at this stage there is a conflict between identity and confusion which can be resolved by fidelity and is mediated by sensory, logical and aesthetic perception. Although his stages of development are not set and identity development is dynamic rather than static, it is thought that during adolescence physical, cognitive and social development coincide so that young people are able to make decision about their future and their pathway to adulthood (Marcia, 1980). However identity involves commitment to sexual orientation, commitment to an ideological stance and commitment to a vocational direction among other

developments (Hayton, 2009). This relates highly their self-concept (Bergevin, Bukowski and Miners, 2003).

For many adolescents these commitments may take a lot longer to make than the age of 19 and this may be particularly true for young people with additional needs whose cognitive, social and physical development may be delayed. There are therefore four modes of dealing with identity in late adolescence (16 to 19) and early adulthood (20 to 25) which are as follows (Marcia, 1980). First there is Identity Achievement which occurs when a young person is able to pursue a chosen career. Second there is Foreclosure, where a young person's parent or carer has chosen their career path and they are following this path. Third is Identity Diffusion where a young person has no set occupational or ideological direction. Finally there is Moratorium where a young person is struggling with occupational and ideological issues and they are classed as going through identity crisis. The young person's mode will dictate whether they can move into development in the early adulthood stage (Erikson, 1968). This stage tends to occur between the ages of 20 and 25 but could be later for many young people who may have gone through crisis or diffusion.

The early adulthood stage is concerned with intimacy vs isolation and can be resolved by feelings of love. This could be love of a partner or relationships with close friends (Scheck, 2005). It also assumes that the young people would have a well-developed identity (Scheck, 2005). For many young people with additional needs, especially social communication needs, this may be a period of great conflict and difficulty. Some may not experience love or may be confused by it and some may have issues making and keeping friends.

In terms of adolescent and adult brain development, a number of articles (Blakemore, 2007; Blakemore and Choudhury, 2006) have discussed the development of adolescent to adult brains for many years. They suggest that a variety of executive functions continue to develop into adolescence and adulthood (Blakemore, 2007). Adolescents use the prefrontal cortex for

mentalising more than adults (Blakemore 2006). This is also true of metacognitive ability, the ability to reflect on your thoughts and feelings, with this developing late into adolescence and early adulthood (up to age 18) (Weil, Fleming, Dumontheil, Kilford, Weil, Rees, Dolan and Blakemore, 2013). For Blakemore's studies adults were classed as on average 24 years old. Blakemore found that young people develop up to the age of around 24, long before the new policies that have been discussed in recent years. The particular developments which occur at this time are in the areas of social cognition and executive function which are important supporters in college education.

1.4.2 Impact of Policy Change 0-25

A number of studies have been conducted in order to investigate the possible impact of the Green Paper changes described above. One such study by Martin, Hart, White and Sharp (2011) looked at the transition of young people with learning difficulties to adult services. The researcher looked at the views of young people, parents, carers and professionals in six different authorities. They found that transition support often happened too late and focused too much on short term goals. They also found that a lack of opportunities and choices were presented for young people with learning difficulties. Many have to move away to residential settings or face difficulties with less structure in their local college, such as three day weeks or independent study time. The researchers mention a need for multiagency work including working with parents and young people. This is reflected in a number of other articles (Byrnes, 2012; Jacobson, 2012). However they also discuss the lack of knowledge professionals have about how to progress when young people's views differ from those of their parents and this in turn causes a conflict of opinion. This is interesting in terms of the role parents play post 16, which is discussed later in this thesis.

This study by Martin et al (2011) took place before the policies had changed and many of the people interviewed reflected on situations that had occurred many years before the changes were even written. Although some of the

findings are interesting, this study took place before the policy changes so does not reflect any impacts of the potential change. The researchers themselves comment that the impact of policy changes would not be seen until several years after the time of writing. It is now several years later and greater impact is seen in the current research. All of the issues discussed above are mentioned in some way in the Code of Practice (DfE, 2014) and are hoped to be resolved as further changes in local authorities take place through training and changes in practice.

A similar study was conducted by George, Hetherington and Sharp (2011). Again the research was conducted before policy changes but discusses the LA perspectives. Of the LA workers interviewed, many suggested that the Green Paper promised more choices which was classed as a positive change. However they noted that this would put greater pressure on the LA as parents and young people had greater expectations from professionals and the local council. This could impact the LAs work place causing difficulties and stresses. These findings may need to be investigated further now that policies have been put in place, rather than thinking about them as both negative and foreboding.

The Support and Aspiration (DfE, 2011) report mentions that young people should have the opportunity to express a preference for where they would like to be taught. This could cause pressure on LAs but also on colleges. Research needs to be done to investigate this further once the policy changes have taken place. EPs can of course help with reducing this pressure and The Wolf Report (2011) suggests that training providers should be working this into their training for EPs. This may already be taking place in university courses.

The importance of the EP having the ability to adapt to such changes was discussed by Fallon, Woods and Rooney (2010). They suggest that EPs should be able to respond flexibly to such changes in the socio-political environment. However the EP role is becoming so broad that it can be confusing to professionals working with EPs, for example do EPs work with all ages and all

types of need or do other professionals take on more specific roles such as early years advisers, occupational therapists or speech and language therapists. It is therefore important that EP university training providers help their trainee EPs understand the role themselves and for LAs to continue to offer professional development once an EP is qualified. According to the draft Code of Practice (DfE, 2013) the role of the EP should be the same in both schools and colleges with responsibilities including advice on teaching and learning, counselling, staff training, behaviour management and practical evidence based interventions. However in practice there may be some differences due to the nature of the settings and young people.

Finally, funding is an important part of the change in policy (Jacobson, 2012; National Audit Office, 2011). Although EPs may not be directly influenced by the funding change for young people up to 25, their role may develop as children's services will include provision for young people up to the age of 25. Colleges will also be responsible for using the money given for the young people with special needs or a disability in their college (Jacobson, 2012). It could be that the colleges may wish to seek advice from EP about how to use this new funding. EPs may therefore need to have more knowledge about the funding system.

1.5 International Policies

Although the national policy has been outlined, a number of other countries have similar and more long standing policies with young people up to the age of 25 with additional needs. A number of studies discussed in Chapter 2, The Literature Review, look at research influenced by international policy and practice, in particular policies from the United States of America (USA).

In the USA, a number of policies help prepare students with disabilities for transition from school to further education or work (Levinson and Palmer, 2005). The Carl D. Perkins Vocational Education Act (2002) and the Individuals with Disabilities Education Act (IDEA, 2004) (see Levinson and Palmer, 2005 for

details) both state that young people with disabilities are entitled to an assessment of their interest, abilities and special needs as well as a career assessment before leaving high school. These acts require a transition plan to be set out in their Individual Education Plan (IEP) by the age of 14. A transdisciplinary vocational assessment has to be carried out by a number of professionals, including psychologists, in order to clarify strengths and needs in a student's transition plan. The aim of the assessment is to allow planning to ensure students make a successful adjustment to work, post-secondary education and the community.

In transition, the role of the school psychologist (USA version of the EP) is to conduct psycho-educational assessments, explain results of assessments and make recommendations to the school team (Levinson and Palmer, 2005). They also assist in the collection of information about a student's academic, interpersonal and cognitive skills. In contrast to the role of the EP in the UK, the role of the psychologist in the USA is set out more clearly. In the UK, the role of the EP within the transitive process is less well explained.

In the USA, there is an emphasis on the role of the parent in transition, in a similar way to the UK. Schools and professionals are expected to help to engage parents and support them as much as possible especially in high school transition (Levinson and Palmer, 2005).

In Scotland, a similar picture is seen to England and Wales (The Scottish Government, 2012). In the documents Education (Additional Support for Learning) (Scotland) Act 2009 (Scottish Government, 2009) and Support and Aspiration (DfE, 2011) timescales for supporting transition are given. There is a requirement to take into account the young person's view as well as the views of the parents. Consultations with post-school providers must also take place to ensure support during transition and other agencies must be involved as they are deemed appropriate. There is also a requirement for early intervention to take place and that young people who may be 'at risk' during transition are

tracked. There is also a legal duty that anyone who is between 16-19 must be eligible for an offer of learning or training until he/she turns 20 years old. We can assume that this system is therefore similar to the UK system but set out differently in their documents.

In Australia, the Australian Psychological Society (2014) suggests that the EP role should extend from childhood into late adolescence and even through to adulthood. In adolescence, the focus of the EP in schools is to work on transitions as well as regular EP work. In adulthood the focus of the EP is on parenting, identity issues, aging, and grief management (Athanasou, 2008). Athanasou (2008) believes that the EP role can extend into any education setting including adult education and training. According to the Australian Psychological society website the role of the EP is wide ranging from birth to late adulthood (APS, 2014). This seems to be a very different system from both the UK and US systems.

In some countries such as the USA and Scotland, there are similar themes to the UK. These include working with parents and young people and aiding transition from school to work or school to college. Some countries have been focusing on these themes for a number of years and therefore have more research around the success of such programmes. The role of the EP is developing in many countries to the point where there is not just a focus on education in schools but also in the community. This is not outlined in the current UK policy but could become a role for the EP as the role changes and develops.

1.6 Local policy

The Code of Practice (DfE, 2014) outlines the national policy but it is also important to discuss the local policy that this research was based on. As a 'pathfinder' LA, the LA in which this research was based had already implemented and tested a number of the new policies from the Code of Practice by using the draft Code of Practice (DfE, 2013). This meant that some of the

new practices were, prior to the research, starting to be developed in the LA with some of the implications for EPs.

This research took place in a college where some recent EP input had taken place though none prior to that. It was a college with a large, separate SEN support department and the EP work was mainly being done within this department. Some young people did take part in college wide activities and these were managed and supported by the support department.

In the academic year 2013/2014, many young people aged 0 to 25 in the LA were assessed for EHC plans rather than statements. By 2014, many other statements were in the process of being converted. Policies had been written in the LA around how EPs could work with young people aged 16-25 and much of the work was being done in collaboration with other teams in the LA, such as advisory teachers and social care.

Working with young people and their parents and involving them in discussions was central to the work of EPs in the LA both in schools and colleges. This was reflected in all work not just when writing EHC plans. It was also reflected in the LA wide Local Offer. It was felt during team discussions that post 18 years of age, working with parents was more difficult but not impossible and should therefore be tried as much as possible alongside consultation with the young person. When discussing with young people, many of them mentioned that this was because some were starting to live away from home and they often wanted to make their own decisions away from their parents.

EPs were involved with setting EHC outcomes which extended into adulthood and person centred plans focused on these long term goals as much as possible. This was achieved by meeting with parents, YP and other professionals which enabled them to gain all perspectives and set outcomes all together. The LA was keen to develop the EHC plan layout which extended past school and continued in to college. College staff were running termly

college reviews where they could discuss YP with difficulties with an EP in the same way that schools in the LA were running termly school reviews.

The research was therefore done within an authority with experience of the new policies and a keenness to learn and develop new ideas about working with YP. The EP involvement was fairly new but not overly different from involvement in schools. There was a need to examine whether this support required by a college was different from school support or whether the school EP system would work well in college.

1.7 Researcher Position and Rationale

The initial rationale for this research came from conversations between the researcher and the Principal Educational Psychologist of the LA. The researcher had experience of working with young people up to the age of 19 with SEN and experience working with YP aged 16 to 19 transitioning from an SEN provision to a mainstream college, university or world of work. She also had an interest in how young people with special educational needs were supported with statements and annual reviews throughout their education.

The researcher believed that listening to the views of the young person was important as well as triangulating views from parents and college staff. This was because she knew that all of these views are important in schools so must be important in college education. The researcher found, when working as a teacher, that transition times and times of stress needed a great deal of planning and organising and needed the support of all parties involved including the young person. It did not matter that the young person had additional needs, they could still contribute to decision making and planning. This became an important part of the research as ultimately the researcher believed that YP are central to any decisions made no matter what his/her age and ability may be.

The researcher's experience as an SEN teacher helped when working with parents, staff and YP with additional needs. She hoped that as a trainee EP and teacher, her knowledge of the primary and secondary education systems could help her understanding and work in college systems. She did however recognise that there are some potential differences between the competencies an EP needs when working with school aged children and those in colleges.

1.8 Research aims and questions

The aim of this research was to explore the issues that YP with SEN face in college and the level of support they are getting or would like to get from professionals. There was a focus on YPs' voices so the third research question, outlined below, is considered the most important area. The following questions were addressed in this research:

1. What are the SEN needs of young people entering further education post 16 in this LA?
2.
 - a) What do the adults who support these young people think are the issues faced?
 - b) What support do the adults think they need in terms of what EPs can offer?
3.
 - a) What do young people say the issues are that they face in further education post 16?
 - b) What support are they getting and what support would they like?

Chapter 2- Literature Review

2.1 Introduction to Chapter 2

This chapter discusses and critically analyses the relevant research on the issues experienced by YP in college, the support they are given and the role of the EP. The ideas and research around EPs working with young people post 16 is fairly new, so the research focused on issues in the transitive process from child to adult services, the issues they face in college and the differentiation in skills and abilities between childhood and adulthood. The implications for EP work is highlighted throughout each section.

The chapter starts with an explanation of the systemic literature searches. It then continues to analyse and discuss the research in the following nine sections. It finishes with a conclusion about how the research links to the current thesis aims and methodology.

For the purpose of clarity in this thesis, it is important to note that when the word 'young person' is used, it refers to someone aged 16 to 25. A 'child' is anyone under 16 and an 'adult' is anyone over 25.

2.2 Voice of the Young Person

Before starting the systematic review, it is important to note that during work on this section, an important area was highlighted. The voice of the young person is highly important in the new SEN Code of Practice (DfE, 2014) and there are a number of articles discussed below which endorse this position. It is important to briefly discuss these before moving on to the literature review.

The relationship between the interviewee and interviewer is also extremely important in all research, especially when the research is with young people, and in particular those young people are vulnerable (Nind, 2008). Sometimes,

young people have so many professionals coming in and out of their lives, that a researcher can either be thought of as another one of those professionals or as a person who is able to listen to their views and options (Nind, 2008). The latter is preferable when conducting qualitative research so thought needs to be given to how this relationship can be built up. Nind (2008) suggests that being involved with the young person's life before interviewing can be beneficial in building rapport. As is the location in which the interviews take place. It is also important to reflect on whether the research is for, with or on the interviewee and the aims of the research in terms of whether the findings will impact the interviewee in a positive or negative way in the long term (Lewis and Porter, 2004).

It has long been thought that young people, even with severe learning difficulties, can give opinions and thoughts and be involved with decision making (Kaufman and Burden, 2004; Redpath, Keamey, Nicholl, Mulvenna, Wallace and Martin, 2013). This research focused on the voice of the young person due to the importance highlighted in the policies. The voice of the young person is a theme found throughout the literature.

Kaufamn and Burden (2004) suggest that young people with severe and complex learning difficulties are able to reflect well and articulate their feelings. They imply that as long as young people with such difficulties are given the opportunity they can reflect well. Redpath et al (2013) were also able to interview young people with disabilities in a meaningful way. These ranged from those with mental health difficulties to those with cerebral palsy and those who were deaf. Both studies suggest that if barriers can be overcome, interviewing young people is the best way to get qualitative information. Such qualitative information can also support findings which are quantitative and from other sources.

Carroll and Dockrell (2012) outline three reasons why young peoples' views are important. The first is that they provide 'lived experiences' to support findings

from quantitative research. Secondly, young peoples' views can add great meaning to a variability in quantitative findings. Finally, they suggest that it's a disabled young person's right to be heard and have greater participation in research and education. This supports the view of new policies highlighting the importance of the child or young person's voice.

Other articles which also use the voice of the young person will be discussed on an individual basis during the literature review. The articles mentioned above are more critically reviewed in later sections. How the views are gained will also be discussed in other articles below.

2.3 Systemic Search and Other Searches

2.3.1 Systemic Search

A systematic literature search was carried out on 8th July 2014 to identify articles and previous research. Three different searches took place as outlined in the table below.

Table 2.1 Literature Search

Date	8th July 2014
Databases for all searches	Academic Search Complete, Education Research Compete, PsychARTICLES, PsychINFO, ERIC
<u>Search Terms Search</u> <u>1</u>	[Development] AND [adult or child to adult] AND [special educational needs or learning difficulties or learning issues or medical difficulties] AND [college]
Parameters Search 1	2004-2014 Young Adulthood (18-29)
Results	N=6
<u>Search Terms Search</u> <u>2</u>	[Development] AND [Adult] AND [Learning difficulties or Learning issues]

Parameters Search 2	2004-2014 Young Adulthood (18-29) Peer Reviewed
Results	N=18
<u>Search Terms Search</u> <u>3</u>	[Adult] AND [Learning Difficulties or Medical needs] AND [Educational Psychology*]
Parameters Search 3	2004-2014 Adulthood Peer Reviewed
Results	N=6

From the above searches 31 articles were identified. Many of these were repeated articles so these were excluded. Articles were also excluded if they were unavailable in English or English translation. Articles were also excluded if unrelated to education, for example if they were discussing access to health services, prison services or social care and if no full text was available. A few were not included due to the very specific nature of the article, for example if they discussed a rare or complex medical condition and a couple were not included because they related only to secondary education with no relation to college transition or adulthood post 16. There were two cases where reviews of books were found. In one of these cases, the book is referenced rather than the review (Bellak-Adams (2010)).

After these exclusions, 14 articles were left for critical analysis from these searches alone. These are critically reviewed in the sections which follow. A chart of these 14 articles can be found below with some information about each article.

Table 2.2 Critical review articles from search

Authors (date)	Journal title/ book	Description of study	Participants	Findings
Froger, Sacher, Gaudouen,	Canadian Journal of	Looking at metacognitive	18 young adults (aged	Age related impairment to initiating

Isingrini and Taconnat (2011)	Experimental Psychology, 65 (4), 269-276	judgement in young adults and older adults using a reading encoding test	20-36) and 18 older adults (60-81)	and adapting the allocation of study time to perceived task difficulty.
Poslek, Ledzunska and Czarkavski, (2010)	Problems of education in the 21 st Century, 22, 99-108	Discussion of the challenges of distance learning for adults. Some information about how adults learn and should be taught.	n/a	Elearning allows pupils to create their own learning environment. Teacher can act as a 'coach' which complements learning.
Kaufamn and Burden (2004)	European Journal of Psychology of Education, XIX (1), 107-117	A year-long cognitive program of mediated learning and Instrumental Enrichment (IE) for 178 hours alongside collaborative group discussion at the end of each session	10 young adults (aged 18-27)- 6 with Down Syndrome, others with various disabilities including brain damage and cerebral palsy.	Learning self-concept was well above average. Reflections about change showed some deep cognitive, emotional and social development.
Carroll and Dockrell (2012)	International Journal of communication Disorders, 47 (5), 567-577	Interviews were carried out to explore young people with SLI's views about what enabled and limited their transition experiences	19 young people aged 19-23 who attended one residential special school for SLI	5 main themes were found relating to enablers and limiters to transition- personal characteristics, parents, key professionals and advice, education and qualifications and experiences of SLI.
Gregg (2009) – referenced by E. McNamara in his review in Educational	Book- Adolescents and Adults with Learning Difficulties and	Book outlining the US situation surrounding assessment and	n/a	The book discusses 'accommodation' arrangements for young people in higher education and

Psychology in Practice, 26 (2), 205-218	ADHD, New York: Guilford Press	special arrangements		highlights a need for up to date assessment when transitioning amongst other interesting debates.
Kandel and Merrick (2008)	Journal of Policy and Practice in Intellectual Disabilities, 5 (1), 75-76	A summary report of a survey of adults with intellectual disabilities (ID) in the UK	2898 people aged between 16 and 91	Numerous findings including difficulties with people with IDs have in the UK, for example being socially excluded, unemployed, feel unsafe or bullied.
Wouters, Germeus, Colpin and Verschueren, 2011	Scandinavian Journal of Psychology, 52, 586-594	An investigation of academic self-concept in the final year of high school and its influence on academic achievement in higher education.	536 twelfth grade students from 24 schools	The more positive the academic self-concept in high school, the higher chance of being successful in the first year of higher education.
Carter, Asmus, Moss, Cooney, Weir, Vincent, Born, Hochman, Botema,-Beutel and Fesperman, 2013	Teaching Exceptional Children, 46 (2), 51-59	Discussion about new peer network strategy networks for young people with additional needs	21 high schools in two states	Discussion of the new peer network process with some case studies. No quantitative findings outlined.
Sebastian, Roiser, Tan, Viding, Wood and Blakemore (2010)	Genes, brain and Behavior, 9, 629-637	Looking at the neural response to social rejection in adolescents and adults and whether it matures.	35 IQ matched English speaking females – 19 adolescents (aged 14-16) and 16 adults (23-28)	Adolescents did not show the adult's pattern of modulation by regression stimuli meaning there is maturation during adolescence.
Matson and Rivet (2007)	Journal of Developmental	Development of a scale for young	27 adults with	The ASD-BPA correlated well to the

	Physical Disabilities, 19, 557-564	people and adults with challenging behaviour (ASD-BPA) and testing with adults.	intellectual disabilities and autism spectrum conditions (aged 29-87)	Behavior Problems Inventory and had good validity.
Iacono, 2004	Augmentative and Alternative Communication, 20 (3), 179-190	Discussion of development of an Internet based assessment and intervention tool for improving reading skills in adults with complex communication needs	15 adults from day programmes (aged 21-55) testing the AWRI an internet based single word reading programme on a variety of basis from 2 to 30 times.	More of a pilot study- The final version was not tested. This pilot was used to help develop the final versions by looking at any difficulties experienced.
Lejeune (2011)	Journal of American College Health, 59 (7), 666-669	Description of an approach for integrated treatment for bipolar patients in college.	n/a	Psychotherapy, psycho-education and medication are discussed. No evidence is given for effectiveness. Theoretical only.
Roffey, Trew and Dunsmuir, 2010	Educational and child psychology, 27 (1), 6-8	Guest editorial	n/a	Discussion of school experience and the social/emotional support given to students by teachers and tutors. The impact of this on vulnerable children is discussed. No evidence, just discussion.
Bellak-Adams (2010)	Self Help Work Book	Looking at a diary method for young people with AD/HD	For young people aged 7 to 17.	Designed to help promote a positive self-image and communication.

				Also tools for parents and teachers.
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2.3.2 Additional Searches

A search using Google Scholar was also carried out with similar terms to the ones above and one additional article was found.

Table 2.3 Google scholar articles

Authors (date)	Journal title/ book	Description of study	Participants	Findings
DaDeppo (2009)	Learning Disabilities Research and Practice, 24 (3), 122-131	Investigation of the impact of academic and social integration on academic success and intention to persist.	97 freshman and sophomores aged 18 to 22 with learning difficulties.	Academic integration is most important for persistence but social integration may be the most powerful and young people rely on social support systems to compensate for academic difficulties.

Other articles including policy documents and news articles were found using a hand search and from word of mouth. A number of EPs had attended courses relating to this new policy of EP work with 16-25 year olds and had recommended articles which had not been identified in the above searches (see table 2.4). They may not have been identified in the literature search as they were news articles, leaflets or books.

Table 2.4 Additional Critical Review Articles

Authors (date)	Journal title/ book	Type of study	Participants	Findings
Beresford, Maran, Sloper, Cusworth, Mitchel, Spiersm	Book- Available at www.york.ac.uk/spru	Investigating the roles of multiagency transition	Five research sites with multiagency planning	1. Some YP not always eligible for transition support.

Weston and Beechan (2013)		services for young people with ASC	processes and systems for ASC- interviews with staff, young people and parents/carers and postal surveys.	2. Lack of support in mainstream colleges 3. Lack of support after finishing FE 4. Transition support often time limited.
Royal College of Nursing, (2007)	Book/ information leaflet	Information leaflet with some case studies	n/a	Discussion of good practice in arranging transitions and gaining young peoples' views.
Byrnes (2012)	Educational and Child Psychology, 29 (3), 81-92	Discussing the role of the EP engaging parents of children with Down's Syndrome at times of transition.	One local authority – collaborative project between EPS and Down Syndrome support group for parents and carers	EP and parent partnerships impacted positively on parents' confidence. Parental engagement is a key element of service delivery.
Trainor, Morningstar, Murray and Kim (2013)	The Prevention Researcher, 20 (2), 7-10	A discussion of how young people with high incidence disabilities are connected to social networks as part of their transition to adult outcomes.	Descriptive data from a study of young adults with high incidence disabilities aged 19 -27- selection of 1250 participants with ADHD, LD or EBD.	Some young people are not making successful transitions but social capital helps their young people get support and ensure quality of life outcomes.
Redpath, Keamey, Nicholl, Mulvenna, Wallace and Martin (2013)	Studies in Higher Education, 38 (9), 1334-1350	Systemic analysis of interviews with disabled students	13 in depth interviews with disabled students from universities in	Three recommendations: 1. Network of communication 2. Staff development

		looking at barriers and enablers to services.	Northern Ireland.	3. Inclusive education for all
Crowley, Wolfe, Lock and McKee, (2011)	Archives of Disease in Childhood, 96(6):548-53	Systematic review of evidence of effectiveness of transitional care programmes for young people with chronic illness or disability	Systematic literature review including 10 studies	Successful programmes included patient education and specific transition clinics but unsure of how generalisable studies in diabetes mellitus were to other conditions.
Gordon, Duff, Davidson and Whitaker (2010).	Journal of Applied Research in Intellectual Disability, 23, 197-200,	Study exploring adult IQ assessment (WAIS III) compared to a childhood one (WISC IV) in terms of scores for 16 year olds with intellectual disabilities.	17 English speaking participants with moderate intellectual disabilities aged 16 who attended one of four special schools.	The WAIS III gave results 11.82 points higher than the WISC IV. This however is an old version of the WAIS III and these difficulties could now be ironed out in the 4 th edition.
Kaufman and Lichtenberger (2006)	Book – Assessing Adolescent and Adult Intelligence	Information about adult and adolescent assessments in particular the WAIS III.	n/a	Discussions about different cognitive tests and their relevance to adolescent and adult populations.

All articles were read and critically analysed according to the research questions. From the articles, three themes were identified as the key element of the critical review. The themes are discussed fully in the next section (2.3) and include:

1. Transition to College
2. Issues in College and College Responsibilities

To include:

- Self Concept
 - Peer Relationships
3. Transition to Adult Services

There will first be an introduction to the issues found relating to post 16 which were highlighted in a longitudinal study.

2.4 Previous Research Findings

2.4.1 Introduction to Issues Post 16

It is important to identify what the issues faced by young people post 16 appear to be. Some of them were highlighted in a survey from 2003 to 2004 in England of nearly three thousand (2898) people aged 16 to 91 with learning difficulties (Kandel and Merrick, 2008). It was found that, in the main, adults aged over 16 with learning difficulties were socially excluded, did not have a paid job, lived in a deprived area, lived in unsuitable accommodation or were bullied. There was a lack of community based activities, limited choices for further education and some were victims of crime. This included young people both in and out of college and highlighted the importance of professionals involved with all young people post 16 being aware of what they could do to help. This was especially important if the young person was in college or just about to leave college as it is at this point that he/she has the best opportunity for multiagency support. Kandel and Merrick's (2008) survey gives information from over 10 years ago but although quite an old study is a starting point for identifying which provision needs to be changed.

2.4.2 Transition to College

Ensuring a successful transition to college is an issue that young people face (Carroll and Dockrell, 2012) and a great deal of research has been conducted looking at issues in transition and how professionals can support such issues. The research outlined below helps explain how transition can be supported by professionals.

An American article discusses the differences between high school and further education and the need for high schools to help with transition in order to avoid any future issues (DaDeppo, 2009). In high school, a young person will probably have more teacher-student contact and more support from a parent and they are also entitled to certain services. However in college, the college must only make 'reasonable accommodations' and for this, the individual usually has to self-identify and be more self-aware of his/her needs in order to have them met. This assumes that the young person has been able to develop their identity fully but as Erikson (1968) suggests, this could take them up to the age of 19 to development or, if they are going through crisis, even beyond. This study is discussed further in the section on friendships. It is worth noting the issues identified in DaDeppo's (2009) study because although the article is 5 years old and based on a US system, there may be similarities in the old UK system which will need to be tackled when moving to the new system.

Again when referring to the US system, Gregg (2009) pushes for up to date assessment details when transition is taking place in order to avoid any issues with moving to a college. Young people with learning difficulties make up the largest proportion of those with disabilities in colleges and there is an increase in those with learning difficulties attending two year colleges rather than four year. His observations come from the National Centre for Education Statistics (NCES) in 2007 and data from Wagner, Newman and Cameto's (2005) longitudinal study of transition. Both of these sources are quoted second hand and are fairly outdated but can be thought of as relevant to the US system. Gregg (2009) also identifies that the most common adaption colleges make on their entrance tests is extra time, which although not always appropriate, have managed to make college more accessible. It is at this point that colleges may wish to ask for help from a professional to give more up to date or relevant information about what accommodations need to be made for this student in college. EPs may need to do some assessment to find out this information. Again, all of the information in this book is from reviews of studies up until 2008. They are also mainly American studies which puts limitations on generalisation to the UK population both in terms of date and context.

In four UK publications, Carroll and Dockrell (2012), Bellak-Adams (2010), Byrnes (2012) and Redpath et al (2013) they discuss enablers of transition across a number of groups of young people, including those diagnosed with Attention Deficit/Hyperactivity Disorder (AD/HD), specific language impairment (SLI), Down Syndrome (DS) and physical disabilities. For young people with DS, transition can be a major cause for concern however a number of enablers can help the process (Byrnes, 2012). For most young people, families are a major enabler as they provide practical, financial and emotional support and have knowledge of the young person's needs and interests (Carroll and Dockrell, 2012). Young people need positive reinforcement and consistent messages from teachers and parents (Bellak-Adams, 2010) as well as the community (Byrnes, 2012). Young people also have to be self-determined and have a sense of agency, motivation and initiative (Carroll and Dockrell, 2012). They also may need adaptations or understanding of barriers in their physical environment which includes the need for staff training and development (Redpath et al, 2013). There are also a number of challenges during transition including qualifications, prior education and a lack of involvement from key professionals as well as confidence issues but these can be helped with efficient transition support (Carroll and Dockrell, 2012).

All of these studies, although informative, have a number of limitations for to generalisation when applied to the whole UK population. Many used small sample sizes in order to investigate the challenges and enablers found during transition. Redpath et al (2013), for example, interviewed thirteen participants in Northern Ireland with a number of different learning and physical difficulties. Each interview was in depth and made sense for those specific students. However, due to the small, specialised population, the results may not be able to generalise across all UK higher education institutions. Carroll and Dockrell (2012) interviewed four female and fifteen male students with SLI from one residential special school, so again this may not generalise across both genders within the whole population. However their research did give more in depth information about the students and supported other research concerning young people with different learning and educational needs.

Bellak-Adams' (2010) publication is a self-help book with a limited description of the scientific or research background. It has a number of professional endorsements and there may be some studies in the press which may have used these methods for young people with AD/HD. Brynes' (2012) performed a local study of the provision and EP services for young people with DS and therefore was specific to experiences in that local area. It was however referred as a case study in the SEN Green Paper (DfE, 2011) along with other studies in order to support new reforms. It gives an example of what other LAs could do to promote EP and parent partnerships and is a good example of a case study.

Despite these limitations, the fact that four UK studies found similar enablers to support transition cannot be ignored and the results from this thesis can only add to the growing body of research. Two of these studies also used interviews in order to gain young peoples' views which is a similar technique used for this research. The interviews gave important information and although they have limitations for generalisation, they can give qualitative information that large scale surveys cannot.

2.4.3 Issues in College and College responsibilities

The next selection of articles tackles support for learning in terms of assessment and interventions for young people in college. Many articles outline the responsibilities of college staff when they experience difficulties with young people in college or they present these difficulties in the transition period before college. This includes academic and personal support as well as assessment.

Colleges have a number of responsibilities according to the draft SEN Code of Practice (DfE, 2013). Their main responsibility is to provide support for the learning of young people with SEN. In order to do this they have four other responsibilities. The first is for staff to have the opportunity to develop up to date knowledge and skills. This is especially important in terms of mental health difficulties (Redpath et al, 2013). The second is to have a named person to oversee SEN provision. The third is to work in partnership with a variety of

agencies. And finally they have a responsibility to provide career advice for 16 to 18 year olds. These responsibilities may be new to colleges and the LA and could help EPs in particular to implement the new policies, especially in terms of training.

Once again, the US have written about the area of college issues and responsibilities a great deal. At the time that Gregg (2009) was writing, the US and UK legislation was similar in so far as there was different legislation in place for young people of school age and those in higher education. This is now beginning to change with the new UK policy of legislation continuing to 25, but an important point still remains; assessment needs to be up to date and details need to be passed on when a young person transitions from school. This could be a major part of the EP role. The EP could also be central to helping colleges and schools to understand different types of assessments which may have come with a young person from school.

In terms of assessment, adults may be assessed in a different way to young people who are under 18. A number of cognitive tests used by EPs have a cut-off point at 18, after which an adult test should be administered. Matson and Rivet (2007) devised and tested a behaviour assessment for adults with ASD. Named the Autism Spectrum Disorder-Behaviour Problems for Adults (ASD-BPA), it is thought to help identify therapeutic intervention packages for adults. This could be used by EPs or colleges to help hit targets and goals for YP. It was however tested on a small sample of 27 adults aged 29 to 87 with intellectual disabilities and autism and cannot be used as a screener. It did however correlate well to the Behaviour Problems Inventory, accounting for between 46% and 61% of the variance and had high validity. There will be a number of other assessment tools which EPs can use or recommend to colleges from their experience in schools but there may also be a need to retrain EPs on adult assessments.

A well-known adult assessment is named the Weschler Adult Intelligence Scale (WAIS IV, 2008) which is a test designed for 16 to 90 year olds. It is now in its fourth edition but may not typically be used by EPs as it is used mainly for adult populations. Other Weschler assessment tests have been designed for children (Wechsler Intelligence Scale for Children Fourth Edition (WISC-IV), 2003 and Wechsler Individual Achievement Test Second UK Edition (WIAT-II UK), 2005) and are used by EPs in common practice but EPs would need to learn to use the WAIS. Kaufman and Lichtenberger (2006) discuss the use of the Wechsler Adult Intelligence Scale Third Edition (WAIS-III, 1997) with 16 to 19 year olds and suggest that there is an issue with the norms for 16 to 17 year olds. Gordon, Duff, Davidson and Whitaker (2010) supported this by saying that older versions of the WIAS gave higher scores for 16 year olds with intellectual disabilities when compared to the childhood version (WISC). It may therefore be confusing for professionals to decide whether to use a childhood or adult assessment for 16 and 17 year olds. This is particularly important when thinking about whether the young person can be classed as an adolescent or an adult at this point in time and this would depend on whether they have developed identity according to Erikson (1968). This opinion could also be culturally different depending on where the work is being done (Atkinson et al, 2015). Care needs to be taken when EPs make these types of decisions.

In terms of cognitive processing, one article by Froger, Sacher, Gaudouen, Isingrini and Taconnat (2011) compared young people and young adults (aged 20-36) to older adults (60-81) on a metacognitive judgement test. They were asked to predict how many items they thought they could recall from a list of 40 after a short practice list of word pairs. There were differences in self-adjustment of study time and the older adults were less able to adapt than the younger adults. This demonstrates that studying comes easier to younger adults than older adults, suggesting there is a key time for learning in early adulthood which could be harnessed in college. However, as there was no comparison to adolescent ability (people younger than 20), it is not clear whether the difference is because the older adults were older or because the young adults were still developing in line with adolescent ability. This would also flag up questions about adolescent and adult development in terms of

identity and brain development (Erikson, 1968; Blakemore, 2007). The study sample was also quite small with only 18 participants in each group. This was also a study with participants with no identified learning difficulties so generalisation to young people with special educational needs may be limited. It is of interest however that there is a key time for learning in terms of study time adjustment and this should be better understood in colleges.

In terms of learning, it is now thought that adults are just as motivated and apt in cognitive and learning areas as younger pupils (Poslek, Ledzunska and Czarkavski, 2010). A need has therefore developed for new educational theory for adults which EPs need to be involved with. There are peaks of human function at different ages with the ultimate goal being to reach cognitive independence. The peak of mental ability is thought to be reached in the middle of the 3rd decade meaning that EP's role may be expected to continue longer than even the current policies suggest (Poslek et al, 2010).

E-learning may also be an important area of college work (Poslek et al, 2010). It allows pupils to create their own learning environment and the teacher can act as a 'coach' which complements learning. It is a relatively poorly researched area however and needs more studies to investigate its effectiveness. Polesk et al (2010) discussed various research around distance learning and its effectiveness but mention that such programmes develop so quickly that it is difficult to discuss effectiveness using studies which could possibly go out of date very quickly. Even their paper is now somewhat out of date as it was written in 2010 and technology has developed very quickly in the past 4 years since their writing. They highlight that however technology moves on, the quality of the e-learning should be thought about in terms of organisation, preparation, execution and evaluation.

As well as learning differently, college students may have mental health needs. Young Minds (2006) suggest that support for mental health needs for young people aged 16 to 25 is so important because they go through many changes,

transition and societal expectations between these ages. They suggest that at no other time in a person's life do you find changes in the three domains of work, living arrangements and relationships and family. These young people are also going through a stage of change in terms of identity development and then starting to think about developing relationships into their early adulthood (Erikson, 1968)

Lejeune (2011) suggests a number of ideas for working with college students with mental health needs and potential bipolar disorder. She believes that professionals should understand the importance of this support as bipolar onset often occurs when a young person leaves school and the environment is different with perhaps more pressure. This was an American study without any reference to research that tested the effectiveness of such work. However it draws attention to particular mental health needs college students may have.

Another factor in college which may affect mental health is the lack of group support. DeDeppo (2009) suggests that success in college is individually based rather than group based. It is quite different to school as in school they may have more social and emotional support, have more opportunities for celebrating achievements and close relationships with teaching staff (Roffey, Trew and Dunsmuir, 2010). For this reason, colleges may need to take this difference into account and allow for more of these types of activities for young people struggling in college socially and emotionally.

The next two sub sections discuss areas post 16 which have been highlighted as important in transition and in college and beyond. The first is self-concept, which is a relevant psychological construct and influences education both indirectly and directly (Wouters, Germeus, Colpin and Verschueren, 2011). Erikson (1968) also highlighted this as an important area for development during adolescence. The second is friendships which give a sense of belonging, increase satisfaction with school and improve quality of life (Carter, Asmus, Moss, Cooney, Weir, Vincent, Born, Hochman, Botema,-Beutel and

Fesperman, 2013) and is an important area for development during early adulthood (Erikson, 1968). Certain factors (such as learning difficulties, autism and multiple disabilities) influence friendship more as children get older. It may be more difficult for young people to see friends outside school and they may feel lonely and disconnected in their school or college. Both areas will now be discussed in more detail.

2.4.3.1 Self-concept

In a US study, Wouters et al (2011) focused on self-concept at the end of high school and then in the first year of higher education in young people with no learning difficulties. Academic self-concept was influenced by both individual achievement and average achievement. Self-concept was also influenced by the level of achievement of important reference groups in the school environment, for example girls/boys. Class average achievement was also negatively associated with self-concept in high school.

Wouters et al (2011) concluded that if a young person has positive academic self-concept in high school he/she tends to be more successful in the first year of higher education. This links well to the understanding we have of identity development and success with careers, friendships and relationships (Erikson, 1968). This was a fairly large scale study starting with 536 twelfth grade students being involved from 24 schools. It therefore has some implications for possible interventions around self-concept in high school so that the young people can transition well into college. Self-concept was measured using a questionnaire which the young person could either complete at school or at home. Most critically it was research with young people without learning difficulties. Therefore it may be difficult to generalise to young people with special educational needs in the UK.

Another study, this time from Israel, looked at whether peer tutoring can influence the self-concept in 10 students with moderate to severe learning difficulties, six of whom had down syndrome (Kaufman and Burden, 2004).

They were aged between 18 and 27 and took part in the study for a year, completing 178 hours of support with group collaborative discussions at the end of each session. They were interviewed about their experience of peer tutoring and comments from interviews suggested cognitive, emotional and social developmental changes and their self-concept were well above average by the end. Although this study had a small sample with no control group, it begins to show how peer relationships can influence self-concept for young people with additional needs.

2.4.3.2 Peer relationships

In Kaufman and Burden's (2004) study, a mediated learning experience was studied, including group discussion and peer support, and it was shown that young people with learning difficulties benefited from this intervention in a number of ways. In another US study (Carter et al, 2013), peer networks were set up in a similar way to support young people with learning difficulties who were finding it difficult to make friends. The peer networks were groups of between three and six young people who met both formally and informally with a student that had additional needs. These were set up in 21 high schools in two states. There was also an adult facilitator present for some of the sessions and the group met regularly. The group was also encouraged to contact each other outside of school to encourage extension of the network. The young people were said to take part in conversations, to practise social skills and complete mutually enjoyable activities. It was said to work well when peer mediated programmes were first developed at preschool level but then used with students of any age, even in to college. The benefits of the intervention seemed positive but there was no quantitative results given in the article to back up this claim and it is mainly reported using case studies. There could be difficulties with maintaining friendships after the intervention and expanding the network beyond the three to six young people but this is not discussed. Some ideas from this intervention could however be used by EPs in colleges in the UK as a way to enhance satisfaction and quality of life.

DaDeppo (2009) investigated the impact of academic and social integration on academic success and persistence. A survey was conducted to look at academic and social integration with 97 young people in college with learning difficulties aged 19 to 22. The findings showed that academic integration was important for persistence but social integration was more powerful. The young people seemed to rely on social network systems to help support themselves during times of academic difficulties. This would have implications for support network and friendship support in high school as outlined above. This was a large scale study conducted in the USA so some of the findings could be applied to the UK but the college system is different. Young people with learning difficulties may need extra support with friendship and self-esteem.

Sebastian, Roiser, Tan, Viding, Wood and Blakemore (2010) investigated whether social rejection had a neural reaction which was different in adults and adolescents. They used a rejection themed Stroop task whilst scanning sixteen IQ matched adults (aged 23-28) and 19 adolescents (aged 14-16) using functional magnetic resonance imaging (fMRI). They found that adolescents did not show the same patterns as adults in terms of modulation by rejection stimuli suggesting that there is further maturation of the socio-affective brain during adolescence and into adulthood. This supports the theory that young peoples' brains are still developing until at least their mid-twenties and that significant neural development happens after childhood and into adulthood.

2.4.4 Transition to adult services

Transition is often thought of as an issue when moving into the adult world. It is recognised that moving from school to college and from childhood to adulthood is complex, especially when this transition is taking place at a time of great development in terms of identity, future thinking and the forming of relationships (Erikson, 1968). The importance of multiagency support in transition is highlighted a number of times in several articles and includes the work of EPs. Three articles describe two different transition support multiagency teams (Beresford, Maran, Sloper, Cusworth, Mitchel, Spiersm Weston and Beechan, 2013; Crowley, Wolfe, Lock and McKee, 2011; Royal College of Nursing, 2007).

They suggest that transition should appear seamless and if many agencies work together this can be done (Royal College of Nursing, 2007). However it is mentioned that some young people who need help with transition may not be eligible for support, especially in mainstream colleges and schools. In addition, this support may be time limited for transition to college but not when a young person wants to start working (Beresford et al, 2013). It seems multiagency support is useful but needs to be done well, with the young person at the centre and involved in the process (Redpath et al, 2013). It has been useful in the past when there are joint paediatric and adult clinics in the health service to ensure smooth transition (Crowley et al, 2011) and this could be done with education. Some services have specific teams who work together to support young people and may have joint paediatric and adult services which include LAs working together (Royal College of Nursing, 2007; Crowley et al, 2011). The studies will now be discussed in more detail.

Beresford et al (2013) discussed a number of services across five sites in which there were a multiagency transition team to support young people with autism transitioning into adult services. Some of these included EPs but there was variation around whether the team sat in children or adult services. Beresford et al (2013) interviewed staff, young people and parents or carers as well as getting information from a postal survey. They found that there was a number of teams who did joint visits and joint assessments but some were also 'virtual' teams who did not meet young people but gave advice. From their research, Beresford et al (2013) found that person-centred planning (Claes, Van Hove, Vandeveld, van Loon and Schalock, 2010). was important for success but there was a need for knowledgeable and skilled people to be part of this. They found that there was also a need for support from these teams when young people left college which would have implications for whether the teams were based in children or adults services. The researchers did find a great deal of variation between sites which means that there is not just one way of working. The research highlights the need for policies to be put in place around transition teams which outlines more specifically how they should work. Cost was a factor in setting up such teams. This was a small scale study but gave some relevant

implications for future policy and practice, in particular the mention of EPs and the need to expand their roles.

The Royal College of Nursing (2007) produced an information leaflet outlining good practice in arranging transitions for young people with medical needs. Transition teams were again thought of as important alongside gaining young people's views. There was however very little information about where their recommendations came from and there was little discussion about the evidence behind such teams. It is a useful piece of information but cannot be thought of as reliable.

Crowley et al (2011) conducted a systematic review of evidence from transitional care programmes for young people with chronic illnesses and medical needs. From their systematic search they found 10 studies, six of which showed improvement in outcomes from transition services, all of which were young people with diabetes mellitus and chronic complications. The transition clinics were thought to be the most important factor along with educating young people for transition to occur successfully. This research focused on young people with diabetes so may not generalise to other types of problems. This study is a review of previous research and it mainly focused on the medical model which may not particularly apply to EPs.

Trainor, Morningstar, Murray and Kim (2013) discuss the matters in transition that are most important to adult services to do with young people with high incidence disabilities. They do this by using a review of the research conducted across adult services in the USA. They also look at descriptive data collected from parents, adolescents and teachers using a number of different sources including interviews, assessments and surveys for young people ages 19 to 27 with ADHD, learning difficulties (LD) or emotion, behavioural difficulties (EBD). The aspects of transition that could avoid any issues arising included social networks, community participation, independent living, friendships and relationship support and opportunities, help looking for a job, adaptations to

further education curriculum and person-centred planning. Trainor et al (2013) also suggest that there is a need to better understand connections to formal services and informal social networks once young people leave school or college. They also support person centred and strength based planning for adulthood, all of which relates well to new UK policy.

Their data came from a sample of 1250 young people from a larger study of data of 11,000 young people. The sample of young people with a white background far outweighed those of African American and Hispanic background and there were significantly more male participants than female, although this was representative of the larger sample. A great deal of transition research is conducted using US populations which, although potentially similar to UK populations, due to economic background and education systems cannot be seen to completely compare to UK populations.

None of the above studies apart from Beresford et al (2013) mentioned a role for EPs. However they do highlight potential issues that EPs may contribute to resolving. If an EP has worked with a young person in school this will help them to discuss and facilitate transition opportunities. EPs could also work as part of multiagency transition teams to help link services for the young person in adulthood. An EP's knowledge of learning and development can also help young people to have successful transitions and can lead well into the EP's role once a young person has moved to college.

2.5 Conclusion

To conclude, the three themes which all came from the previous research helps relate this thesis' research aims to its methodology. The main overarching theme is issues in transition when young people enter college. A body of research has looked at transition of children and young people to adult services. Lessons can be learnt from this research to help the transition of young people to college and work at a time of great change in terms of brain development and identity (Erikson, 1968; Blakemore, 2007).

EPs are able to apply their knowledge of developmental and cognitive psychology in school work to work in colleges, particularly their understanding of adolescent and adult development. The assessment, learning and responsibility of the college is all important for EPs to understand. From looking at issues in transition and later into college, EPs can see where support is needed and work this into their developing role. Promoting self-concept is important for young people who are leaving school and friendships are equally important to help ensure good networks for these young people. Multiagency work is of equal importance as this helps to ensure a good transition and support for young people with additional needs.

Chapter 3- Methodology

3.1 Introduction to Chapter 3

This chapter outlines the research aims and questions followed by the design of the research, which is a single case study mixed methods design. The chapter then moves on to describe how the data was collected and analysed. There is consideration of the ethical issues needed in all psychological research in the real world and in particular the ethical issues for this piece of research.

This methodology section outlines a three stage process. It involves a quantitative audit of young people aged 16 to 25 in the LA, a collection of quantitative and qualitative data collected from a questionnaire with adults (parents and staff) about EP competencies in colleges and finally qualitative data from interviews with young people in the college. Triangulation of these sources of information is used to highlight implications for EPs in the discussion section (Chapter 5).

3.2 Research Aims

This research aims to explore the issues and support experienced by young people with additional needs in colleges. Because of the new policies discussed in the introduction (Chapter 1), there is a need to explore the role of the EP within this. There is also the importance of involving young people and parents as well as staff in the process. The issues highlighted within previous research in the literature review (Chapter 2), in terms of transition to adult services and colleges, will be addressed in order to investigate what is currently happening in colleges and what support could be included in the future by professionals such as EPs.

3.2.1 Purpose

Fox, Martin and Green (2007) suggest that all research needs a purpose and that this purpose needs to be clear to the researcher so that they can design

research questions and data analysis accordingly. In line with this, Robson (2011) describes three main types of purpose for research which are to explore, to describe or to explain.

The research in this thesis can be thought of as exploratory because there has been little research in the area of additional needs issues in college. Robson (2011) notes that exploratory research attempts to understand unknown situations and provides an opportunity to question the new area and acquire new knowledge. Exploratory research allows the investigation to be broad and allows for further replication and adaption in the future (Stebbins, 2001). The researcher is the explorer and is carrying out social inquiry. It also allows complete flexibility in terms of the research design (Robson, 2011).

3.2.2 Researcher's Conceptual, Theoretical, Ontological and Epistemological Position

The researcher's position within the research is an important area to be explained as this highlights how the methodology was approached (Robson, 2011). A paradigm is a way of looking at the world and guides the way that the researcher thought and acted (Mertens, 2005).

Ontological questions ask about the nature of reality and what is really happening. For this thesis, the researcher takes on a critical realist ontological position. In this view, the researcher is not just asking 'what' is happening, but also 'why' and 'how' questions need to be explored (Robson, 2011). This position suggests that the outcome of an action (successful inclusion of young people with additional needs in college) is reliant on a number of mechanisms.

Critical realism takes note of the perspectives of the participants, which supports this research as interviewing young people was central. Knowledge is seen as constructed socially and historically rather than in fact. In other words, the mechanisms that are important in college may be different from those 10

years ago or 10 years in the future. Knowledge is also produced in layers, for example at individual, group or societal levels. This research therefore suggests that individual needs and perceived support in college are socially and individually constructed at this particular point in time. This current situation can be explored by asking young people, parents and staff about their needs and current support. From this, we can identify how EPs can be useful in the future.

In critical realism, replication of findings in different situations can be useful to confirm mechanisms that may be in place, but failure to replicate does not falsify findings (Robson, 2011). Failure to replicate would just assume that there are a different set of events being observed in a different location. This could be true in different local authorities as not all education systems work exactly the same. However certain mechanisms found could be looked at in more detail in different situations in order to generalise the findings.

The epistemological position is also important in research. This asks, how do we know anything and what is the relationship between the researcher and the researched (Mertens, 2005)? The researcher knows that the truth or reality is out there to be found (the ontological theory) but as human beings as well as researchers, their own presence influences what is found and what methods are used to find it (Scott, 2005). In critical realism, the researcher's thoughts and beliefs are important as is the process of any events and because of this the researcher's position at different points within the research is reflected upon in the discussion.

The methodological position, which comes from the ontological position, is explained further in the following sections and is in line with the ontological and epistemological standpoint.

3.3 Research Questions

The issues young people with SEN aged 16 to 25 face in college and what support is in place and needed according to young people, parents and staff is explored in this research. The questions break the research into three main sections outlined below, with a focus on the young person's voice in research question 3.

1. What are the SEN needs of young people entering further education post 16 in this LA?
2.
 - a) What do the adults who support these young people think are the issues faced?
 - b) What support do the adults think they need in terms of what EPs can offer?
3.
 - a) What do young people say the issues are that they face in further education post 16?
 - b) What support are they getting and what support would they like?

3.4 Research Design

3.4.1 Mixed Methods Design

This research used a mixed methods design collecting and analysing both quantitative and qualitative data. The mixed methods design was selected due to the rich data it produces and because, as discussed in chapter 2, qualitative data reflects lived experiences which can add meaning to quantitative data collection (Carroll and Dockrell, 2012).

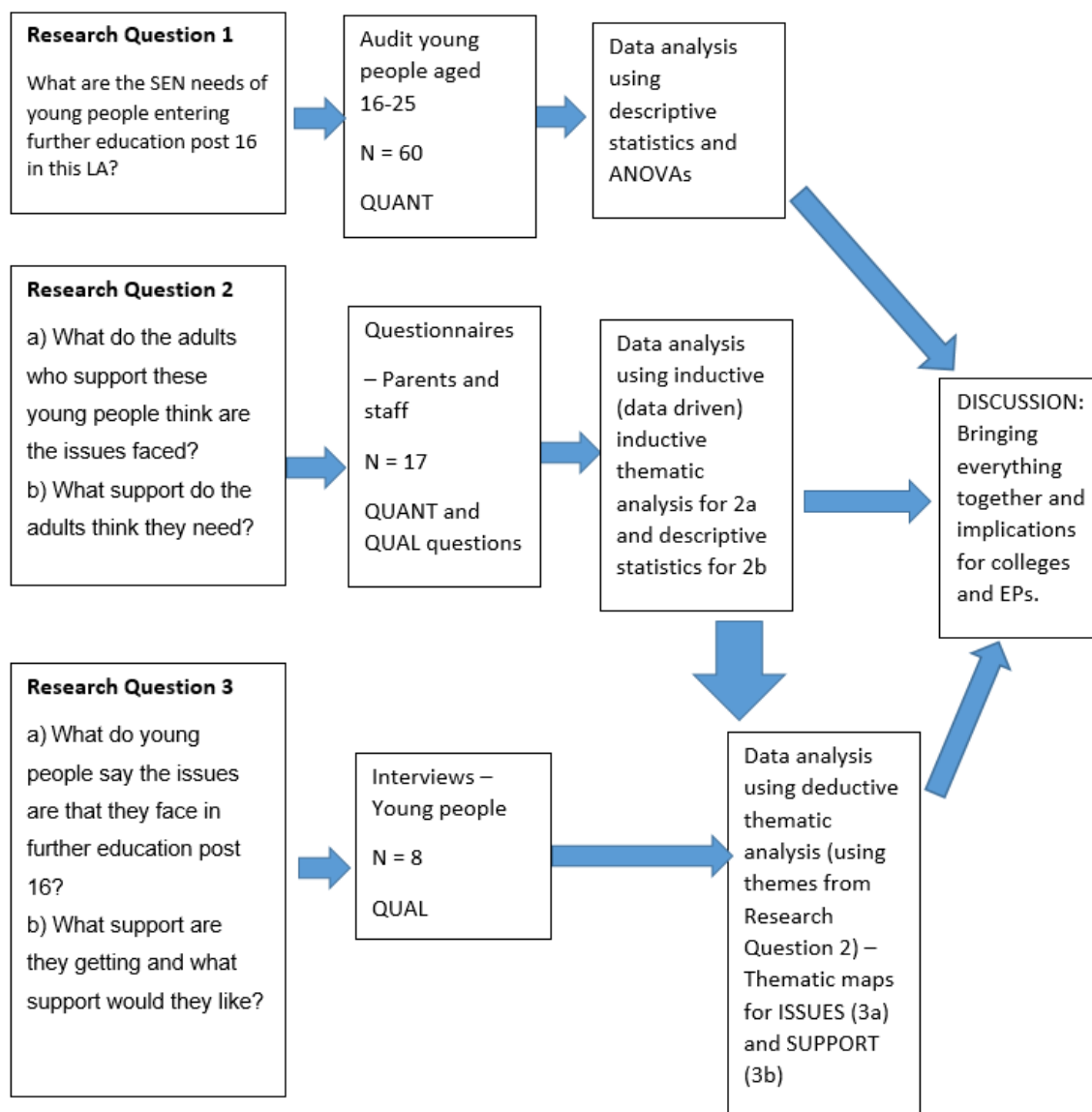
There are three main methodological paradigms, quantitative, qualitative and mixed methods (Robson, 2011). In qualitative ('QUAL') data collection and analysis, the researcher studies things in their natural settings using case studies, interviews, artefacts, observation and more to attempt to describe moments, meanings or routines in individual's lives (Mertens, 2005). In quantitative ('QUANT') data collection and analysis, the researcher often creates empirical tests to support or refute some existing knowledge or theory (Mertens, 2005). In a mixed method design, qualitative and quantitative data

collection occurs in parallel or sequential form (Mertens, 2005). In this research, the data was collected in parallel but some was analysed in stages so that the first set of data informed the next (see figure 3.1 for more detail).

There were a number of benefits for using a mixed methods design for this research (Robson, 2011). The findings were triangulated in places to enhance the validity of the data. Using both methods gave a greater sense of completeness with one method offsetting any weaknesses with the strengths of the other. Mixed methods also helped to answer a number of the research questions with different focuses. It is also useful as it is able to deal with complex real life situations from a range of perspectives.

Some challenges and complexities were also present as expected in this type of design (Robson, 2011). Robson (2011) suggests that the skills and knowledge of the researcher may be skewed towards quantitative or qualitative and they may not be as knowledgeable about both equally. This was the case with this research, with the researcher having more knowledge about quantitative data collection and analysis. The timing was also very different for each section, with qualitative taking more time and therefore influencing results and the parallel nature of the data collection. It is important that both methods had equal or relative importance and one is not just ornamental to the other. Finally, integrating the findings was sometimes difficult to do. The design of the mixed methods integration can be seen in the diagram in Figure 3.1 below.

Figure 3.1: Research design visual representation



3.4.2 Single-case Design

This research used an embedded single-case design as it involved one college within one LA (Robson, 2011). This embedded design allowed for a mixed method design with multiple integrations of data within the discussion and this hopefully made the data more transparent (Scholz and Tietje, 2002). This allowed for some focus on the unique aspects of the case allowing the researcher to focus on complexities in more detail (Nock, Michel and Photos, 2007).

This single case study design had a number of advantages (as supported by Nock et al, 2007). Data could be collected in a rather unobtrusive way as a control group wasn't needed and data collected could be incorporated into a daily work routine. A case study design was useful as the phenomena was rare and because the researcher was interested in a naturalistic situation.

In this research, the single case is one LA's college provision where the LA is located in the UK. In terms of education provision, in March 2014, 66% of schools were judged good or outstanding (below the national average of 79%) and 67% of further education providers were judged good or outstanding (again below the national average of 78%).

The research was conducted within the college additional learning support department, named the 'Foundation Education Area.' According to its website, this college department offers,

'Extra advice and support to help you learn and achieve your chosen qualification. Depending on eligibility, support is available for:

- *Dyslexia, dyspraxia and other specific learning difficulties*
- *Autism Spectrum Condition*
- *General learning difficulties*
- *Physical, mobility or sensory difficulties*
- *Medical conditions: epilepsy, ME*
- *Emotional, social and mental health*
- *Language, literacy or numeracy skills*
- *Personal care*

The provision offers support from specialist lecturers and learning support assistants who, for example, support one to one, help with organisation, help with counselling, exam access, support in class as well as helping with communication and adapt resources.

At any one time, there are approximately eighty students in the Foundation Education Area. The courses run are The Moving on Programme (called 'Independent Living' in 2013-2014), Foundation Learning Integration Programme (FLIP) and Work Options Study Programme. Students are placed on the course by the provision according to need and can take one course and then move on to another at a later date or move on to a course in the main part of the college with support.

3.4.3 Strategies for Data Gathering and Procedure

3.4.3.1 Research Question 1: Audit

An audit of young people aged 16 to 25 with additional needs in the LA was used to answer the first research question. The data set was collected using a database of information held by the LA and did not include the names of young people or other defining information. The data was then entered into an excel spreadsheet with the following titles:

- Gender
- Ethnicity
- SEN type
- Secondary Education (Mainstream/Special)
- EP Involvement with young person (Y/N), when?
- Where now? College/Work

Eight pieces of information were collected from 60 young people's files who were aged between 16 and 25 within the local authority. This data was collected in order to get a general understanding of the type of young people with additional needs in the LA and whether young people tend to go to college or work post 16.

Specific questions answered:

- What percentage of each SEN type is there in the LA?
- Where do young people with additional needs go after school?

- What percentage of young people with additional needs attended mainstream schools compared to special schools?
- What percentage of young people have had educational psychologist involvement during or before transition to further education?

3.4.3.2 Research Question 2- Questionnaires

Questionnaires (Appendix 1 and 2) were created by the researcher based on a leaflet produced by the LA concerning the EP role in schools (Appendix 3). For each of the competencies mentioned for schools, the college staff and parents were asked to rate the usefulness of this work in college using a Likert scale from 1 to 5. Additional written questions were included asking them to identify the most and least useful competency and add any other information they wished to include. There was also a qualitative element of the questionnaire which asked staff and parents to write down their three main concerns or issues they had encountered with young people in college. This was open to interpretation by them and they could include whatever issues they felt were appropriate. In addition college staff were asked to identify their role in the college and parents were asked to provide permission for their young person to be involved in the interviews. Originally, it was thought that parent and staff data would be collected and analysed separately in order to be compared and triangulated, however due to a lack in responses from parent, staff and parent data was combined to form one section of analysis.

The data was analysed quantitatively and thus provides information about how important each competency is to these adults. The written responses were analysed qualitatively using thematic analysis and a thematic map was drawn (see Findings, Chapter 4).

3.4.3.3 Research Question 3- Interviews

Semi-structured interviews were used with young people to find out about the issues they faced in college and the support they needed. The interviews were started in a conversational manner but 12 questions or topics were covered in

some way in each of the interviews. The 12 questions were developed by the researcher based on the role of the EP in school leaflet from the LA (Appendix 1), the literature on what is important in adolescence and adulthood transition to college and a focus group conversation with five EPs in the local authority. These questions can be found in (Appendix 4). The interview questions were open questions designed to encourage young people to talk more about their experiences. They were positively phrased as much as possible so that it did not become an opportunity to complain or moan. The words 'issue' or 'problem' were not used.

Coolican (1994) named this type of interviewing 'informal but guided' and identified a number of advantages and disadvantages to this method. Firstly, the information is more consistent than unstructured interviews and the data analysis is simpler and more systematic. Secondly the interviewer can still be flexible but is able to get rich information which is meaningful to the person. However, if the wording is different in each interview there may be a different emphasis or interpretation for each person. Also important topics could be missed if the questions do not go in that direction. There is therefore less ability to generalise findings between participants than in a structured interview.

The role of the interviewer needs to be considered when interviews are taking place. Interviewers need to be careful not to lead the interviewee based on their beliefs or knowledge (Coolican, 1994). The interviewer also has to try to get the conversation flowing freely and openly (Robson, 2011) and do more listening than speaking. The researcher tried her best to allow the conversation to flow whilst still covering the twelve areas. She was also conscious of her own knowledge and beliefs in order to ensure validity in the interpretation of the data. She tried not to ask leading questions but if this did happen, this was considered during analysis. Time was also spent with the young people in class before the interviews. This allowed for relationships to be built with the young people in their own environment so that some reciprocity could be built into the research relationship (Nind, 2008). This was reflected in one particular interview, where the researcher was able to spend a whole morning with the

young person in class before the interview the following week (Young person E).

Young people were also given time to answer with pauses in appropriate places to give them processing time. The interviews were conducted in a non-judgemental way, with smiling and nodding where appropriate. The interview setting was informal, two comfortable chairs and no table. Interviewee was sat diagonally from the interviewer so that eye contact and body language could be used in a comfortable and relaxed way.

Following the 12 questions strictly, the young people were asked to describe any experiences they had in transition or in college. They were asked to describe who helped them in the past or who helps them now. They were also asked to reflect on where the gaps were and what other help could have been of use to them. The questions helped to hypothesise about what support may be needed in the future.

3.5 Participants and Sample

For research question 1, data was collected from sixty young people in the LA SEN database. The number sixty was decided on due to a power analysis calculation with 90% confidence and 10% margin of error and a standard deviation of 0.5 which suggested 68 participants. However since it was difficult to obtain the data at the time, it was agreed that 60 would be sufficient.

Power analysis calculation: Sample size =

$$\frac{(Z\text{score})^2 \times \text{Standard Deviation} \times (1 - \text{Standard Deviation})}{(\text{Margin of error})^2}$$

The database sample was selected on an availability basis with an equal proportion of male and female participants and a spread of ages from 16 to 20.

This was selected by the SEN Officer in the LA who selected data that was available to her in hard copy on shelf at the time until she reached 30 girls and 30 boys. The young people chosen had special educational needs, attended a school in the LA now or in the past and had Individual Support Plans (ISPs). They all turned out to be white British and may be due to the LA the sample was taken from being 90% White British according to its 2011 Census. The sample cannot be thought of as truly random and due to the 50/50 split may not be representative of the true SEN population (with the SEN population tending to be around 2:1 boys to girls (DfE, 2015)). This audit was for information gathering purposes only and helps inform some of the findings in the discussion section.

For research questions 2 and 3, parents, staff and young people were selected from the local college in the LA. Parents were sent a letter in the post via the college enclosing a consent form (Appendix 5) and questionnaire with an envelope for return. This was a self-selecting sample according to who replied to the letter or returned the questionnaire. Parents had to have a son or daughter with special educational needs, medical or learning difficulties aged 16 to 25 who were attending the college. They also had to be receiving support from the learning support team at the college. Very few parents responded to two rounds of letters and this is perhaps due to the age of the young people and that fact that parents may be less involved with their young person's education once they reach a certain age. This is discussed further in the discussion section.

Staff were recruited by the researcher and the head of department at the college, during breaks, meetings and lunchtimes, again using a self-selecting sample. College staff must have been working with young people aged 16 to 25 with special educational needs (see Appendix 6 for consent form).

For research question 3, young people to be interviewed were selected using a convenience sample according to the day they were attending the college.

Eight young people from two different class groups within the college were interviewed. Young people under the age of 18 had to have had parental permission and this was also required by some young people with very severe needs. Severe needs were judged using information from the staff at the college. Young people had to have been aged 16 to 25 and have special educational needs, learning difficulties or medical needs and be receiving support from learning support at the college. They also had to agree to be interviewed and sign a consent form (Appendix 7). Young people whose parents replied 'no' to postal consent were not approached for interview even if they were over 18. Interviews with young people took place in the main in the college and in one case the LA offices. The idea that environment could have an impact on the researcher and interviewee relationship was taken into account for this decision (Nind, 2008). The young people seemed most comfortable within their college in a room they knew well. Building a rapport between researcher and interviewee for the one interview in the LA offices was more difficult and the interviewee took longer to settle into a relaxed and open conversation than other interviewees.

Five parents gave their permission and a one more parental consent was given verbally. Due to availability not all of the young people with parental consent were interviewed in the end. Four young people who were interviewed had both parental permission and had given their own permission. Another four young people gave their own permission as they were deemed competent by the college and were over the age of 18.

The interviews were arranged with the young person at a convenient time in a quiet room in the college. They lasted between 25 minutes and 1 hour. In one case, the young person was interviewed at the council office in a quiet room as there had been difficulty meeting at the college. Young people were not asked to disclose their additional needs, as this was not an important part of the study, nor was this information obtained from the college.

3.6 Ethics

There are many ethical considerations which need to be taken into account when carrying out research with people, especially when those people have additional needs (Robson, 2011). The British Psychological Society (BPS, 2009) sets out four core ethical principles for research, respect, competence, responsibility and integrity. The main ethical issues addressed in this research were consent, anonymity, confidentiality, protection from harm for both participants and researcher and the right of withdrawal. These were all considered when applying for ethical approval from the university and the LA (see Appendix 9 for ethical approval letter).

By law, parents of young people, under the age of 16, taking part in research, need to give consent on behalf of their son or daughter (Coolican, 1994). Parents must sign an informed consent agreement and it is also common practice for children and young people to give their own informed consent (BPS, 2009). However for this research, the young people in the study were over the age of 16 and therefore parental permission was not required. The young people were told why the interviews were being undertaken and what would happen to the information. They signed their own consent form and were told about their right to withdraw (see appendix 7).

However, the BPS code of conduct (BPS, 2009) believes that with vulnerable participants such as young people with SEN, informed consent can only be given if the information given is clear and understandable. Therefore for those under 18 and those with complex needs as outlined by the college, parental consent was also requested. The college was also consulted about whether the young person could give their own consent. If he/she was over 18 and deemed able to give consent this was completed without parental consent.

Parents also gave consent for their own information to be collected, as did staff before completing the questionnaires (all consent and information sheets to be

found in appendices 5-8). These adults were asked to fill in and sign a consent form and return it with their questionnaire.

Confidentiality and anonymity are also important, especially as the information collected might be sensitive. The data was handled in such a way that the information could not be traced back to the participants, as no uniquely identifying information was included in the write up (Mertens, 2005). The information was coded and names changed in order to ensure they are unidentifiable. This was especially important to the college, as this research looks at the system around the young person and the information may again be sensitive. All participants were told that they were able to withdraw their data at any time until the work was written up in the thesis. The transcriptions of the interviews were anonymised and the tapes were destroyed at the end of the study. The participants were informed of both these points.

Protection from harm was also considered. During interviews, signs of a young person becoming upset or distressed were looked for. Causes for concern were reported to the head of department as per the procedure for the college. None of the young people appeared upset but one young person did report something of concern which was then discussed with the college head. The young people were told at the beginning of interviews that any protection concerns would be reported back to a responsible person. In terms of researcher protection, the researcher ensured that at least one person knew that they were interviewing, where the interview was taking place and when it was likely to finish.

The research aims were clear to all participants before they completed the questionnaires and interviews. Young people were given time at the end of the interview to ask questions or make comments without being tape recorded. Young people were re-assured what would happen to their interview material if they needed re-assuring, and it was confirmed that they were still comfortable with their participation in the research.

Following the completion of the research viva for this thesis, participants will be sent a thank you letter and an outline of what the study has found with its main aims. This will be anonymised but also accessible so that they can understand what was found in the study and how this may relate to them.

3.7 Procedure Timeline

A timeline of the procedure can be seen in Table 3.1.

Table 3.1: Research Timeline

Date	Phase
November 2013	Initial contact and meetings at the college to discuss research
January 2014- February 2014	Ethical Approval received for university and LA
April - June 2014	Data Collection: Audit and then final meeting at college to finalise and send out questionnaires to initial sample of parents and staff
June 2014- September 2014	Data Collection: Interviews with young people
September 2014- October 2014	Data Collection: Second sample of parents and staff given questionnaires
August 2014- October 2014	Data sort: Anonymising, putting data in Excel Spreadsheets, transcribing.
October 2014- April 2015	Data Analysis and thesis write up

3.8 Data Analysis

As the data was analysed in two different ways, the description will now be split into two main sections. These are quantitative data analysis and qualitative data analysis. A clear justification and description for each will be provided in each section.

3.8.1 Quantitative Data Analysis

3.8.1.1 The Audit

The audit and some of the data from questionnaires were analysed using quantitative methods. This was mainly done using descriptive statistics with a number of questions to be answered (see section 2.4.3.1).

The information of 60 participants was included in the audit. Descriptive statistics were calculated using percentages to answer the research questions and placed in a table.

The audit has some internal validity as the sample size is fairly large for the target population which is young people aged 16 to 25 with additional needs who had a file with information about them in the LA. It does not however have high external validity as the results cannot be generalised past the LA in which it was sampled.

3.8.1.2 Questionnaire data

The questionnaire data asked the participants to rate competencies that EPs can offer on a Likert scale 1 to 5. The questionnaire ratings were put into a spreadsheet and mean, median and mode scores for each competency were calculated in order to determine the highest scoring competences in terms of usefulness. The participants were also asked to declare which they felt were least and most important of these competencies. These findings are presented in a table of frequencies (see Findings Chapter).

For the questionnaires, the sample is small (17), so generalisability is low. The results lack validity within the general population but have good validity for the specific college sample.

3.8.2 Qualitative Data Analysis

The interviews and the qualitative data from the questionnaires were analysed using thematic analysis. The questionnaire data was first inductively thematically analysed for 'issues.' Then deductive thematic analysis took place for the interviews, one for 'issues' and one for 'support. For all qualitative data, Braun and Clarke's (2006) 6 stages of thematic analysis were conducted. The process and validation of this will now be outlined.

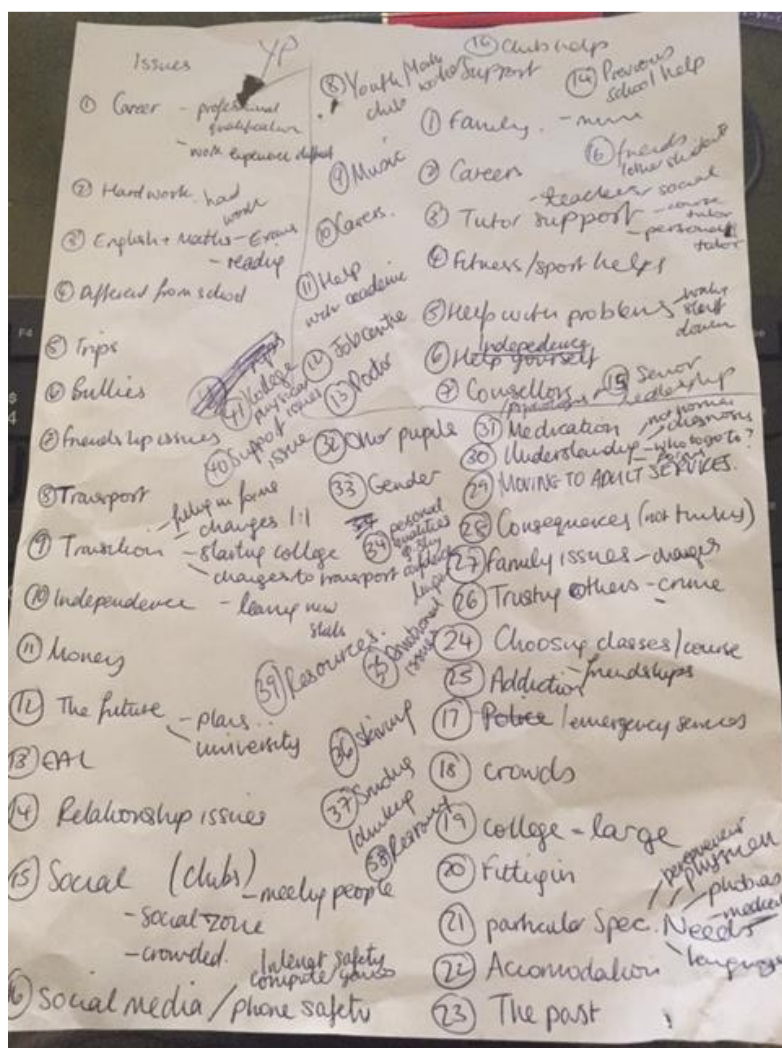
Braun and Clarke (2006) describe thematic analysis as a method for identifying, analysing and reporting patterns or themes within data. A theme is a pattern found in the data that describes and organises possible observations or can even interpret aspects of the phenomenon. Themes can be generated inductively from raw data or deductively from theory and prior research. For this thesis, themes were generated inductively from the data because there is very little previous research in this area. Thematic analysis can also be distinguished in two other ways, at the semantic level or at an interpretative level. At the semantic level, themes are identified, described, organised and then interpreted and theorised in association with previous literature. In the interpretative approach, the ideas and ideologies are seen as shaping or informing the semantic content of the data. The latter was done in this thesis, again due to the lack of previous research in this area.

The six stages from Braun and Clarke (2006) were useful for the analysis of both sets of data. From this method, three thematic maps were formed. The stages were followed three times in the order that follows, first for the adult data (issues), then for the young peoples' data (issues) and finally for the young peoples' data (support).

The stages are as follows. Firstly the researcher familiarised herself with the data. The interview data was transcribed by the researcher and then she immersed herself in it by repeated, active reading searching for meanings within

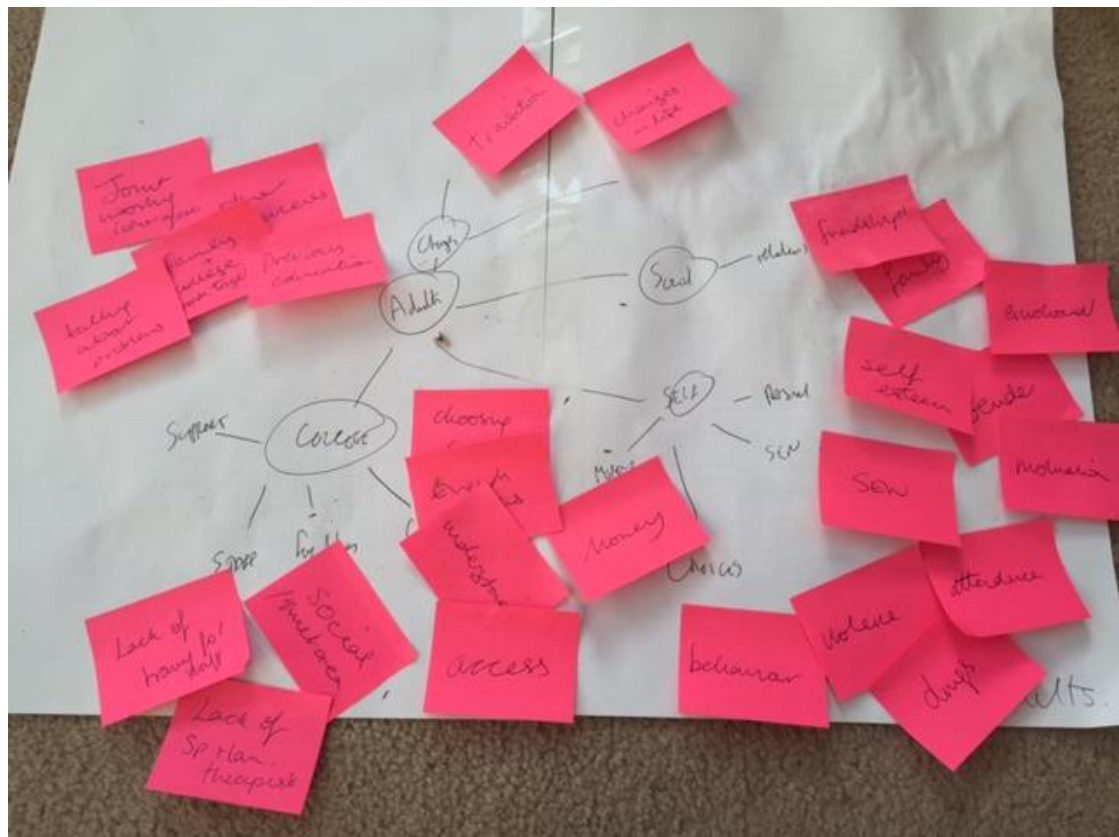
the data. An initial list of ideas about what was in the data and what was interesting about these things was then made.

The second stage involved producing codes from the data. Braun and Clarke (2006) describe a code as a feature of the data that appears interesting to the researcher. Notes, highlighters and post-it notes were used to identify codes. The notes and highlighting were completed on the computer and codes were noted on a piece of paper. The code books can be found in appendix 10-12. There were 27 codes for research question 2a, 40 for the research question 3a and 17 for research question 3b. For a coded transcript example see appendix 13, code books in appendices 10 to 12 and for the original codes which were noted down see the picture below.



Original noted codes for the young peoples' interviews.

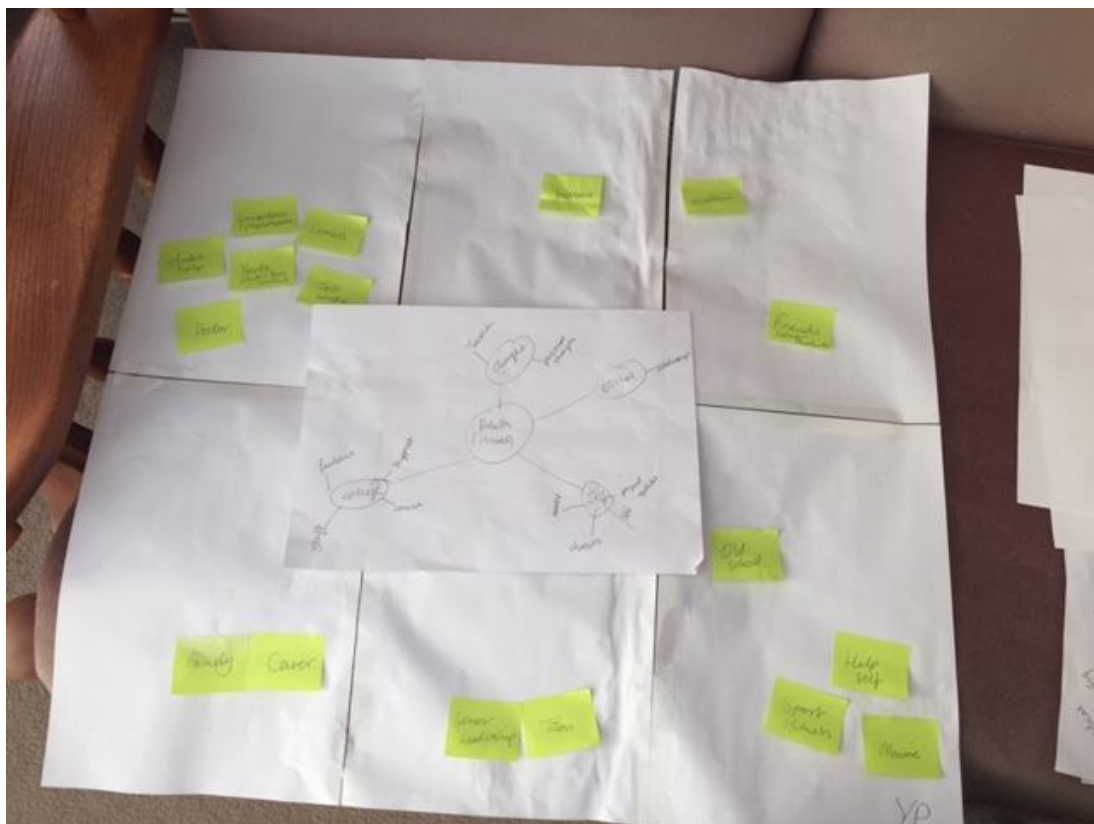
The third stage involved sorting out the long list of codes into potential themes. This was done using post it notes and then arranging them into groups. At this point there were themes, sub themes and those that did not belong in either.



Third stage of thematic analysis for Research question 2a.



Third stage of thematic analysis for Research question 3a.



Third stage of thematic analysis for research question 3b.

The fourth stage involved two levels. The first was reading all the collated extracts for each theme, thinking about patterns and then reworking the previously identified themes. The second was looking at the entire data set and deciding whether the themes were valid for the data as a whole. At the end of this a thematic map started to take shape (see appendix 14-16 for original thematic maps).

The fifth stage was made up of defining and naming the themes. This also involved identifying whether any of the themes had any subthemes. Definitions were written for each theme (see appendices 17-19). At this point the thematic maps were changed slightly (See appendices 20-22 for final thematic maps).

The final stage was producing the report. For this thesis the 'report' can be found in the next chapter. Examples were chosen in order to illustrate the themes and are quoted in the next section.

Thematic analysis was chosen for this thesis because the researcher deemed it appropriate to analyse the data as a whole set in order to find codes and themes across all interviews and questionnaires. In other types of analysis, codes and themes are discovered on an individual basis for each interview (see Rapley, 2011 p274 for a comparison table). The thematic maps are also useful for EPs to see the views of young people and how they compare to those of the adults who support them. Thematic analysis was also able to provide a rich and detailed account of data which fits well with the critical realism standpoint of the researcher (Braun and Clark, 2006). It was important for the researcher to acknowledge her own views and standpoints whilst conducting data analysis (see Discussion section Chapter 5).

3.8.2.1 Trustworthiness

As with any qualitative data analysis, there needs to be some consideration of the person analysing the data and their relationship with the data. In this

research, the researcher both conducted the interviews and analysed the data. There is a difficulty because the researcher has existing knowledge and beliefs and these can influence the analysis. Dey (1993) suggests that there is a need to use existing knowledge and not dispense of it. He believes that the researcher can have assumptions but must be aware of them in order to examine evidence in a new and critical way. We also sometimes need to reflect on our own experiences and resources in order to understand and analyse what we are reading or hearing. By being aware but also drawing on existing knowledge in a critical way, the analysis can be considered more trustworthy. A reflective diary helped with this awareness and some important discussion and quotes from this can be found in section 5.4.

One example of this follows. Before conducting one of the interviews, the researcher had been aware that the young person being interviewed might be quite shy with new people. This made her ask questions in a different way than in other interviews where the young people had been more confident. This was known about when performing the analysis as the researcher both conducted and analysed the interviews. This was reflected upon in the reflective diary, so it was clear that the researcher already had a certain opinion about the quality of the data collected in that interview and needed to be aware of this bias. If there had been time, the researcher could have asked another person to help and check the analysis for this one interview in order to discuss the codes decided on by the researcher. This could have helped with the validity of the analysis.

Chapter 4- Findings

4.1 Introduction to Chapter 4

This chapter will describe the findings for each of the three research questions. It will start with an outline of the audit analysis and then move on to thematic maps and tables for the issues and support in college. These will be both from the adults' point of view and the young peoples'.

4.2 Research Question 1: *What are the SEN needs of young people entering further education post 16 in this LA?*

- a) What percentage of each SEN type is there in the LA?

Table 4.1- Types of Special Educational Needs (SEN) in the LA

Type of SEN	Percentage
Autism Spectrum Disorder (ASD) only (ASD or ASD + other diagnosis)	35% (52%)
Behavioural, Emotional and Social Difficulties (BESD) only (BESD or BESD + other diagnosis)	13% (20%)
Moderate Learning Difficulties (MLD) only (MLD or MLD + other diagnosis)	10% (18%)
Speech, Language and Communication Needs	8%
Severe Learning Difficulties (SLD) only (SLD or SLD + other diagnosis)	3% (10%)
Visual Impairment (VI) (VI or VI + other diagnosis)	3% (5%)
Physical Disability	3%
Medical needs	2%
Hearing Impairment	2%

[Many of the young people had more than one diagnosis (for example MLD and ASD) hence why the totals do not add up to 100%.]

As can be seen from the above, there was a high incidence of ASD in the target population. Around half of the young people had a diagnosis of ASD and some had other diagnoses alongside this. BESD was the next most common diagnosis, one fifth of young people had this diagnosis, with MLD not far behind. One of the issues with this information is that some of the young people had multiple diagnoses and therefore a true understanding of the percentage of each young person with each diagnosis cannot be clearly seen without determining their primary need. Comorbidity is typical with many types of SEN as can be seen by Government statistics (for example, DfE, 2015).

b) Where do young people with additional needs go after school?

Table 4.2 – Percentages of Young People going to College/Sixth Form/Work/Other.

Sixth form	55%
College	32%
Work or apprenticeship	5%
Not in Education, employment or training	2%
Adult social care	3%
Repeating a year or more at school	3%
Total	100%

As can be seen from the table above, over half of the young people go on to sixth forms. Some of these sixth forms will finish at 19 and some will go up to 25. It could be that some of those young people then move on to college. 32% of the young people move on to college, with a very small percentage, 5% going into work. A very small percentage are not in any type of education or work. This accounted for only one young person in the sample.

- c) What percentage of young people with additional needs attended mainstream schools compared to special schools?

Table 4.3 – Young people who attended special vs mainstream school.

Special schools	68%
Mainstream schools	32%
Total	100%

Most young people with additional needs attended special school. A wide variety of different needs were reflected in the young people who attended a mainstream school.

- d) What percentage of young people have had educational psychologist involvement during or before transition to further education?

Table 4.4 – Involvement with EP in the last 5 years.

Involvement with EP in the last 5 years	17%
EP involvement AND ASD	90%
EP involvement AND any other diagnosis	10%

Only 17% of young people in this sample had seen an EP in the past five years. However 90% of those young people had ASD meaning around 10% of the young people who had been seen by an EP did not have ASD.

4.2.1 Research Question 1 SUMMARY

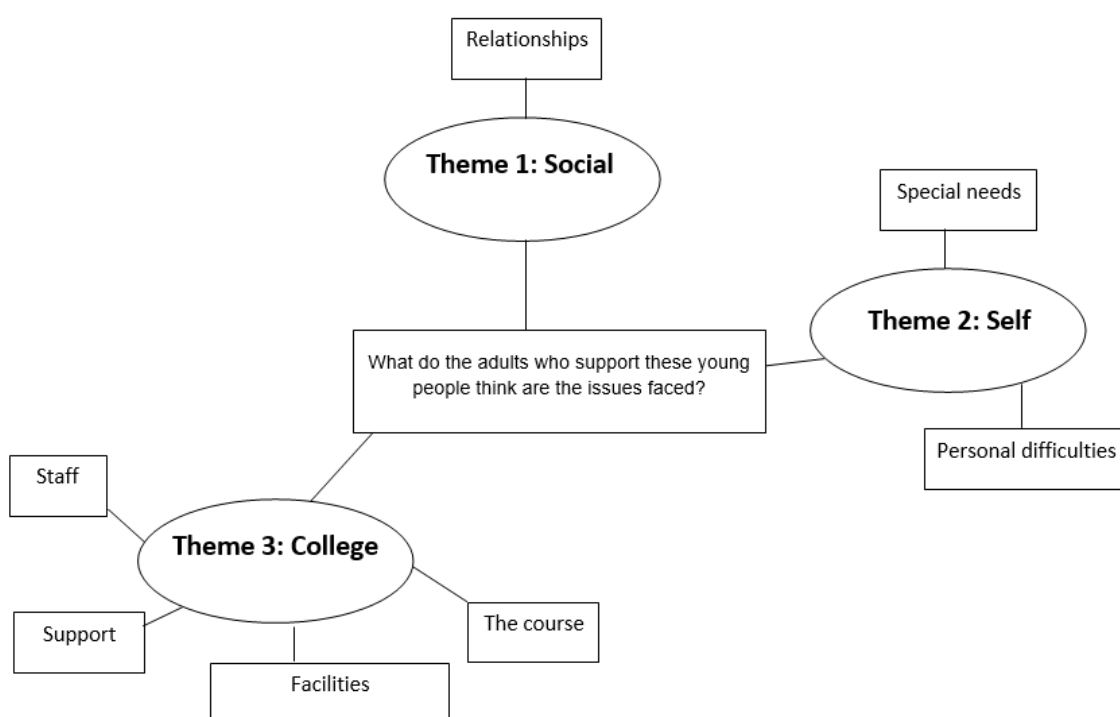
The above data shows around half of the young people with additional needs aged 16 to 25 have ASD in this LA. There was also a great deal of EP involvement with this ASD group. It also shows that around one third of the

young people go on to college, with the majority going to sixth form and a very small percentage going to work after school.

4.3 Research Question 2a: *What do the adults who support these young people think are the issues faced?*

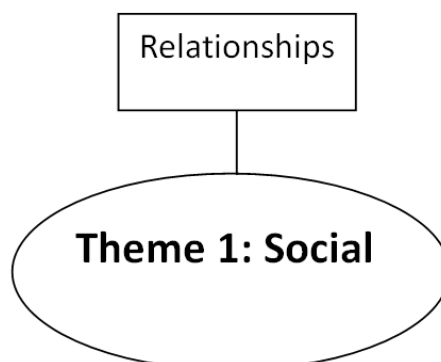
To answer this question, the qualitative part of the questionnaire for adults was analysed and a thematic map was drawn. This can be seen in figure 4.1 below or in appendix 20.

Figure 4.1: Thematic map for Research Question 2a



4.3.1 Theme 1: Social

The adults mentioned that social situations were an issue. There was one subtheme within this that will now be described.



Subtheme 1.1: Relationships

The relationships subtheme describes issues with family or peers and classmates.

Some examples of quotes are as follows,

'Personal/home difficulties impacting on performance and attendance.'

(Adult 3)

'Other students in class being offended /aggrieved at the behaviours of students in class with additional needs.' (Adult 7).

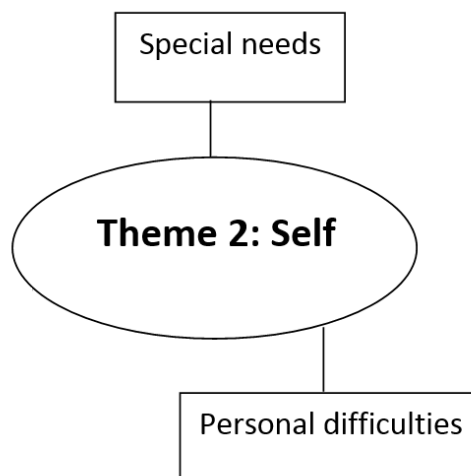
'Interpersonal difficulties with other students or with family.' (Adult 14).

Summary of 'SOCIAL'

'Social' is a theme that describes relationships with people and how these influence the young people. These can be friendship issues, conflict or issues with family dynamics.

4.3.2 Theme 2: Self

Adults described many types of 'self' issues in their questionnaires. The 'self' theme has two subthemes which will be described below.



Subtheme 2.1: Special Needs

Many of the adults mentioned particular needs as an issue.

'Poor literacy/numeracy' and 'poor working memory.' (Adult 2)

'Dyslexia.' (Adult 3)

'Specific learning difficulties' and 'emotional issues/confidence' and 'physical difficulties.' (Adult 5)

'Basic literacy- support ongoing difficulties.' and

'Numeracy (as above).' (Adult 17)

'Emotional issues (disruption in class)' and 'violent behaviour.' (Adult 1).

'Behavioural issues. Poor/inappropriate behaviour due to not understanding what is acceptable or misbehaviour that is symptomatic of underlying anxiety /learning difficulty / disengagement.' (Adult 7)

'Anxiety.' (Adult 9)

'Students with ASD (and there a good number) who become distressed in the classroom,' and

Students with ADHD who need strategies for controlling their impulsive behaviour/verbalisations.' (Adult 12)

'Mental health.' (Adult 14)

'Gender issues.' (Adult 16)

Subtheme 2.2: Personal difficulties

A few of the adults mention that particular personal difficulties are an issue.

'Attendance and punctuality.' (Adult 11)

'Reluctant learners.' (Adult 2)

'Permanently excluded young people and no education for a few years before college.' (Adult 3)

'Drug problems.' (Adult 14)

'Lack of confidence in own abilities/self-esteem.' (Adult 7)

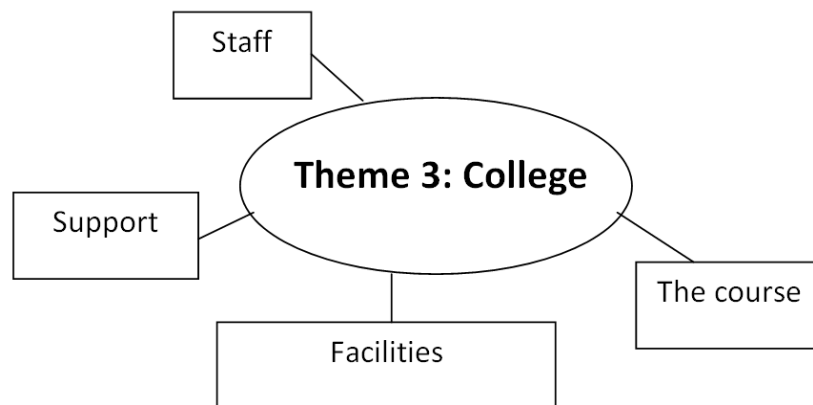
'Poor previous engagement with education, often due to lack of the right support/diagnosis or feeling 'stupid' because they cannot access learning in the same way or easily as others.' (Adult 7).

Summary of 'SELF'

The 'Self' theme describes difficulties in terms of particular needs and other issues which are either choices or particular difficulties individual to the person. They are all classed as 'internal' issues rather than 'external' issues.

4.3.3 Theme 3: College

Issues with the college in particular were mentioned by a number of the adults. There are four subthemes of the college theme which will be outlined below.



Subtheme 3.1: Staff

Subtheme 3.1 covers issues with staff in college, in particular lack of staff or lack of training.

'Staff not able to understand/deal with learning difficulties.' (Adult 4)

'Not having someone for autistic people to talk to.' (Adult 8)

'No provision for speech and language therapy.' (Adult 13).

'It would be helpful for members of staff to have some training in areas like mental health, emotional needs etc.' (Adult 15).

Subtheme 3.2: The course

The course could be an issue for some young people, in particular which course to do and whether it is suitable for them.

'Admissions (appropriate course for LDs [learning difficulties])' (Parent A)

'Transition' (Adult 17).

'Lack of understanding.' (Adult 9)

This may therefore also reflect on the course the young person is taking, for example an issue with,

'Doing written work.' (Adult 11)

Subtheme 3.3: Facilities

Some adults identified issues with the college facilities.

'No quiet area for ASC students.' (Adult 4).

'Not having a room for autistic people to have a break.' (Adult 8).

'Access and egress.' (Adult 10).

'Access to facilities and equipment.' (Adult 10).

Subtheme 3.4: Support

Some adults also identified a lack of support from staff or for staff at college.

'Liaison with different agencies.' (Adult 17).

'Historic lack of understanding e.g. regarding LDA/S139a and the recommendations within them.' (Adult 13).

'Limited join working resulting in YP having to tell their story several times.' (Adult13).

'Fees (looked after adults)' (Adult 16)

'I use EP reports on a regular basis but mostly find they are a few years old by the time the student gets into post compulsory education. More up to data information could be more beneficial to use as an assessment tool.' (Adult 6)

Summary of 'COLLEGE'

The theme 'college' describes issues which are external to the young person, for example knowing which course to do, lack of support for that course, issues with resources or staffing issues.

4.3.4 Research Question 2a SUMMARY

Adults suggest in their comments that there are three main issues faced by young people in college. The first is social issues, the second is issues with self and finally college issues. College issues seem to be the most common, with the most examples, particularly the course, facilities, and support given.

4.4 Research Question 2b: *What support do the adults think they need?*

Adults were asked to rate the usefulness of each of the activities offered by EPs currently on a scale of 1 to 5, 1 being not useful and 5 being extremely useful. Therefore a score of 4 or 5 would assume that the EP activity would be useful to them. The results can be seen in table 4.5.

Table 4.5- Means of Ratings for Activities

Competency	Mean
Consultation with staff	4.4
Consultation with family	3.8
Consultation with YP	4.6
Individual assessment (social-emotional)	4.8
Individual assessment (behaviour)	4.7
Individual assessment (developmental)	4.6
Individual assessment (curriculum)	4.5
Individual intervention (therapeutic)	4.2
Individual intervention (learning)	4.3
Individual intervention (behaviour)	4.4
Group intervention (therapeutic)	4.1
Group intervention (learning)	3.9
Group intervention (behaviour)	3.6
Training –whole college	4.3
Training – groups of staff	4.5
Training- individual staff	4.5
Support SEN appeals	3.7
Statutory assessment (EHC)	4.5

Systemic interventions	4.6
Psychological supervision	4.3

The highest mean rating is individual assessment (social-emotional) with the next highest being individual assessment (behaviour), perhaps meaning that individual assessment in general is extremely important. The lowest score was supporting SEN appeals and then consultation with family. A number of the young people at the college may have already gone through the statementing (EHC) process and therefore may not find either of these important post 16. However this is not reflected in the table below.

Adults were also asked to say which of the activities were least important and most important. These results can be seen in table 4.6 below.

Table 4.6 – Least and Most Important Activities as Rated by Adults.

Most important	Times mentioned
Training for college staff	4
Consultation with college staff	3
Group interventions	2
EHC plans/appeals	2
Individual assessments	2
Individual interventions	1
Least important	Times mentioned
Research	2

Curriculum assessment	1
Training	1

Some adults refused to answer these questions and five wrote in the 'least important' section something along the lines of '*they are all important.*' There seems to be a need for training and support for staff according to this table but also individual and group work with young people.

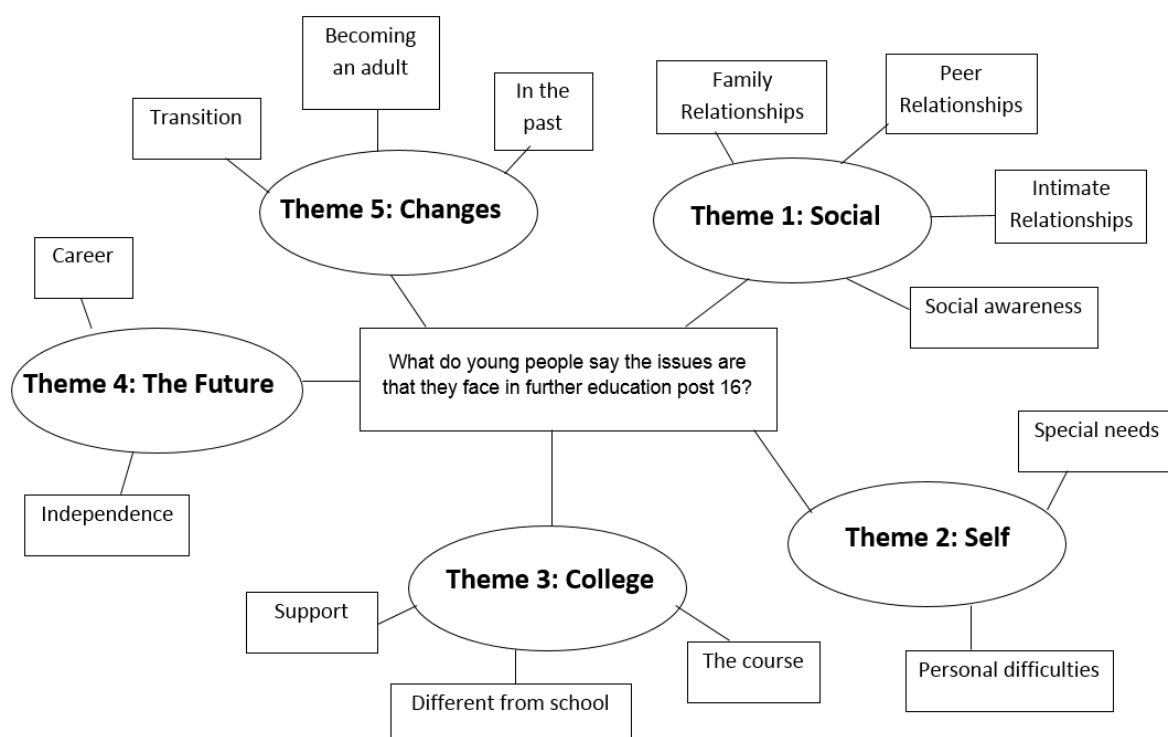
4.4.1 Research Question 2b SUMMARY

The support from EPs that adults seem to think young people in college need is mainly individual work, both assessment and intervention. There is also a demand for training and support for college staff. Research is something that the adults did not seem to want nor were consultations with young peoples' families.

4.5 Research Question 3a: *What do young people say the issues are that they face in further education post 16?*

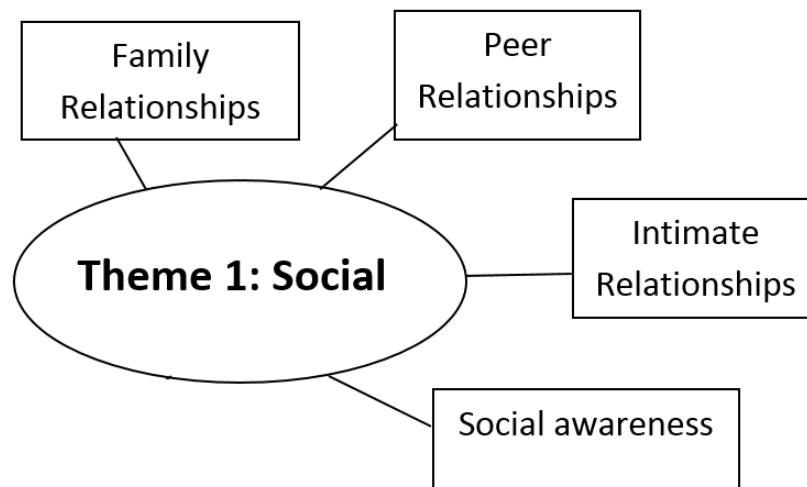
To answer this question, interviews were analysed and a thematic map of the issues was drawn up. This can be seen below and in appendix 21 for its full form. As explained in the methodology, the first three themes are taken from the thematic map from the adult questionnaires and then two additional themes were added. Additional subthemes were also added to the three main themes and one was taken away from the third theme. Each of the themes and subthemes will now be described.

Figure 4.2 Thematic map for Research Question 3a



4.5.1 Theme 1- Social

Theme 1 is about social issues that were discussed by young people in college. This theme breaks down into four subthemes which are outlined below.



Subtheme 1.1: Family Relationships

A number of the young people talked about issues with family members and how these impact on them. Some of these issues are medical but others are social and show that the young person is not an island.

Evan said,

‘My young brother’s got ADHD, not ADHD,..the other thing, worser than ADHD....’

‘... He’s quite a suicidal person.’ (E, line 573-582).

He also talked about family issues because his dad is ill,

E: Er sometimes but he has er back and he has arthritis (unknown) in his spine and ...hips and knee, both his knees

I: Wow so does that mean you have to look after him sometimes then? Help him out with things?

E: I have to help him out with quite a lot of things. (E, line 834-842).

And Andy discussed his brother,

I: He's not well,,,ok. So..you have... do you have to look after him then?

A: Yeah my mum does, well

I: Your mum does ok

A: It's, he's unfit he is, he's on the injection

I: Oh ok

A: High blood sugars

I: Is he, has he got diabetes?

A: Yeah.' (A, line 170-179)

And his mum,

'A: my mum's got arthritis

I: Your mum's got arthritis.... oh my goodness so you've got lots going on

A: I've got cancer, heart problems, in my family.' (A, line 580-5823).

Bradley talked about his lack of a male role model in his family,

'My dad left me when I was 5 or 7 something and went and I see him sometimes but it's not the same as when I..It's not a role model because I've never had anyone properly look after me and say it's alright in my life and he was like I don't know ... grewed as a figure that I would like to one day like grow up to be like.' (B, line 709-722)

Denny talked about the other people who live with his foster carers,

D: there's two there, one, one's a knob head ...(laughs)

I: OK

D: One's a knob head and the other one's adorable (D, line 225-229)

He also talked about his birth brother,

'I'm surprised he managed to get a job b- being schizophrenic himself.'
(D, line 712-714).

And about why he went into care,

'Mother married a lunatic.' (D, line 770)

Subtheme 1.2 Peer Relationships

Peer relationships seem to be a main issue with a number of the young people interviewed. Many of these problems with peers are in college but some out of college. Some call the issues 'bullying' and others talk about friendship issues in general. The issues include people being unkind to each other, saying or doing nasty things and generally just not getting on.

One particular young person (Harriet) talked a great deal about bullying being an issue at college.

'I has a lots of bullies people, I've been bullied...' (H, line 114-115).

'No just being like when I'm walking and walking and saying oh 'H is looking like a scank' or ...' (H, line 125-127).

'...I trying to ignore but more people just come up to me and give me more trouble.' (H, line 1102-1104)

Social media bullying was also an issue,

'And they bully me on Facebook, the same stuff on Facebook.' (H, line 1109-1110)

Chloe also mentioned girls locally to her being nasty,

'K asked me to go out and I said no....'

'...cos she's got other friends...'

'It's really nasty stuff.' (C, 408, 411, 416)

Georgina talked about certain pupils hanging around in a group.

‘... ‘Cause... basically they hang around with a little group...(long pause) and P got a lot to say for himself and can be a bit too much to handle.’ (G, line 613-617).

Other young people talked about friendships in general being a problem.

Bradley talked about a girl in his class who has upset him,

‘I just... left her because I, she was fake, like whining that she hurt her arm but she wasn’t sitting down and being quiet ... she was just whining about it...and I just left it because....’ (B, line 529-534).

He also talked about people he doesn’t get on with in class,

‘I: Yeah? All of the people in your class do you get on with?’

B: No

I: No?

B: I don’t get on with erm.... R, I don’t like...

I: Rou don’t get on with R?

B: No, and I don’t get on with erm... The people who are on work experience.’

Harriet said she doesn’t have many friends at college.

‘I: have you got many friends here at college?’

H: Not that much.’ (H, line 144-146)

Andy talked of not really socialising with his friends outside of college, just texting them,

I: Who do you text?

A: My friends

I: Your friends? So you don't go out with them, you just text them

A: Nah, sometimes.

I: Yeah? And what kind of things do you chat about?

A: (pause) See you at college most of the time.' (A, line 311-319)

Andy also talked about other pupils in his class having issues which he needed to deal with,

'A: Some got special needs some got.... what's it called ...they get erm, don't know what it's called... one girl has fits

I: Like epilepsy?

A: Some of them have.' (A, line 522-526).

....

'I: Yeah, what happens if someone has a fit in class?

A: Nothing

I: Nothing? Do you just leave them?

A: We get first aids though

I: Ok

A: Sometimes, we have ambulances as well.' (A, line 532-538).

....

I: Does that make you quite scared?

A: In ambulance it does.' (A, line 546-547).

Georgina talked about issues making friends in a new class.

'G: I don't think I'm going to make any friends

I: No? ... Why not?

G: Because I'm afraid that they might tell me to go away. They, they don't seem interested in wanting to talk.

I: Oh ok, what none of them in your class?

G: Well I did try and make a conversation but they don't seem to wanna' respond, they walk away.' (G, line 588-598).

Subtheme 1.3 – Intimate relationships

A few of the young people talked about relationships with a partner being an issue.

'G: Yeah ...my dad said to me 'why do you feel the need to have a relationship?' erm...

I: What did you say?

G: I said, 'I don't know really' but... I mean I feel that because of my condition... If someone had kind of the same problem... we can understand each other and take care of...' (G, line 1300-1310).

And Harriet said of relationships,

'It's really hard to be single but I have to be single'

'...I had a boyfriend before and we split up' (H, line 720-726)

Chloe said that she enjoyed attention from boys on the recent school trip but didn't know how to deal with it,

C: Yeah.. Yeah it's really good the music. And two boys wanna kiss me on the neck twice.

I: Did they?

C: Yeah

I: Was that good?

C: Yeah

I: Yeah? What did you do after that then?

C: I was embarrassed. (C, line 209-218).

Subtheme 1.4 Social awareness

Social awareness includes being able to fit in, dealing with crowds and social issues during social time and in social areas.

Evan said when asked about whether he goes to the specialised social area in the college,

'No I find that too packed....I can't stand crowded places' (E, line 404-406).

When asked what he could change about the college, he said,

'Probably the social zone- make it bigger.' (E, line 977-978).

Regarding the social zone, Denny said,

'Oh it can get a bit noisy' (D, line 418).

Denny noted in terms of fitting in,

'Nah, I've always been a loner.' (D, line 673).

Georgina talked about fitting in when she first came to college,

'Erm felt nervous, didn't feel like I fitted in with everyone else.' (G, line 266-267).

She also talked about her lack of social awareness in terms of social media and relationships.

'She [mum] found out that she was talking to a 14 year old boy that lived in T... anderm... because he was so young, erm... he wanted a relationship with me,... and he was 14... and I made that mistake in saying yes.' (G, line 1229-1238).

...

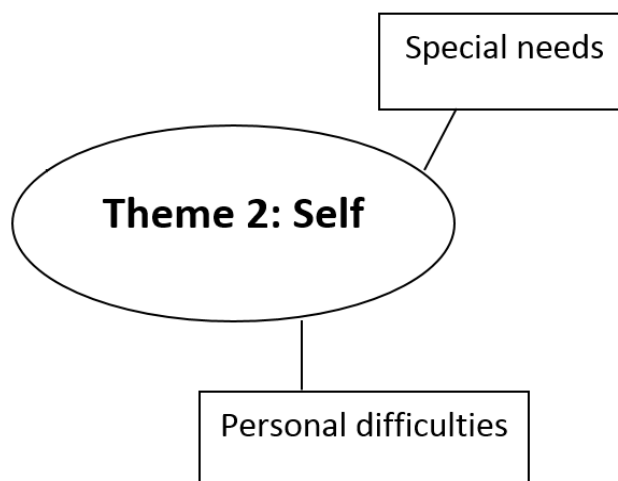
'Yeah I... probably wasn't thinking, that what would the consequences be and how I would deal with the situation if it did happen which now it did...' (G, line 1283-1287).

Summary of 'SOCIAL'

The theme 'social' is a large one. It encompasses all types of relationships but also awareness of social situations being an issue. The issue with peer relationships is of particular importance as many young people indicated they have difficulties in this area. Issues with family and more intimate relationships influenced the young people emotionally and all the experiences could influence the young peoples' social awareness and self-esteem.

4.5.2 Theme 2 – Self

Theme 2 is about issues which were talked about that were personal to the young person in question. These can be broken up into two subthemes as outlined below.



Subtheme 2.1: Special needs

The young people were not asked specifically about their special needs but four of the young people volunteered this information. Their needs were not identified before the interviews so whatever was disclosed in the interview was up to them.

Denny talked about his OCD,

'D: Life's not all pleasant as a transsexual, especially with OCD as well

I: Oh have you got OCD as well have you? Oh, ok so you've got OCD, how does that affect you?

D: It means I fantasize about something for so long and eventually it will disappear

I: Right ok, what kind of things?

D: (pause) like radios and stuff' (D, line 559-569).

Evan talked about having ADHD and taking medication when asked about the future,

'E: Well most likely it's going to be hard because I went to see my doctor who prescribes me my tablets...

I: Yeah?

E: ...for my ADHD... I could be taken off all my tablets....

I: OK so you won't be having your ADHD medication

E; But

I: And what do you think will happen then if you don't have that?

E: Er... because very hard to control my temper and very hard to sit still and concentrate.' (E, line 207-221).

Georgina talked a great deal about her special needs, in particular her epilepsy, but also her autism and dyslexia.

'And because I'm on two lots of medicine now,... erm [named two drugs] ...then that's stabilising it and ... erm... before I was having seizures which are chronic, chronic and I wouldn't be able to come out of it easy, they would say my name loads of times and I wouldn't respond because they say 'G, I'm right in front of you'.' (G, line 1461-1472).

...

'G: yeah I, I feel like I'm not normal and ...

I: Oh nobody's normal though are they? (Laughs) everybody's got something.

G: Yeah, but I feel like having epilepsy feels like I've got a, like a raincloud hanging over me.' (G, line 1511-1518).

Harriet described her EAL needs,

'I: Yeah? And do they, do all the other students or pupils in your class have similar needs or different...?

H: They have more different than me, but I have hardest one and they have easy

I: You think you've got the hardest...

H: Yeah

I: Why is that do you think?

H: 'Cause I don't, I think, I don't remember but I've been here college longer than them..' (H, line 551-561).

...

'H: I can read but I don't understand what it says on it

I: OK and that's what it's been like all, your whole life?

H: yeah

I: Yeah? And you still find that hard

H: Yeah

H: Erm (pause) name... or ...on Friday I got lady who can learn me English...

I: Do you speak English at home or not...

H: Erm no.

I: No? What language do you speak at home?

H: I speak to my mum Polish.' (H, line 571-584).

Subtheme 2.2: Personal difficulties

A number of the young people talked about difficulties they have had in the past and present, for example absconding themselves from college work, smoking and drinking, becoming addicted to certain media or substances and being involved with the police. They also talked about particular difficulties they have had in terms of their personalities and emotional issues.

Evan talked about not doing his work at college,

'E: Ohhh, a bit stressed but sometimes I feel like I've done something stupid

I: What do you mean?

E: Not coming in and getting on with the work, if I'd have come in and done the work I wouldn't be so far behind

I: Oh ok so there sometimes when you came in and sat and kind of did nothing? ... Yeah? How many times do you think you might have done that?

E: Err more than once.' (E, line 771-784).

He also talked about smoking and drinking,

'E: If it weren't fags, I'd be drinking booze. I've got to stop doing that

I: Yeah that's true it costs money, that's the problem isn't it? All costs money

E: I become addicted to it

I: Yeah do you think you're quite an add-, like a person who gets addicted to things quite easily?

E: ...pretty much

I: Yeah? Have you always been into drinking or s..

E: I drink booze virtually every day' (E, line 1159-1172).

Georgina talked about issue on social media,

G: Erm... I thought I could trust the friend that was at my youth club, turns out I can't trusts them and...

I: Ah

G:... Gave my number out to people over the Xbox

I: Oh no...

G: And now they're

I: Must be loads of people who have now got the number

G: Now they're tracking me down

I: Are they keep calling you?

G: Yeah

I: Yeah and sending you texts and things?

G: Yeah so on my phone I've blocked them.' (G, line 214-230)

She also talked about being addicted to YouTube.

'I: Yeah that's what I was going to say, maybe on YouTube they might have it

G; Yeah I've got a real problem with that

I: Yeah...

G:... I'm like addicted.' (G, line 709-714)

Bradley gave an example of emotional issues,

'Everything always goes wrong in my life, my nan died when I was on holiday and I was ... I can't even remember how old I was anymore ... and ...my dad left me... my sister cut, used to cut herself because my mum was going out with this person ...and she was threatening my mum that she was going to go into care... and everything in my life just went wrong since.. like my dad left and then...' (B, line 731-746).

Chloe talked about being shy,

'I: Yeah? Were, when you first new you were coming to college were you worried?

C: I was shy then

I: You were...?

C: Shy

I: You were shy?

C: Yeah

I: Yeah? Were you shy when you were at school as well?

C: No (C, line 53-63)'

Denny talked a great deal about gender,

'D: I like, buying, dress the way I am

I: You like going shopping do you? Yeah? Do you go shopping with anybody to buy your clothes?

D: I only go by myself.' (D, line 356-361).

He also talked about dressing as a lady is the only way he can cope,

'D: That's how I, it's the only way I can live and cope

I: OK, do you want to tell me a bit more?

D: I do pretend to menstruate every month.' (D, line 513-518).

And,

'D: Would be a really nice way to get rid of the male bits and...' (D, line 536-537).

Denny also talked about wanting to be alone,

'Oh most of the time I live on my own in the dark.' (D, line 427-428).

Evan talked about getting violent,

'No when I play football on the PS2 I get violent, I can't.....' (E, line 1077)

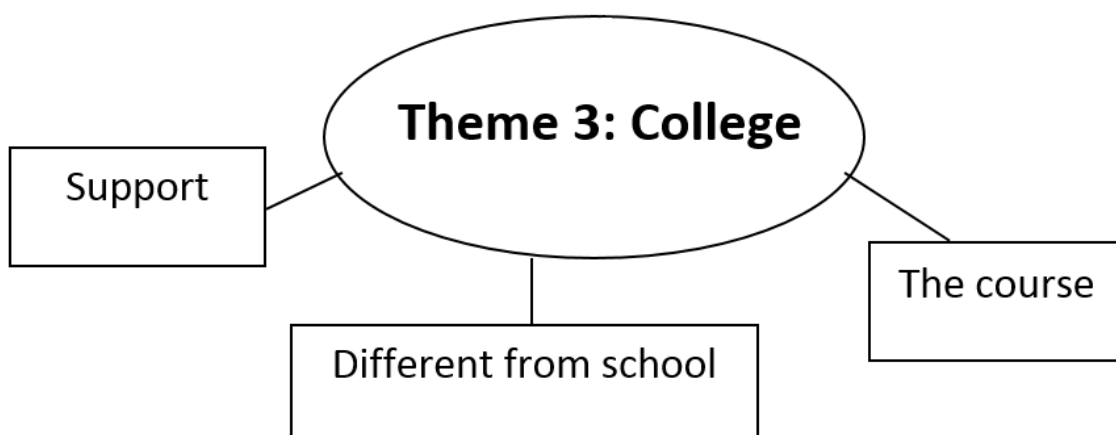
'I end up effing and blinding.' (E, line 1085).

Summary of 'SELF'

The 'self' theme is about individual difficulties that the young people face. These are internal rather than external difficulties and often appear 'fixed' to the young person, especially since many of them have been living with these difficulties for much of their lives. Particular special needs would have been similar in school, as would their personality issues, such as being shy. Issues with addiction and some emotional issues may have developed later and are newer issues to the young people. They are all however internal and fixed issues that can only be overcome by being resilient, being self-determined or gaining support from other outside agencies, all of which would be similar to school.

4.5.3 Theme 3- College

Theme 3 is about issues directly related to college. This could be broken down into three subthemes which are outlined below.



Subtheme 3.1: Support

Some of the young people talked about issues with support from the college staff. In particular restraining was mentioned by one young person and issues with needing to trust the staff. A few young people said that they had a lack of understanding about the support given.

Bradley said,

'You kick one of us out, you have to kick all of us out, one of us goes in the quiet room, all of us goes into the quiet roomwe wouldn't leave anyone behind, we always got into trouble together. If I hear anyone in, getting restrained, I'll go and find the person who it is, if it's the person who was in that motto, you help them.And that's, I've still got that motto going here.' [college] (B, line 865-876 and 887-888).

Bradley said that his key worker was taken away from him and he did not know why. Later he says he does know why but does not understand it.

'I: Yeah? Would you want any more people to help you?

B: Nah, I got, I got 'er they M off me

I: They took M off you

B: Don't know why but..

I: So is he working somewhere else then?

B: No he still works here but he's not my, not working with, he doesn't only support me he supported the rest of my class, he helped P, he helped A, D, everyone in the whole class ...

I: Right

B: But they took him away 'cause apparently we was forming a ... a friendship.' (B, line 684-686).

Francesca seemed to have a lack of support when choosing a course.

'I: you knew you wanted to do maths and English? How did you know that?

F: It said on the form

I: Oh it said on the form, so you didn't get a choice?

F: No.' (F, line 837-842).'

Georgina talked about lack of support and this being an issue in class,

'G: Erm, you had to try and do the answers by yourself.

I: Oh you had to do it by yourself...How will you...

G: I don't know, I don't know whether I got all of them right

I: When will you find out?

G: When the person marks the work.' (G, line 105-112).

She also talked about lack of support in terms of understanding her diagnosis.

'I: So you tell me you've got epilepsy, and autism and ...

G: Dyspraxia

I: Dyspraxia

G: I never understood what that meant..

I: Do you still not understand it or...?

G: I think it's something to do with your joints ...' (G, line 1420-1429).

Harriet talked about lack of support in terms of career choice,

'I tried to be but the teacher saying you can't do it because it's too hard for you and then they know what they say not ready but I have been ready.' (H, line 21-24).

Bradley talked about needing to be able to trust staff at college,

'B: I have M and he was the best, he was like one of the... teachers in my old school, I had one teacher I liked, that I'd always listen to

I: yeah

B: ...and I'd only listen to ... two of the teachers in that whole school...

I: Right

B: ...and he's like, go... he's like that ... here ... I only listen to a few of the teachers

I: So what is it about him that's good, that you like?

B: Trustworthy

I: He's trustworthy is he?

B: Yeah, I can't deal with people who will lie to me, it makes me very, very angry.' (B, line 207-224).

Georgina talked a little about how she doesn't really talk about her special needs with staff at college.

I: Ok... so do you think the tutors here understand all of your medical needs and autism and dyspraxia, do you think they understand it?

G: I've never really said that much about what I suffer with.

I: Ok, so they [staff] don't talk to you about it or anything?

G: Not much.' (G, line 1445-1453).

Subtheme 3.2: The course

This subtheme includes a great deal of discussion of how English and maths were the only courses done at college. Also it was discussed that college was hard work and for some there was confusion about how the course was chosen and how much control they had over that choice. A few young people also talked about lack of resources at college and exams.

Andy discussed the work at college compared to school,

I: Yeah? So what about the work, was that hard there? [school]

A: No, it's easy

I: Easy? DO you think you would have been better in a school where you did HARDER work?

A: Yeah, this place is harder.' [college] (A, line 68-74)

Chloe backed this up by talking about doing only certain subjects at college compared to school,

C: I love art in a way...

I Do you? Do you still get to do art now?

C: No.' (C, line 35-38)

....

I: What kind of things do you do here?

C:...Work!

I: Ha ha work?

C: Yeah.

I: What work do you do?

C: Erm English and Maths..and reading I think.' (C, line 163-169)

Denny also mentioned a limited amount of lessons,

'I: And what kind of courses do you do at college? What lessons and things?

D: Maths and English

I: Um hum?

D: Bit of ICT.' (D, line 171-176).

This is the same for Francesca,

I: And what courses is it that you do?

F: (pause) Maths and English

I: Maths and English, ok is it hard maths and English?

F: Yeah

I: Yeah? What kind of maths and English do you have to do?

F: Sums.' (F, line 55-62)

Evan talked about college being hard work,

'It's quite hard and but some of its confusing...

Like the assignment I've got to do, it's got to be finished by the end of today.'

.....

[As if a teacher is talking] 'If it ain't FINISHED, got to stay in and FINISH it!' (E, line 709-718).

As did Georgina,

I: What course is it that you do now?

G: Foundation learning

I: And what is that what do you do there?

G: Erm (long pause) harder work.' (G, line 7-12).

Chloe mentioned exams but seems to have a lack of understanding about why she is doing them and what they are.

I: What about... you said, some of them said you had exams... did you have to do exams?

C: Yeees. Really difficult... because I've passed...

I: You passed them?

C: Yeah I passed them and then have to do other one afternoon.

I: Ah you've got another one in the afternoon

C: yeah

I: And what one's that one?

C: Probably writing I think' (C, line 467-479)

Andy also talked about exams being an issue,

A: Oh you get one more, my reading I failed

I: Oh no you failed your reading did you? ... that's a shame

A: I may have to redo it, next week, sometime this week

I: Ok, and what happened?

A: My er, answer I missed out

I: Ah no, you missed an answer out

A: I missed out (unknown) I completed it.' (A, line 777-786).

Denny mentioned exams also,

D: I know I've had a maths, maths and English one

I: You've had an English and maths one?

D: Um

I: And how did they go?

D: Failed one and passed the other

I: Which one did you fail?

D: Maths. (D, line 642-656)

Andy also discussed what he would change about the course in terms of resources available.

'I: If there was loads of money and could spend all the money on anything you want in the college what would you get?

A: Erm...new laptops

I: New laptops. Ok why is that?

A: The laptops are annoying sometimes, take ages to load up

I: Are they quite old ones?

A: Yeah, windows 7

I: Um, so what would happen if you got nice brand new ones? What difference would it make?

A: The iPhone ones

I: Yeah you could get iPad couldn't you? Would that help, help you more with your work?

A: Yeah

I: Yeah? How would that you?

A: Put it in your bag, put it in a bag and take it round with you, with laptop you had to have it in your arm all the time.' (A, line 482-502).

Bradley also talked about resources being an issue

'I: SO you're quite into computers are you?.... yeah? And do you think you'd be able to make a game using computer?

B: If I had the right....

I: If you had the right resour...

B:...type of computer.' (B, line 354-360).

Evan talked about choosing a course being an issue. He had taken a lot of different course at the college including animal care and an entry level course and then a vocational course. When asked why he did so many courses he said,

'Well I weren't sure which one to do.' (E, line 21-22)

Subtheme 3.3 Different from School

Andy described the differences between school and college,

'A: I was there for 5 years.

I: 5 years? And what was, what was bad about it?

A: [pause] Always... always go on trips on the time. Got fed up with it.

I: You went on trips all the time, but you go on trips now don't you?

A: Yep, we've got one next week.

I: But you don't like going on trips.

A: No I like them once a year. No alwa...They always had one each week.'

Andy also mentioned that transport is different at college,

'I travel on my own here.'

'I always got a taxi to school.'

Evan also said he got a taxi to school,

'I used to HATE getting the minibus!' (E, line 638-639)

Francesca talked about how college is different,

'F: You get your own badges

I: You get your own badges?

F: yeah

I: Oh what like this (shows ID badge)

F: Yes

I: Yeah? And what do the badges do?

F: You get to swipe it in to the doors.' (F, line 217-223).

Georgina talked about college being large and her old school was different,

'It had, it was quite small but it was a ...special learning school.' (G, line 274-275).

Harriet talked about how college is different because you just concentrate on English and maths.

H: Er now? No...it's different now

I: It's different, what's different about it?

H: It's different here cos in here we like do English maths and something else

I: Ok so you don't do gardening and cooking and...

H: No..

I: ... all that you used to do..?

H: Yeah.' (H, line 71-79)

And the actual physical aspect of college was different too.

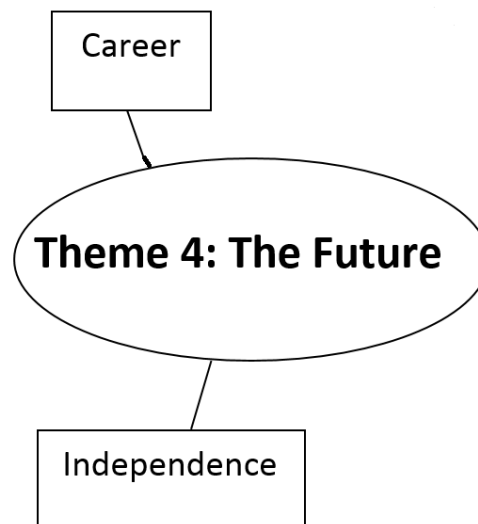
'Yeah...I was like oh my God, I, when I come to college, I was like oh my God it was a change 'cause they have steps and long steps...' (H, line 844-847).

Summary of 'COLLEGE'

The theme 'college' highlights some of the issues with the differences from school. The young people seem to feel that there is a lack of choice about courses and a lot of the work is around getting their English and maths qualifications and therefore taking a lot of exams. There also seemed to be a lack of choice around what courses were taken at college.

4.5.4 Theme 4: The Future

Theme 4 is about issues and concerns with the future which were discussed by the young people. For this theme there are two subthemes which are outlined below.



Subtheme 4.1: Career

Many of the young people had career and jobs on their minds, however many seemed to lack any understanding of what to do and did not seem to get a great deal of support at college for this lack of understanding.

Andy discussed his lack of knowledge about how to get into the career he is interested in,

I: Ah ok...so when you leave college what do you think you might do as a job?

A: Gardening

I: Gardening? Ok. And how do you think you might get into that?

A: Don't know yet.' (A, line 215-220).

Bradley discussed that he wanted to work with computers but had little knowledge of how to get into this.

I: Brilliant, sounds good, and do you know how you might get into that?

B: No

I: No? Is there anybody that can help you? Is there anybody that you know...

B: Nah.' (B, line 363-370)

....

I: yeah, OK, and the courses that you do... here do they help you get into that kind of thing? Do you do computer courses or do you...

B: No I just, used to do it before I started here, I used to do stuff with computers

I: Um hum

B: And...just...

I: So have you not done anything...

B: I've always wanted to do it

I: Right ok, and is there co-courses that you can do that might help you at the college?

B: I don't think so ...' (B, line 385-399).

Chloe did not seem to want to think about her future career at first,

I: What kind of thing would you like to do as a job?

C: ... er ... I...I don't like working stuff' (C, 273-275).

Then later, she had some idea but no idea about how to go about it,

C: I wanna do ...childcare

I: Oh you're into childcare...looking after children?

C: Yeah

I: You like children do you?

C: Yeah

I: Yeah? OK and do you have to extra course for that.....?

C: Yeah

I: ... at college....

C: Yeah. There's one two and three

I: Ok and have any of them yet?

C: No not yethave to find out.' (C, 326-339)

...

C: I think college is doing childcare stuff. (C, line 358)

Denny talked about what he wants to do in the future but did not seem to know very much about it or what to do next.

'I: Is that what you want to do as a job when you get older?

D: Yeah if I don't get my job as a paramedic though

I: Ah is that what you want to do?

D: Um

I: Be a paramedic? Wow and what do you have to do to do that?

D: Well you've got to have a strong stomach and a strong mind to do the job as well.

I: Oh yeah true, you can't be scared of blood or anything can you? So you you have to have specialist qualifications for that? Do you have to go to certain courses and?

D: Well I haven't really asked any paramedics that question

I: OK

D: But I know you have to go to uni for at least 2 years.' (D, line 184-206).

Denny also had some other ideas about what to do in the future, which may be less realistic,

D: Um, might get a job as a computer hacker

I: (laughs) Oh no don't get a job as a computer hacker, that's not very good for you is it? Might end up in prison, might you, what do you reckon?

D: Really, really everyone hacks even when they don't know about it. (D, line 930-939).

Evan, had little idea about what he will do as a job despite leaving college in a week. He said,

'Hopefully I'm going to find a job either for er... maybe caretaker,... maybe a car wash, someone who washes cars or someone like a chef or something.' (E, line 173-177).

And when asked how he will do that, he said,

'Go job centre, sign on...' (E, line 180).

Francesca talked about wanting to become a hairdresser but didn't seem sure how to go about it or have any plans to do a specific course.

I: Yeah? Oh so how you going to get into being a hairdresser? Do you have to go and do practice course or do you?

F: Practice courses!

I: Yeah what course do you have to do to be a hairdresser? Do you know?

F: Go for a meeting

I: You have to go for a meeting? Where's the meeting?

F: But not yet...

I: Where, where do you have to go for the meeting?

F: After college.' (F, line 488-501).

Georgina also had some ideas about careers and future but no confidence in her abilities.

G: Yeah I did have my eyes on working in a hospital

I: Ok

G: And being an interior-designer but I don't think that's going to happen

I: No? Why not?

G: 'Cause.... To be a doctor you have to go to university and do lots of studying

I: And that's not what you want to do?

G: But how can I do that when I've got special needs? (G, line 436-447).

She had also tried to get work experience but with no luck.

'G: I did hand my CV into Medway Hospital but I didn't get a response

I: Aw ok that's a shame.

G: And I'm wondering why that is...' (G, line 1602-1606).

Harriet talked about her love of animals and keenness on a career with animals. However she seemed not to have the support to do this.

'H: I don't know...I don't know what job, maybe something like animals

I: Oh ok, have you been doing any work with animals at college?

H: I tried to be but the teacher saying you can't do it because it's too hard for you and then they know what they say not ready but I have been ready

I: You think you are ready?

H: Yeah.' (H, line 17-26)

Subtheme 4.2: Independence

Independence includes transport, money and accommodation issues. Some examples are outlined below.

Chloe talked about how she is unsure about independence and relying on others,

I: Would you get the bus if you could?

C: I'd need to speak to P about that. [Personal tutor]

I: Would you want to get the bus?

C: Probably

I: On your own?

C: Probably

I: Yeah? Would your mum let you get the bus on your own?

C: No.' (C, line 812-821).

Evan talked about thinking about moving out but did not seem to have the knowledge or resources.

E: Few times I've thought about moving out to get away from my step sister.

I: Um hum, and then changed your mind? Or haven't got the money or... don't know how to do it?

E: Nah just, aint, couldn't be arsed.' (E, line 930-936).

Denny talked about money issues,

D: Did have it but I had a choice of getting, getting some drin, drink and a bit of food or it was that. [buying a blouse]

I: Ah so you had to make the decision so you went and got the food.

D: Really annoying, it's hard to make the choice. (D, line 377-384)

...

I: Yeah? So you're growing it out are you? And then you don't have to wear a wig because you've got long hair already

D; Yeah that would save me a lot of money,

I: Um, how much do the wigs cost?

D: I remember the last one was 70 quid and this, this one was only 15

I: Right ok, how did you get, was it a good deal somewhere then this one

D: Um, well this one I bought it from was shutting down anyway (D, line 1198-1213).

Francesca talked about her independence as she moved out to her own place when she was 18, away from her foster carer who still has a lot of involvement with her.

'I made last night, a couple of nights ago, spaghetti bolognese on my own.' (F, line 342-344).

But she still had help from carers.

'I: Sainsbury's oh and do you do that on your own or do you do that with M [foster carer]?

F: Do it with carers.' (F, line 409-412).

Georgina said she likes her independence in terms of coming to college on her own as she thought it is important for the future.

G: (pause). Erm rather be independent and do this

I: Ok good, why do you think, why do you think you want to be independent?

G: (pause) Because if you're not independent then you won't be able to live on your own

I: Do you want to live on your own?

G:... and travel

I: Do you want to live on your own?

G: Yeah

I: When do you, when do you ...

G: ...with a partner obviously. (G, line 417-430).

But so also talked about her lack of independence being beyond her control.

G: And I found out that I can't drive which...

I: Because you're epileptic?

G: It still makes me feel incredibly down

I: Yeah does it? You wanted to drive did you?

G: I want to drive but I can't.' (G, line 1316-1323).

Harriet talked about moving out and being independent but perhaps she is not ready.

'Yeah... But I told my mum, I said 'oh yeah mum' and she's like 'what?' and I say 'I want to be 20 and I want to own my house...'

...and she's like oh maybe think about it.. she said...' (H, line 274-279).

But she also seemed to have a lack of understanding about how this will work,

I: Yep... but who will pay for it?

H: Like me, myself

I: Where will you get your money from?

H: Bank....! (Laughs)

I: How you going to get the money in the, from the bank? (Laughs)... you better have a job...

H: (Laughs) First I have to get a job and then I'll, then I'll go erm...get a house, new house, then I'll go, get go to bank to sort in the stuff...

I: Yeah to get your money out...

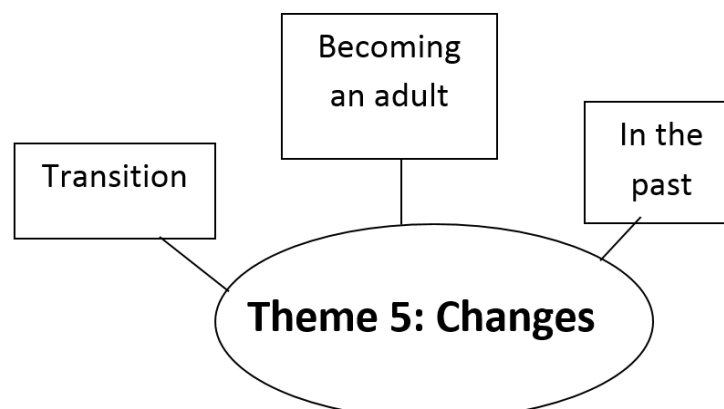
H: And then maybe they'll give me card or to give me and then like, then they gave me money and then yeah, I'll have...' (H, line 287-302).

Summary of 'THE FUTURE'

The theme of the future outlines conversations about independence and career choices after leaving college. There seems to be an issue around a lack of thought or education about what will happen after college. Despite the fact that these young people are now being classed as adults they have a lack of knowledge about how to get a job or who to talk to about getting a job. Some young people have aspirations which they seem to put on hold until they complete their college course but they still do not know what to do after their course. The young people also seem to have a lack of understanding about money and are keen to be independent despite lacking some of those skills. These issues could be directly linked to the young peoples' special needs or their lack of support from college and other agencies.

4.5.5 Theme 5: Changes

Theme 5 is concerned with changes which may be happening or have happened to the young people. This theme is broken down into three subthemes which are outlined below.



Subtheme 5.1: Transition

All of the young people identified issues around transition from school to college. The paperwork was an issue, as was making friends and missing old friends.

Andy described the paperwork he needed to do.

'A: I've been here come 3 years. I was coming to school here once.

I: Oh ok, so moving from school to college wasn't a problem?

A: No

I: No?

A: No the papers to fill in was annoying

I: The papers were hard to fill in why, what papers did you have to fill in?

A: Had to make a book' (A, line 85-94).

Bradley talked about why his transition was stressful,

'I: What was it like moving from school to college?

B: Stressful

I: Stressful? Was it? Why was it stressful?

B: Because I didn't want to leave school

I: You didn't want to leave school...

B: Er I had loads of friends and... people there.' (B, line 36-46)

Another problem was trying to meet new people,

'I: Ok, so did it take you quite a long time to meet new people?

C: Yeah

I: Yeah? How long do you think it might have taken?

C: Don't know, it was AGES' (C, line 76-81).

Denny had similar issues,

I: Yeah? And how did you, how was it changing from school to to college

D: Pressure relieving

I: Pressure relieving... was it, was it scary when you first came here?

Meeting new people and...

D: Little bit

I: Little bit, how did you cope with meeting new people?

D: I didn't do all that well at first

I: Did you not? What happened?

D: (pause) I used to be really nervous before going to a class' (D, line 117-131)

As had Evan,

'Er it was different but it was kind of confusing 'cause it's new, I was scared, nervous, and after a couple of days I like, yeah I can do this.' (E, line 115-118).

'Well my confidence when I first started was proper low but now I can just start doing, and talk to them.' (E, line 124-127).

Georgina talked about issues fitting in,

I: What was it like when you first came to college?

G: Erm big erm surroundings lots more people,

I: Um hum

G: Erm felt nervous, didn't feel like I fitted in with everyone else.' (G, line 261-267).

Harriet talked about being nervous when she first came.

'H: Ah well I would say when I was in college first start out I was nervous.' H, line 840-841).

Francesca talked about missing her friends,

'I: Yeah ok, and erm.... so.... what do you think, if you could have the ideal world would you stay at college or would you go back to school?

F: Go back to school

I: Oh why?

F: I just miss it

I: You miss school do you? Do you miss your friends or...

F: Yeah miss my friends

I: Do you? Aw, and do you not get to see any of your friends anymore

F: No.' (F, line 768-780).

As did Harriet,

'I still miss them, I still miss that school.

...I miss like all my friends down there.' (H, line 230-234).

Georgina talks about how she used to travel by minibus and misses her driver and escort.

'Yeah I don't get to see those two people anymore because I've moved on to here and erm...the bus driver's moved to a different company now. Don't get to see the escort, her daughter's had a baby that er... I don't get to see....' (G, line 374-380).

Subtheme 5.2: Becoming an Adult

This subtheme is about the move to adult services. This is an important issue, especially for those over 18.

Evan talked about the transition to being an adult in terms of making choices about changes to his medication.

'Yeah well, if I wanted to keep taking the tablets, because I, when I turned 20 they said I could, I could chose not to take them or take them. ...I'm getting fed up with them, doing my nut in, I get bored of them. (E, line 226-235).

And when asked what it will be like if he does come off the medication, he says,

'Hopefully be able to work on how to control myself and how to relax my body when I need to, how to make myself concentrate a lot more.' (E, line 284-288).

Georgina also talks about her move to adult medical services.

G: There a ..GP... that's called Dr W... He's a paediatrician....andsince I was 3 years old I got diagnosed with it...and... sadly I'm going to have to let him go because....

Because I'm going to be in adult services and I don't really want to leave him because ...he's the one that really understands me, the ... it's grew.

I: Um and so when do you have to change... to a new paediatrician? or new Doctor, it won't be a paediatrician anymore will he?

G: Hum no,... when I next see him for that that last appointment and then he will say 'yeah, that's it.' (G, line 1340-1361).

Subtheme 5.3: In the past

The subtheme is about how the past is important and how things have either changed or not changed for better or worse.

Evan talks about the past and how his ADHD influenced him,

'E: I feel I have completely changed in so many different ways

I: Better change or worse change?

E: Errr better...

I: Better change OK and what is it about you that's made you change?

E: (long pause) I'm not sure.' (E, line 500-505).

When asked what he was like at 14, he says,

'Well I first, first started flipping out and that, when I used to be wound up, I used to go into my room and turn all the lights off so it was dark ... and then I used to take about f-, couple of seconds and I'll be calm and anything and if someone in fight with, I'll go into a quiet room or whatever... just sit there or something.' (E, line 517-526).

Georgina is held back due to something that has happened to her in the past.

When asked if she could perhaps be a porter in a hospital as that is her interest she says,

'Yeah, er the only problem is that I'm afraid of lifts and escalators...and trapped in one space.' (G, line 466-470).

....

'I had a sad childhood, went to my child-minder and we was shopping...She left me at the top of an escalator, she went down and walked off and I was stood there.' (G, line 479-486).

Harriet says that the past is still with her as she was bullied at school and at college but even though different people are now involved nothing has changed.

'I: So people not saying very nice stuff..? So what do you do about that?

H: I just walk off and ignore people

I: And was that the same at school and at college?

H: Yes...

I: Which one's worse?

H: Same

I: It's the same ok

H: Same, 'oh look at her she like a fat one...' all that stuff...' (Laughs)' (H, line 128-138).

Summary of 'CHANGES'

Transition is a major part of this theme with the majority of young people saying that the move from school to college is difficult, especially with issues surrounding friendship. There is also a major issue around the move to adult services, particular in terms of medical services. This can be an issue for young people as it is different from when they were at school. There may have been very little change in their teenage years as many may not have seen any changes from the age of 11 or even before. They would also have been in paediatric services from a much younger age and they are now coping with leaving that comfort. Specific issues in the past also play a role in how young people cope with changes in the future.

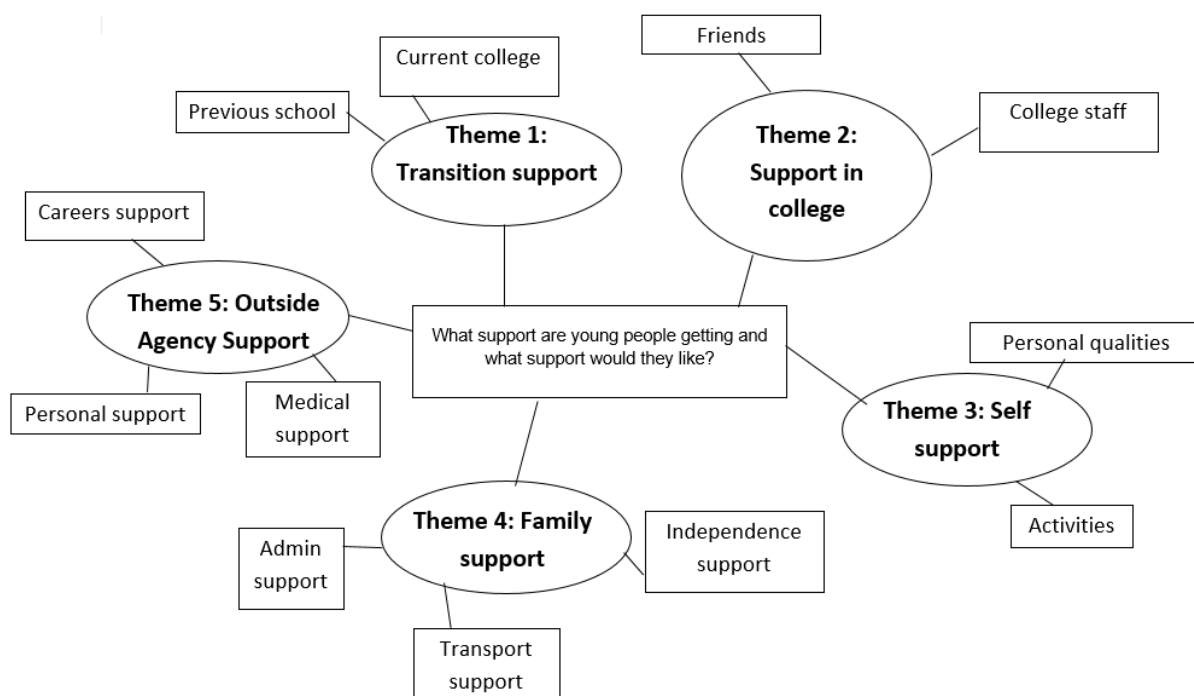
4.5.6 Research Question 3a SUMMARY

This research question found that young people believed there were five main issues in college, social issues, self-issues, college issues, issues with the future and issues with changes. The two extra issues not discussed by the adults were the future and changes. These both seemed to be extremely important to the young people as they were thinking about careers and independence and the issues of becoming an adult. The issues of self and social issues may be quite similar to those they had in school and so it is important to think about how the college can support the young people with these worries about the future and independence.

4.6 Research Question 3b- *What support are young people getting and what support would they like?*

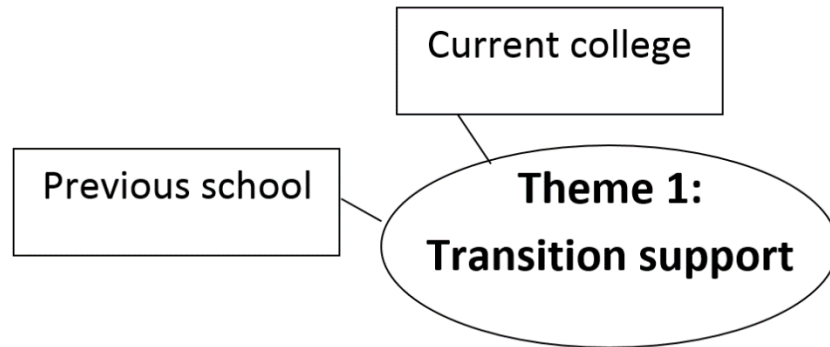
For this Research Question, the interview data was also analysed to look for times when support was mentioned and a thematic map was drawn. See figure 4.3 for the map and appendix 22 for a larger version.

Figure 4.3 - Thematic map for Research Question 3b



4.6.1 Theme 1: Transition Support

Theme 1 is about support with transition. The young people mentioned transition as a time when they needed support and talked about who helped them or who they wished would have helped them with this. Transition support can be broken down into two subthemes which will now be outlined.



Subtheme 1.1: Previous School

Evan talked about how his previous school helped with his transition to college and signed him up for a course.

I: When you first decided to come to college, did they [parents] encourage you to go to college rather than get a job at 18 or?

E: Nah I just signed for it

I: Did you do that on your own, signing up for it?

E: Err when I come to Flip

I: Um hum

E: My old school helped me sign up for it

I: Right ok, so yeah you said you did the animal care and that was through Radlands [previous school] anyway wasn't it?

E: Yeah that's where we done the application forms and that's when I got signed up.' (E, line 106-1218).

Subtheme 1.2: Current College

Andy said that he was able to move from school to college as he spent a bit of time in the college when he was at school so this helped his transition,

'I was coming to school here once.' (A, line 85-86).

Georgina talked about who supported her with transition and choosing her college course,

'I:...and how did you decide to do the course that you chose, the original course, the independent living course? How did you find out about that?

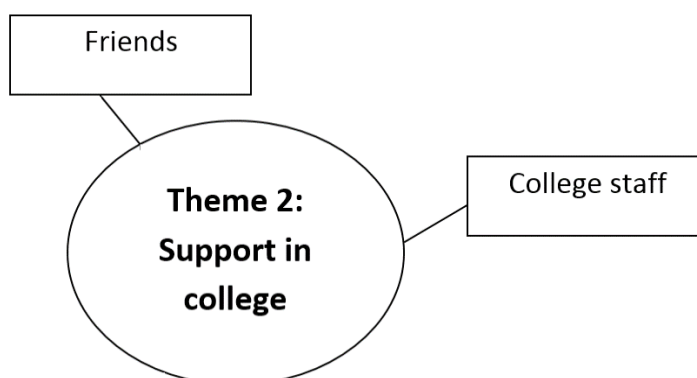
G: (pause) By meeting the ...tutor ... D.' (G, line 572-578).

Summary of 'TRANSITION SUPPORT'

As transition has been identified as an issue in college, the theme 'transition support' is an important theme to consider. Young people said that their main source of support for transition was through either their current school or the college when they were due to leave. No other area of support was discussed in terms of transition, apart from emotion support from family which is highlighted later.

4.6.2 Theme 2: Support in College

Theme 2 is about the people who help, or should help in the college. These are broken down into two subthemes as outlined below.



Subtheme 2.1: Friends

Andy said that other students come and help him read,

'Some students come out and read us.' (A, line 372)

Bradley said that his friends help,

I: Those are the main people that help you?

B: Yeah and some of my friends' (B, line 296-298)

Subtheme 2.2: College staff

College staff support the young people in college in a number of ways, including academic support and personal support. Many of the young people highlighted both of these areas as outlined below.

In terms of academic support, Andy discussed how the staff at college understand him,

I: How do you think they understand you? What do you know about them? What do they know about you?

A: (pause) They always know about me. I've been here, coming up ... f-four years.

I: Ok so they know lots about you and then what do they then do to help you then?

A: (pause) Erm... they email me sometimes.' (A, line 328-337)

He also discussed the academic help he gets from staff at the college,

I: Erm about the adults that are here, the teachers, the tutors

A: Very good!

I: They're good. what do they do to help you?

A: (pause) Help do work

I: Help you do work... what else?

A: Erm, lets me have days off...

I: Yeah?

A: To catch up...' (A, line 184-193)

Chloe talked about a member of the senior leadership team who helps her,

'I: Erm [pause] so who's your favourite person that works here which favourite staff member? Who do you like best?

C: I like L....

I: ...and what does she do?

C: [pause] She's in charge of the college

I: ...and what does she do to help everybody?

C: She help out the... the students' (C, 883-890)

Chloe also said that the staff,

'C: I think check your work stuff.' (C, line 500-501)

I: What kinda' thing do they do to help you?

C: [pause] I don't know, the dates and the work stuff' (C, line 589-592).

Denny said he gets,

'More support from everyone' [compared with school] (D, line 49).

And,

If I can't, can't read something I get, I ask them if they can read it out for me or something,' (D, line 65-67).

Evan said that tutors help him with,

'Er...reading help sometimes, help with reading or if I need help spellings... stuff like that.' (E, line 70-72).

Francesca talked about her tutor helping,

I: So what does she do to help you?

F: Put finger, puts her finger on the reading book

I: Oh so she puts her finger like that on the...

F: Yeah

I: On each word?

F: Yeah

I: Oh ok so that helps you

F: I find it easy.' (F, line 124-134)

Harriet explained how tutors help her at college,

'They, The teacher will come over to me and say 'what do you help?' and I show them, I show them work... and then they say 'ok I can help you, I'll give you a pen', I'm trying to get the pen and then, yeah, and they help me read because I can't, I can't ...' (H, line 524-530).

In terms of personal support, Bradley outlines a range of ways staff helped him,

I: What does she do to help you?

B: She's just friendly.' (B, line 231-232).

They also,

'Let me have time out if I getting too angry.' (B, line 245)

Their support extends to support on a trip,

'B: Yeah I have erm,... everyone has like their, not their own bedroom so, certain people had to share with another person

I: Right ok

B: I just had my own one

I: Oh, so how did you manage to get that?

B: ...just did

I: Just did, is that because I think the people

B: Because I erm... sometimes sleep walk.' (B, line 580-592).

Evan said that when his Nan passed away tutors supported him,

'One of the teachers there come and speak to me and they used to write stuff down show it them and stuff.' (E, line 55-58).

Georgina talked about 'P' who is her personal tutor at college.

'I: Ok and what does P do for you as your personal tutor?

G: Helps me with problems

I: Oh ok

G: Any concerns that you have

I: Have you been talking to P about your concerns and ...problems...

G: Yeah... sometimes.' (G, line 139-146).

Harriet talked about the support her personal tutor gives her around her issues with bullying ('P').

'Er... he's like ermP says er 'ignore them people' they like... they like being nasty! And just when you see them, just, if you don't want to speak to them, just ignore the...just walk away, don't speak to them no more...

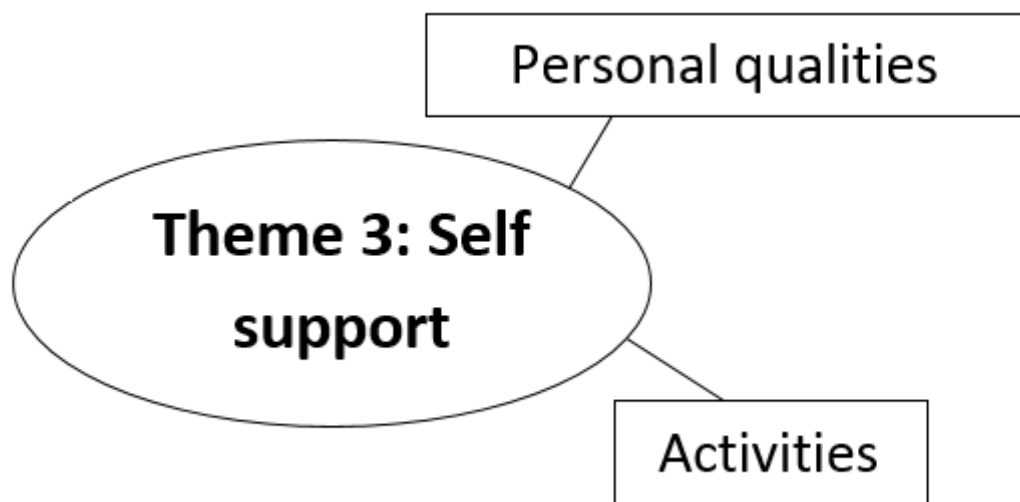
You don't wanna be in more trouble...and all that and I say like 'OK I will do that.' (H, line 1089-1098).

Summary of 'SUPPORT IN COLLEGE'

The theme of support in college contains a great deal of support from staff and some from peers. The help is mainly around work and exams but there is also some personal support. The young people had personal tutors and academic tutors but tended to refer to the academic support more than the personal support. The peer support referred to was also mainly academic support.

4.6.3 Theme 3 Self Support

A number of the young people talked about themselves as a support or things that they chose to do to support their emotions, academic work or personal issues. This theme can be broken down into two subthemes as outlined below.



Subtheme 3.1: Personal Qualities

Andy discussed how being busy was important to him,

I: You do, you sound like you're very busy, I was going to ask you what do you like outside of college?

A: Same thing

I: Working?

A: Yeah

I: You don't do anything nice.. soci....

A: I'm a busy person all week.' (A, line 268-275)

Denny talked about first coming to college. He used his own personality to help himself through it,

'I: Ok and what did you do to make yourself ...actually step through the door?

D: Forced myself.' (D, line 132-135)

Denny presented as a determined person in this next quote about future career.

I: Right ok, and do you think you might be able to do that?

D: I'm not sure, don't know unless you try (D, line 208-211)

He also gave some idea about how he supports himself,

'I: Right, ok, do you have like a way of stopping yourself?

D: Distraction

I: Distracting... and how do you distract yourself?

D: By focusing on something else

I Ok, like what?

D: (pause) Like playing on the computer?' (D, line 590-599).

Evan discussed his own personal qualities when dealing with other people who bother him,

'E: Yeah I tend to put more of a front between me and them so I don't have to, try and block sound out

I: So who taught you to do that?

E: Er I just taught myself to do it (E, line 102-107).'

Subtheme 3.2: Activities

Andy talked about how sport helps him and is important to him,

'I: Right so are you the only healthy one then?... yeah? How do you manage to keep yourself so healthy?

A: Easy, eating well

I: Eating well? What about exercise, do you exercise?

A: Yeah I go jogging

I: Yeah?

A: I go jogging every morning.'

Chloe also mentioned that she would like more sport at college when asked what she would like to change about the college. She said she wanted to make it like a holiday camp with,

'I don't know, probably running and jogging' (C, line 663-664).

Evan also talked about sport helping him and being important to him,

'Well I am quite active, I do football...' (E, line 349-350).

He also said that walking to school is important to him,

'Because you get the exercise and you get the fresh air that brain needs, fresh air's good for the brain.' (E, line 630-633).

Harriet said that she likes to run and this is important to her,

'I run a lot of times, lots, and I go out with my cousin just run!' (H, line 807-808).

Georgina talked about music helping her.

‘Sometimes, listen to music and...erm... I feel that music erm... is a way of thinking of other things... and (pause) if you... have a soul or something ... music helps it. (G, line 1738-1743).

Harriet said music is important when running,

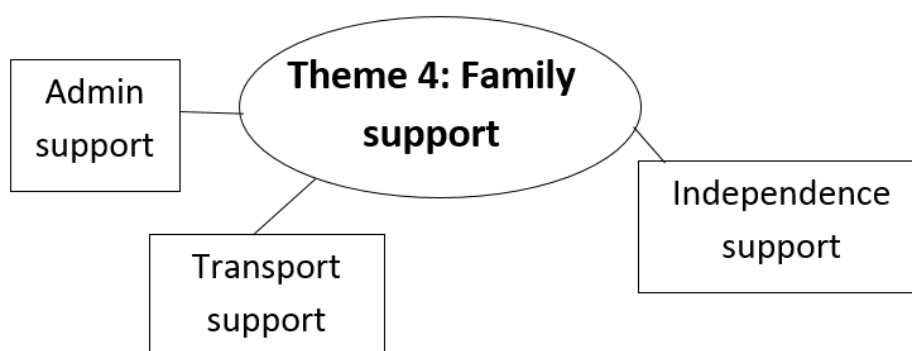
‘Yeah ‘cause I just put the music on and I’m just running...’ (H, line 813)

Summary of ‘SELF SUPPORT’

This theme shows that young people are able to support themselves through their own personal qualities and resilience and with activities such as sport or music to calm themselves or support their needs. This is an important area of support as often support can be internal as well as external and both can work together when issues occur.

4.6.4 Theme 4: Family Support

Theme 4 is about family support. Young people mentioned that their family or carers supported them the most. There are three subthemes within family support which are outlined below.



Subtheme 4.1 Admin support

Family members seemed to help the young people with filling in forms and choosing courses and some will continue to do this post college.

Andy said that his mum helped him a great deal,

I: Right, So L.. So you chose LA... And you had to fill in all the forms...And who helped you do that?

A: My mum

I: Your Mum? So does your mum help you do lots of things?

A: Yep!

.....

I: Ah so she helped you? And do you live with just your mum?

A: Carer

I: And...?

A: Carer

I: And your carer?Ah.... Is your mum your carer?

A: Yeah'

Francesca said that her carer (M) helped her,

I: Yeah? Did you have to fill in forms and do...?

F: Forms

I: Yeah? What were they like?

F: Hard work

I: Hard work, who helped you?

F: M

I: Oh well you're very lucky you've got M to help you

F: Yeah

I: How many forms did you have to fill in?

F: Eight (F, line 787-799)

Evan was asked how he will fill out forms for the job centre, he says,

'Errr...hopefully my dad.' (E, line 183)

Denny said that he got lots of support for transition and choosing a course,

I: Yeah? And do you get support at home to do, to come to college, do you...

D: Back when I first came yes

I: Yeah? What did you get? What kind of support did you get?

D: (long pause) Well they brought me here and tried to pinpoint which course would be the best for me to start out on. (D, line 139-148).

Subtheme 4.2 Transport support

Young peoples' families seem to help them with their transport needs.

Francesca also talked about her carer's support who is now classed as her 'PA.' now that they no longer live together. Her PA's name has been changed to M for the interest of anonymity.

I: Hum so you've been to the cinema? Who do you go to the cinema with?

F: M

I: With M? And her children as well or just M?

F: Just M

I: Just M? So she takes you lots of nice places does she?

F: Yeah

I: Where else does she take you?

F: Dinner.' (F, line 580-590).

Georgina talked about how her mum helped her travel in to college.

'One time I practiced just with my mum... and then....I did it on my own.'
(G, line 345-348)

Andy said that his mum (his carer) helps him with transport,

'I call her on my way home.'

Bradley's mother helped him with transport,

'I: Does she take you to college...or does she...

B: Yeah' (B, line 68-70).

Subtheme 4.3 Independence support

Families also help the young people to be more independent.

Francesca said her PA supports her with her work experience placement,

I: Yeah? How did you find out about doing that? [work experience]

F: M helped me

I: M helped...

F: On the internet... (F, line 1203-1207).

Harriet talked about her mum's cousin who also supports her with her home language, Polish and her English,

H: My cousin, her, my cousin's mum, and my mum

I: Um hum.... and does your cousin speak Polish as well

H: Yeah

I: They all speak Polish?

H: Yeah

I: So you speak Polish to them?

H: (laughs) Yeah

I: So you don't practice your English when you are at home then?

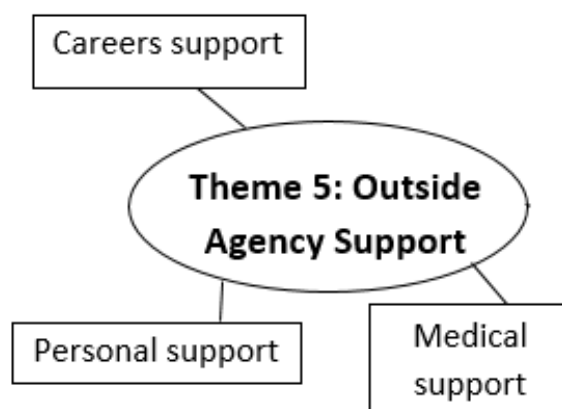
H: Erm I, I have sometimes yeah.' (H, line 676-687).

Summary of 'FAMILY SUPPORT'

Theme 4 highlights that family is extremely important in terms of support for admin, independence and transport. It is also important to think what will happen if a young person does not have family support. Many of the young people interviewed had either family or carers to support them but there may be some that do not. The kind of support from family may change when a young person is in college perhaps away from the emotional support they're used to and towards more practical support as a young person becomes an adult.

4.6.5 Theme 5: Outside Agency Support

Theme 5 is about outside agency support. A few of the young people mentioned outside agencies and what they did to support them. Some also talked about what support they would like from outside agencies. This theme can be broken down into three subthemes which are outlined below.



Subtheme 5.1: Careers support

Some young people talked about the need for careers support.

Bradley talked about there being careers support but how he does not want to engage with the people responsible for it,

I: Do you have erm a careers person here that might help you?

B: I don't like talking to careers people

I: You don't talk to careers people

B: Takes too much time...' (B, line 374-379).

Harriet also talked about a careers person helping her,

H: Erm.... I was in lessons and....erm there was the, on Friday and this lady come and then talk with us and then the lady, my teacher was asking 'what you wanna do?' I said 'I want a good job' and then we talked to the lady down there...

I: Ok so she's a lady to do with...

H: The jobs...

I: Ok did you talk to her?

H: I erm, I was telling her that I wanna job and then 'ok I will see what happens...' and she was sort loads of stuff and then I might get the job.'
(H, line 361-373).

Subtheme 5.2: Personal Support

Georgina talked about who she could talk to about friendship issues,

I: Ok... who can you talk to about it? is there anyone you can talk to?

G: Erm..... Maybe P, I'm not sure

I: Yeah yeah, I'm sure you ask P and he might be able to pass you on to someone else and...

G: Or yeah... like a...counsellor or...' (G, line 1377-1383).

Georgina also talked about a youth worker supporting her to find a special needs youth club.

'I: Oh OK, so how did you find out about the youth club?

G: Erm..... (Pause) I don't know, I think the youth worker told me about it.'
(G, line 1690-1694).

Subtheme 5.3: Medical support

Medical support may be important to certain young people with medical needs.

Evan talked about his doctor supporting him with his medication. He said about coming off his medication,

'Not all down to me, down to the doctor as well, they said they might slow the dose down then might take me off then if, if I keep improving.' (E, line 465-469).

Georgina also talks about her doctor supporting her since childhood,

'He's the one that really understands me, the ... it's grew.' (G, line 1352-1354).

Young people may have a certain view of help from psychologists perhaps assuming that they are more medical. Bradley highlighted this and is the only young person to name psychologists in particular, however many young people seemed wary of outside agency support.

Bradley said,

'B: I don't like psychologists

I: You don't like psychologists, what, I'm not going to do anything... why don't you like psychologists?

B: Just some people that have been with psychologists and have nervous breakdowns and...' (B, line 267-273).

Summary of 'OUTSIDE AGENCY SUPPORT'

Young people seem to need support from outside agencies. Those that are mentioned include careers support, friendship support and medical support in particular. Support from outside agencies does not seem to be highly talked about and many of the young people did not seem to know about what kind of support was available and if they did, they thought of it negatively unless it was for some sort of medical reason. Psychologists were only mentioned by one young person in a negative way and 'counsellors' were mentioned once but in neither a negative or positive way.

4.6.6 Research Question 3a SUMMARY

The young people found support in five different areas, transition, college support, self-support, family support and outside agency support. Transition support was an important area and some of this support seemed to be lacking. The college support seemed positive, both academic and personal. Many of the young people were also supporting themselves and being resilient. Family was a major source of support and outside agencies also played a role but not a significant one. To summarise, the support seemed mainly positive but there may be scope for more support in certain areas. This will be talked about further in the next section, 'Discussion'.

4.7 Chapter 4 Conclusions

This chapter has shown findings from the 3 research questions which look at the issues in college and the support needed from different perspectives. Some of the research was conducted qualitatively and some quantitatively. The qualitative thematic maps highlight some needs which will be discussed further in the discussion section. The quantitative information from adults helps give some ideas about what support is wanted from EPs. The audit gave some overall information about the LA which will be discussed throughout the next chapter. The three research questions will be brought together to give suggestions and ideas for support in the next chapter, 'Discussion'.

Chapter 5 - Discussion

5.1 Chapter 5 Introduction

This chapter will discuss the findings of the research in terms of the issues highlighted and the support needed. From this, implications for both EPs and college staff will be discussed. The chapter will then move on to the limitations of the research and any further or future research which could be conducted. There will follow a reflective section which will discuss the researcher's reflections on completing the research. Finally, there will be a conclusion which will sum up the findings and discussions in a table.

5.2 Discussion of Findings

The discussion of the findings is broken into two sections, issues and support. Within the support section the implications for practice for EPs and colleges will also be discussed. The discussion is based on the identified themes with each area being discussed in more detail.

5.2.1 Issues (and can they be resolved?)

The findings in this research have highlighted a range of issues which can be linked to the previous literature in Chapter 1. In particular it was important to highlight the issues in college which may be different to the ones found with young people in school. There were a number of issues such as these that are important to discuss in this section and will be tackled in the sections that follow. The sections roughly follow the five themes from the young peoples' interviews but also pull in subthemes from the adult questionnaires. The following discussion will therefore pull together the findings from both research questions 2a and 3a, with some of the background from research question 1.

5.2.1.1 Social issues/Relationships

In both the adult questionnaires and young peoples' interviews, the issues of relationships and social competence were important areas. These issues with relationships may be different to those found with young people at school and therefore it is important to think about how social issues may impact young people differently in college.

The literature (for example DaDeppo, 2009; Sebastian et al, 2010) suggests that relationships, particularly peer relationships, can impact on academic work. This may be particularly important in college in order for young people to achieve their qualifications to obtain a job. In particular, persistence in academic work was related to social interaction according to DaDeppo (2009). When young people are in college, they may have more independence and less support to attend and persist in their work. In the interviews this is highlighted by Evan (E, line 771-784) who suggests that he wishes he had worked harder and attended more lessons at college. Perhaps if his social interaction had been improved he may have been more likely to attend college.

Many of the young people in the interviews had experienced social rejection at college and some had mentioned bullying and more negative interactions such as Harriet (H, line 114-115) and Chloe (C, line 408,411, 416). They may have felt this more strongly than adults due to their inability to modulate feelings. This was highlighted by Sebastian et al (2010) who suggested that adolescents have different neural reactions than adults around rejection. The adults' responses highlighted family 'conflict' which may also influence the feelings of social rejection.

Intimate relationships appear to begin developing in the college years and this will be a different experience for the young people as they become older. This is highlighted by Erikson (1968) who notes that intimate relationships are important to young people post 19. Young people may need extra support to

cope with such relationships which could be confusing to them, as mentioned by a number of the young people.

Finally, difficulties with social awareness were experienced in college by some of the young people. In college, these may be highlighted as there is a push for the young people to be more independent in their travelling and academic work. Young people get less support in a college for the same issues than they did in a special school, if they attended one. Many of the YP interviewed mentioned that they attended one of four local specialist provisions in the LA. This is also an important issue when the young people transition into the world of work, as highlighted in section 5.2.1.4.

5.2.1.2 Particular Needs/ Personal Difficulties.

More personal issues were highlighted in great detail by both young people and the adults. Some mentioned particular needs such as OCD and ADHD and they also mentioned other issues such as addiction, smoking, being shy and emotional issues. All of these were seen to be beyond the control of the young person and often they had been present since childhood so were seen as 'fixed.' They were likely to have been an issue in school which had been brought with the young person into college. Research has shown that young people with positive self-concept are more successful in higher and further education (Wouters et al, 2011). If this is the case, then some of the personal difficulties may be overcome with an increase in self-concept. It is then that the issues seem to become less fixed.

Improving peer relationships can increase self-concept which means that both issues could be supported in one way. Kaufman and Burden's (2004) research shows that a mediated learning environment using peer support increases self-concept, which therefore supports young people with their particular needs and personal difficulties.

5.2.1.3 The College

Issues in college and in particular the college courses were again mentioned by both young people and adults. With around 17% of young people with additional needs transitioning to college (Research Question 1), it is important that the courses that they take are suitable for their needs. The SEN Code of Practice (DfE, 2014) suggests that colleges have three main responsibilities, to support learning, ensure training of staff and have a named person in the college to support young people with additional needs. The college in this research did have a named person for additional needs and training needs are discussed later in the 'support' section. The area of supporting learning is discussed in this section.

Young people focused on the importance of learning English and maths at college and completing qualifications. Many of them did not seem to know why they needed to do English and maths and also many did not seem to have a choice about what course they did after they left school. It seemed like they needed to do these courses in order to do something they were more interested in. One parent also commented that there was a lack of appropriate courses at the college for young people with learning difficulties.

Young people also mentioned college being different from school in terms of independence, transport, size and expectations. This links well to issues with transition to college which are discussed below. Perhaps if young people were prepared for transition more they may not think of this as an issue.

Adults discussed difficulties with the facilities at college, especially for young people with autism. As the audit suggests, this could be around half of the young people with additional needs. The young people also talked about resources and facilities for themselves and peers with all needs. Adults also talked about issues with assessment of needs. Assessment could be completed using interviews, observations and consultations but may EPs may want to complete individualised assessments. Individualised assessment is a

difficult area when young people are of the age between childhood and adulthood as many tests have distinct cut off points in terms of age and ability. Two assessments were discussed in the literature review which could be used to support colleges and professionals with such issues (Matson and Rivet, 2007; Iacono, 2004), however there will be issues around training staff and professionals to complete such tests.

In terms of supporting young people, staff seemed to feel they were not being supported by other agencies and there was a lack of joined up thinking. EPs were only mentioned once when it was noted that EP reports were sometimes out of date and they would like more EP input.

Looking at all of these issues, there may be some training needs and there may also be a need to look at resources and facilities for young people. Perhaps there also needs to be support for young people around why they are doing their particular course and the importance of qualifications.

5.2.1.4 Transition after College- Independence/Careers

Adults did not highlight issues around transition after college. However, it was an important area of discussion with the young people. In particular independence and careers were issues for the young people. Kandel and Merrick (2008) highlighted some of these issues with young people post 16 with learning difficulties. One of the issues highlighted was if they lack a paid job. Many of the young people talked about their aspirations for jobs and careers. However, hardly any knew how to get a job or what qualifications were needed to secure a job they desired. One of the young people who was leaving the college the week after the interview said that he would 'sign on' so that he could get a job. Kandel and Merrick (2008) also mentioned issues with accommodation, with living conditions usually being unsuitable and communities that young people were put in had some issues with crime. Many of the young people said they wanted to live independently but did not know how to. One of the young people was already living alone with carers looking

after her but she had been lucky as her foster carer was also still supporting her.

There was a lack of discussion about who the young people could go to for support for issues regarding careers and independence. It did not seem to be discussed in great detail with them in college and definitely had not been discussed with them at school. Therefore there seems to be a gap that needs to be filled so that when young people leave college they are able to have a good future rather than being socially excluded, unemployed and have limited choices as highlighted by Kandel and Merrick (2008).

5.2.1.5 Transition to college

Transition seems to be an issue for young people at any age. There is a great deal of research around transition to school (for example, Hughes, 2011), from primary to secondary school (for example, Pellegrini and Long, 2002) and then from schools to college (for example, Royal College of Nursing, 2007; Carroll and Dockrell, 2012). Despite all this research, not all young people had positive experiences when transitioning from school to college.

DaDeppo (2009) discusses the difficulties of moving from school to college and the changes that young people have to cope with. Many of these were mentioned by the young people, such as less teacher-student contact, less support from parents and having to be more aware of their own needs in college.

None of the young people that were interviewed mentioned being assessed before coming to college, although Gregg (2009) highlighted this as an important endeavour. Many of the young people interviewed didn't mention whether they received any support in terms of other professionals. However, from the audit, it does seem that some young people had EP input before

moving to college, particularly those with autism spectrum conditions who may find the change difficult.

A number of challenges to transition were mentioned by Carroll and Dockrell (2012). These may have influenced some of the issues highlighted in the young peoples' interviews. These are, lack of previous qualifications, issues with prior education and lack of professional involvement. Many of the young people interviewed were trying to complete maths and English qualifications and are now doing these in college. This may be difficult for them as they would have had different support and a less consistent timetable in college than at school. They are now, whilst in college, still expected to complete qualifications with different support. This may be difficult for them to understand and may therefore have made transition difficult.

5.2.1.6 Becoming an Adult

Another issue in transition is the move from child to adult services. The new code of conduct (DfE, 2014) suggests that now this move should happen at 25. However, this is not always the case, especially with medical services. Two of the young people discussed the difficulties with moving to adult medical services and the challenges this brought. These young people did not mention multiagency support when moving to adult services. Despite a number of articles about multiagency support (Beresford et al, 2013; Crowley et al, 2011; The Royal College of Nursing, 2007), it may be that this support is not reaching young people in all areas. Most of their support was from their family or their individual doctor. Perhaps this is why they said that the change was an issue.

5.2.1.7 Summary of Issues.

The issues highlighted by the young people and adults were linked to both the audit and the previous research. Young people in college have issues which are particular to their age and stage of education but are also ongoing issues from school and childhood. The main issues they face surround moving to adult

services, transitioning to less formal education and issues around what to do when they leave college. Some of the issues which carry over from school are to do with external social interactions and their individual and internal issues. College is perhaps the final time that professionals can come together to support young people with these new and continuing issues before they are potentially lost in the wider community. Therefore the question is, what can be done to support them and who can support them in college. This will be discussed in the next section.

5.2.2 Support and Implications for Practice (Colleges/EPs)

This section will look at the findings for research question 2b and research question 3b as well as the literature around support for young people in college. It will go on to suggest implications for college and EP practice in relation to each area of support needed.

5.2.2.1 Support with 'Transition'

Transition to college was a substantial theme in terms of issues, as was transition to adulthood, independence and careers. This was also talked about in terms of support. The young people indicated that there were two main services who were well placed for support when the young people transitioned to college, school or college. Despite the fact that the literature recommends multiagency transition support, this is not available to all young people. It may be up to the young person's previous school or their college to help them source such support. These sources of help were highlighted by a few of the young people as a resource but not all of them. Therefore there is a need for transition support to be a higher priority for schools and colleges. There may also be a need for other agencies to pledge their support to schools and colleges so that a resource base for multiagency support can be accessed for all young people transitioning to college.

In terms of the EP's role in transition, they might be included in multiagency teams which support transition, so they will be best placed to be able to get into

schools and colleges and build good relationships. Often EPs have a patch of schools or colleges and they are the linking professional who can bring all other multiagency supporters in to help with transition. In an ideal world, EPs could act as the link between medical services, schools and colleges for both transition to college and the transition after college.

5.2.2.2 Outside Agency Support

The young people mentioned a need for multiagency support from outside agencies, in particular careers support, medical support and emotional support. There was some slight negativity from one young person around psychologists being involved with 'nervous breakdowns.' There may therefore be a need for education around what psychologists do and perhaps some information around what other agencies can do to support college students in general. The young peoples' experiences of outside agencies may be different in school and in college and there may be less support in certain areas. However, they might equally have had a negative experience in school with professionals which needs to be addressed. The EP role could include educating others about their role and support for college staff to access the support needed from outside agencies. A more joined up approach would also be useful as outlined in the section above.

5.2.2.3 Support in college

Once the young person has transitioned to college, they need to gain support from people in college. The young people interviewed mentioned both friends and college staff as important supporters of their academic and personal needs. However this support is usually part time (a lot of the young people only attend college on a part time basis) so there needs to be appropriate access so that the young people know they have someone to go to for support.

Bellak-Adams (2010) highlights the need for teachers to provide consistent messaging and positive reinforcement. There may also be the need for staff training and development in order to help staff to support young people (Redpath et al, 2013) or supervision to help them cope with personal issues told to them by the students. This development need was highlighted in the adult questionnaires, with 'training for college staff' being the most important EP activity (4 out of 16 adults) and consultation with staff being the next most important (3 out of 16).

Another important area of EP work in college may be individual work with students, both through assessment and intervention. Adults mentioned this as highly important when asked to scale EP activities. It was also highlighted as the most important area by 3 out of 16 adult participants. The young person is at the heart of support according to the SEN Code of Practice (DfE, 2014) and so this area should not be ignored.

In terms of college support then, EPs could help deliver training to staff so that they are able to support young people with positive reinforcement and consistent messaging, as well as on any particular SEN needs. They could also help colleges with individual work with young people such as assessments or interventions in order to improve the experiences for young people in colleges.

5.2.2.4 Family support

Family support was mentioned by most of the young people as being highly important. For most young people families provide practical, financial and emotional support (Carroll and Dockrell, 2012) and have knowledge about the young person's needs. It is important to consider those few without family support so they can gain the same type of support elsewhere, whether in college or from outside agencies. Some of the young people were in care as children and therefore when they turned 18 they may have had to leave their foster family and live alone. These types of young people may need extra support.

It may also be important for colleges and professionals to support families in general in order to support young people. Families may need support groups or individual support in order to support their young people as they go through changes such as moving to college or changes to adult services. The EP could support these families using consultation or providing more specific help with issues such as SEN appeals. This last area was deemed important by 2 out of 16 adults. However it should be noted that consultation with families was not thought of as important. Perhaps adults were unsure about what consultation could offer. In comparison to schools, in college there may be less of a focus on working with parents and families as the young people grow older. It is interesting to note that families are still an important source of support to young people even when they start to hit adulthood.

5.2.2.5 Self support

It should be remembered that young people are good at supporting themselves, through a variety of activities and personal qualities. They have strategies which they have built up in their childhood years and are now salient in their young adult years. EPs and colleges can help support and encourage this by building resilience and self-concept. They could also help young people support each other with this resilience through peer support groups or sharing of good ideas. This could be particularly helpful for transition. Young people in college could help support young people who are due to come to college and give them ideas about how to support themselves. This could even work with those who have left college, with young people coming back and helping those at college to be resilient in the world of work and independence. EPs and college staff could help arrange and facilitate these meetings.

5.2.2.6 Summary of Support and implications for Practice

From the interviews, the questionnaires and the previous literature, there are a number of implications for both EP and college practice. Firstly there is an opportunity to promote multiagency work, particularly for transition but also once

the young people are at college. Secondly there is direct work for EPs in colleges, including training staff and working with individual students. One aspect of this is to support young people in a positive way with help from other professionals (particularly those YP without a family support network). Thirdly there is work that can be done with families to help them support their young people through change and the future. EPs and college staff should be involved with family support groups and individual work with families which they may have experienced at school and may be lacking as the young people grow older. Finally, they can support young people to help them share their own skills with each other. Some young people are resilient and able to cope with very difficult situations. Enabling these young people to share their ideas could help other young people in the future. Again this comes back to ensuring that a young person has a voice, as discussed in the introduction section and highlighted in the research by Kaufman and Burden (2004) and Carroll and Dockrell (2012) as well as the SEN Code of Practice (DfE, 2014).

5.3 Limitations of the research and Guidelines for Future Research

5.3.1 Participants

Participants for the adult questionnaires were selected using an opportunity or convenience sample. This means that there were limitations in terms of generalisability and how representative they were of the college staff and parent population (Robson, 2011). However convenience sampling can be used well when hoping to get a feeling of the issues involved.

The number of participants for the adult sample was small and was lower than originally planned. In addition, there was an aim for an even number of parents and staff members which did not occur. However the data from the adult participants highlighted a number of significant issues and could be used in conjunction with the interview data to generate a rich picture of the issues. In further research a larger sample size for the adult population would be desirable which may also allow a comparison between staff and parent views.

However, it may be worth considering the implications of the lack of parents who responded to the letter and consent form. As mentioned in the methods section, the lack of response could be due to parents being less involved with their young person's education. Many young people at the early adult stage will have thought about living and working independently and now be creating intimate relationships with others beyond their family (Erikson, 1968). Therefore, parents may play less of a role in their decision making. Parents may even become 'rejected' as early as the adolescent stage (Erikson, 1968) as young people think more about their own identity and start to reject authority in general. EPs may need to consider this when working with young people post 16 in terms of consent but also in terms of the young person's identity and future goals.

The plan was to conduct between 8 and 10 and only eight took place. This gave a sufficient amount of information to draw up thematic maps. However this was a convenience sample and valid in terms of this exploratory research. Having highlighted a range of issues, further research could focus on specific groups of students, for example those who had been looked after as children.

It was the nature of asking young people what they thought that was unique to this study however, with a number of previous studies (Martin et al, 2011; George et al, 2011) talking only to the adults or both adults and young people in a general way. The eight young people gave a diverse and interesting snapshot of the experiences of young people with additional needs in college and this can only be made richer if further studies were to obtain the views of young people who are having these experiences in college. Further research could even be conducted as case studies, with much more details about certain young people and really being able to understand their views.

5.3.2 Data collection

This research used a single case study design. Single case study designs are useful for exploring a particular phenomenon in an efficient way. However it is

difficult to draw generalisations or inferences from case studies (Nock et al, 2007). It is important to note that this is exploratory research and the findings cannot be generalised to a larger population due to the data being collected in one college in one LA. However the design format can be repeated in other colleges in other LAs using similar questionnaires and interview questions. It is suggested that similar issues will be found in other colleges.

In terms of alternative forms of data collection for future studies, data could also have been collected visually, with young people using drawings or symbols as well as verbal interviews to express their views. This would ensure a rich picture of what is currently happening in colleges and would allow young people to express their views in a range of different ways.

5.3.3 Data Analysis

Braun and Clarke (2006) suggest that mistakes can be made when the researcher attempts to generate themes to reflect the research questions. This could have been an issue in this research as the research question asked about issues in college. In theory there might not have been any issues with young people in college without this prompt. The data did however seem to show issues were present. When these were analysed, it was possible that the researcher read too much into what the young people were saying. As part of the research, there was a need for reflexive practice and this is commented on in the next section. There was also a need for regular checking back to the data and discussion with others so that the researcher was not too close to the data. The researcher was able to reflect on her data with her research supervisor and this helped with the process of analysis.

Researcher bias can be an issue in qualitative research (Mays and Pope, 1995). Qualitative findings can sometimes be thought of as only a collection of the researcher's ideas and anecdotes and it can also thought of as lacking replication and generalisability (Mays and Pope, 1995). This research attempts to combat this by backing up evidence of themes with a large number of quotes

so that the reader is able to see where the themes are coming from. The rich data from the interviews with young people were also triangulated with the adult and audit data in order to back up any findings.

In future research, it may be important for two or more researchers to be involved in data collection and analysis so that ideas can be discussed, changed and checked to ensure internal validity (Creswell, 2003). It may also be important for the researchers to analyse different parts of the data to ensure that there is actually overlap between adult data and young peoples' data. This is difficult to determine when only one researcher looks at both sets of data.

Another way could be for the researcher to check their ideas around themes with the young people and adults they have been working with. Had there been more time, this may have been a good way to avoid researcher bias and could have given even more insight into what was happening in the college.

5.3.4 The Young Person's Voice

The young person's voice was central to this research due to the SEN Code of Practice (DfE, 2014) and other research which suggests children and young people should be at the heart of research around education. Any future research should be of a similar focus, with young people at the centre.

As a researcher, it is a huge responsibility to represent the young peoples' voices and then interpret them. It is difficult to ensure that everything they say is heard. This is a limitation of any study that uses interviewing. Robson (2011) suggests that the solution is to only collect data you wish to analyse. Consideration of how much data you need should therefore be made before collection begins.. Perhaps this was not considered as fully in this research as it could have been. Tightening and focusing the interview in specific areas, for example support in college, would be beneficial in future research.

Research (Nind, 2008) suggests that the location of the interviews are also important and that being part of the young person's lives (often at home) and building up the relationships before the interviews can also aid with collection of data. If there had been more time, relationships could have been built up over time and the researcher could have taken part in activities with the young people before the interviews and this may have helped with the interview process. There could also be issues with this type of relationship before an interview however, as there could be researcher bias towards the interviewee if a different type of relationship had been built up. For the time given and the resources at hand for this research, the rapport was built as much as possible for each young person by the researcher by working with them in lessons and talking to them during the college day for a few days before the interviews. This was more for some young people than others and perhaps if the amount of rapport was matched, this would have made the data richer (Leis and porter, 2004).

5.4 Reflections on Undertaking this Research

(This subsection will now change briefly in narrative from the third to the first person in order to discuss reflections on the research journey.)

Due to the mixed methods approach to this research, particularly the qualitative nature of the interviews, it was important to be reflexive and consider my own views and opinions at different stages of the research journey. For this I used a research journal which aided me in thinking about my place in the research. The reflexivity of the research is important as it is through this voice that the choices and beliefs of the participant are expressed (Mauthner and Doucet, 2003). This section is in five sections which represent five distinct times of reflection.

5.4.1 Initial Setting up of the Research:

When initially setting up the work in the college, I came up against some barriers. Initially I had been in contact with the head of the SEN provision and

she had been keen on the research that I wanted to do. However a few months later I found out that she had left her post and I needed to start again with a new member of staff. I became frustrated and was struggling with both placement activities and the data collection for the thesis. I was also dealing with some personal issues and bereavement at this time so the fact that I had to start again was pretty upsetting. I wrote the following,

'I am finding it hard to set up my research. Everyone was keen and now have to start again. So frustrating! Had an email today from new contact and she seems good but will be hard to get in and explain it all to her in time. Time is running out and timescales are going wrong. Will have to reevaluate timings of both interviews and questionnaire data collection.'
(April, 2014).

Once I did get in to the college, it turned out this new contact was very helpful and knew the young people well. She also encouraged me to spend a day in the college getting to know the young people and staff which was useful for data collection. She was also able to send out all of my parent questionnaires for a second time as they had not been received successfully when I had originally arranged this with the previous contact. I now reflect that perhaps the original contact for the college knew that she was leaving and was less keen to be involved in my research.

5.4.2 Working with Adults

The first hurdle in data collection was the work with adults. I spent two days in the college talking to staff and encouraging them to answer my questionnaire. I also sent out two sets of questionnaires to parents with stamped addressed envelopes which had taken me some time to prepare. My days in college were often frustrating as I was only able to talk to staff when they were on breaks and lunchtimes and at these times they were only keen to sit and relax. I spent a lot of time networking and was occasionally given negative responses as the staff appeared to have more important things to do over their lunchtime. I equally had some positive responses from staff and some asked for the questionnaire

to be sent to them online which I then provided . When I was feeling negative after a college session I wrote,

'Feel like there was a lot of negativity today and lack of understanding of what EPs do. However that is why I am going in really so at least I can think of that as positive- making our presence known.' (July 2014)

Then after the next visit,

'A really nice conversation with one lady today about all of the things EPs do and the help they can give. Seems like I may be able to make some difference if they open up to me about what they need.' (July 2014)

Reflecting on the lack of responses from parents, I now believe that this may be due to these young people now being thought of as adults and having developed their own adult identity. This may mean that parents are less involved due to their own child's rejection of their support or because parents actually are going through their own identity changes in terms of their children growing into adults and feeling the need to let them be independent. Colleges also work in different ways to schools as the parents are less involved with events such as parent's evenings and yearly reports. Colleges seem to place more emphasis on the young people being more independent at this point in their lives and so parents may be less involved due to the college believing this is important.

In terms of staff, it may be that they are not used to professionals being involved in the college and therefore this may be why they viewed me in a different way to perhaps schools might. In the schools I have worked in, EPs seem to be quite highly respected and teachers tend to engage well with EPs and other professionals who visit. In college, this kind of outside agency support may be less available so the staff may not be used to this type of interaction.

5.4.3 Working with Young People: Where's the Power?

My role as an interviewer of the young people gave me a great deal to reflect upon. I consider myself 'young' and not much different in age to some of the young people. Therefore I often felt I could relate to what they were saying. Therefore many of my reflections after the interviews were to do with my role and how I was seen. For example after one interview I noted,

'Was it ok to go off and talk about TV programs with [name], when this was not a focus of the interview? Does that build relationship or is that not what I am there for? Did it influence what I got from the interview?'
(Research journal, September 2014).

Anderson (1993) discusses how the interviewer can have different roles in interviews, especially with children and young people. The three roles are supervisor, leader and friend. The first two being rather authoritarian, I did not want to be like either of these, although I also do not think that being a 'friend' is ideal either. At the time, I felt that the 'friend' role was best but I do need to think about how it influenced some of the answers and also left me open to the young people making certain disclosures which did happen in one interview. I discussed this with a senior member of staff at the college who said that the disclosure was open knowledge but this did make me feel awkward afterwards and worried about my role.

In a similar way, when transcribing my interviews, I wrote,

'Felt [name]'s interview was much better [than other interviews] but I had worked with him the week before for a few lessons and got to know him so should have done that with the others.' (Research journal, November 2014)

I had done work with some of the young people in the college before interviewing them and had spent two mornings in one of the classes. Unfortunately some of the young people I had worked with were under 18 and I

hadn't been given ethical permission to interview them. The young person referred to in the above was over 18 and very happy to come and talk to me as we had built a relationship the week before. I therefore was able to assume the role of 'friend' and feel at this point in time that this made it a better interview.

5.4.4 Analysing Data: Am I too Close?

I was the interviewer and I also transcribed that data and did the analysis. I would say that at this point I was highly immersed in the data. Therefore data analysis was both easy and difficult for me. I felt like I knew the young people very well and I knew about how they sounded even when reading the transcripts. This perhaps made me biased and I noted this in January 2015 during analysis,

'Am I reading too much into what the young people say? Or do I just want them to say what I want them to say to fit into my own theories? Perhaps I am too close to the data and should have asked someone else to transcribe it for me.'

I also spent more time with the young people's data than the adult data as this data did not need to be transcribed. Therefore I was also worried that as I could not 'hear' the adult voice in the same way as the young people, I found it more difficult to understand what they meant all the time.

'Am I just trying to fit the adult data in with the young people's data?'

(Research Journal January 2015)

Though I analysed the adult data first, I still knew the young people's data as I had transcribed it before the adult analysis began, so I reflected on the fact that I was looking out for themes without really meaning to.

5.4.5 Finishing and Final Thoughts

I had a number of ups and downs throughout the process of data collection and actively collecting my data. As I was writing up the findings, I started to feel more positive as I had identified a lot of issues for young people with additional

needs in college. My final comment in my reflective diary which was written during the write up reads,

'Finally feel I am able to explain the issues and start to think of solutions. A long drawn out project is starting to take shape and I am pleased with the results.' (March 2015).

There were also a number of surprises within my data. The first was that the college course seemed not to be suited to many of the young people's needs and aspirations. When first embarking on this research, I thought that there were a number of different vocational courses available in the college. This was the case, but the young people had to complete certain qualifications in English and maths first. The second surprise was that many of the young people did not experience transition support before coming to college. This surprised me as there were some transition programmes running in the LA that I was aware of, but perhaps they did not reach as far as the young people I interviewed. A third surprise was the lack of preparation the college gave the young people for life, careers and independent living. This surprised me because I knew that some courses were running at the college around life skills and independence. However it seemed that some of the young people did not apply their courses to their own lives. A final surprise was how able the young people were when talking about their experiences. I knew, from my own prior experience and previous reading, that they would be able to talk to me and give some ideas, but I did not realise how powerful some of the quotes would be and how much they would help inform ideas about future practice. I think it is the power of such quotes that shows the uniqueness of the research and I hope this will inspire researchers to ask young people complex questions when conducting future research in this area.

5.5 Summary of Findings from this Research

In order to help summarise the findings from this research, the issues and possible support have been arranged into a table (see Table 5.1). This gives a summary of the findings and can act as a resource for EPs and college staff.

Table 5.1- Summary of Findings

Issue	Examples (from the research)	Why an issue? (from this and previous research)	Implications for college support	Implications for EP role
Social	Friendships, peer relationships, intimate relationships, social awareness	Can influence academic achievement and emotional wellbeing. Can help independence.	Ensure link with parents/wider family as this can be a strong support for young people. Sexual health and relationships support. Managing conflict.	Help set up support groups for families. Peer support in terms of support groups or social skills groups. Support for those without families.
Personal difficulties	SEN such as - OCD, ADHD, Personal difficulties such as - shyness, emotional issues	Can influence self-concept, resilience. Influences success in college.	Help support self-concept/resilience Encouraging peer support. Understanding young people's needs (ask them).	Training on self-concept/resilience Facilitating peers support groups. Training on particular needs. Help give young person a voice.
The College	Course content, exams, size, facilities, and lack of joined up thinking, support.	Lack of motivation, difficulty getting qualifications and influence on future success.	Staff to give consistent messages and positive reinforcement. Work with families, Allow access to academic and personal support.	Individual support and work with young people. Training for college staff, Supervision for staff. Education about the EP role.
Transition after college	Independence, careers.	Lack of knowledge about how to get a job or live on their own means they may not have a positive future.	Careers support. Life skills support. Have young people come back and talk about jobs/careers	Support for college staff to access multiagency support for careers and independence.
Transition to college	Moving from school, emotional difficulties due to change, issues in the past	There is a big difference and this may be hard for young people to manage. However they may still have the same difficulties as they did at school and are they being managed?	Assessment of needs before young people come to college. Link with schools.	Assessment, Part of multiagency teams. Ensuring good relationships with colleges and schools and helping them work together.
Becoming an adult	Moving from child to adult services.	Lack of support when moving to an adult service (particular medical) and not coping with this well.	Personal support for young people who may be going through change.	Multiagency transition support teams, Linking with medical services and colleges.

Since EPs are now working with young people up to the age of 25, it is hoped that more of them will be working with colleges. Many do not know what their new role will be in these colleges, but it may be that the changes will not be as great as they thought. A lot of what is suggested in Table 5.1 is work that EPs already do in schools and can easily be applied to colleges. Other work may need some extra training or organisation, such as work in multiagency transition teams or work with health services. Colleges seem to already be doing a lot of good work which can be built upon. It is important for services to know what the issues for young people are in their colleges and this should be done by asking them directly so that plans can be made to give them the support they need throughout their education and into adulthood.

It is likely that EP work with children up to the age of 16 may be different to that with young people post 16. Some, of course, will be similar but when thinking about how much identity development and brain development is taking place during these later years (Erikson, 1968; Blakemore, 2007) something different may need to be put in place. A key difference is that EPs may be working more with the young person themselves, rather than their parent or family. Work on independence, discussions about relationships and conversations about careers will also be of stark difference. It is at this time that young people are developing their identity in terms of occupation or vocation, sexual orientation and ideological stance on life (Marcia, 1980) and therefore they are at a critical time for support in these areas.

Development does not seem to stop post 16 but it does evolve into something different. It is the job of the EP to reflect on the young person's developmental stage and adapt their skills appropriately. Although the work with young people aged 16 to 25 may be different to EP work in the past, it is an exciting time for EPs to think about the training and learning needs they have so that they can fulfil the critical role of supporting young people developing into adulthood.

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Appendix 1: Questionnaire (Parents)

Parent Questionnaire (please return both pages in stamped addressed envelope)

In order to help inform my understanding of the issues faced by young people in post 16, please could you list your three main concerns/issues which may have occurred during the post 16 phase (issues in college/outside of college/during transition to college)

1.....

.....

2.....

.....

3.....

.....

In light of these concerns, the following support could currently be offered by educational psychologists:

Please rate the following statements about how useful each of the following would be; If you are unsure please write DK (don't know) next

	Not useful			Extremely useful	
Consultation with college staff (<i>'Consultation' means - psychological problem solving conversations, obtaining views, having discussions</i>)	1	2	3	4	5
Consultation with your family (as above)	1	2	3	4	5
Consultation with young people (as above)	1	2	3	4	5

Individual assessments with young people:

- Social/emotional assessments	1	2	3	4	5
- Behaviour assessments	1	2	3	4	5
- Developmental assessments	1	2	3	4	5
- Curriculum based assessment	1	2	3	4	5

Individual interventions: (*'Interventions' = help to bring about change*)

- Therapeutic	1	2	3	4	5
- Learning	1	2	3	4	5
- Behaviour	1	2	3	4	5

PTO

Please
circle one
number for
each
statement

Group interventions with young people:	1	2	3	4	5
- Therapeutic	1	2	3	4	5
- Learning	1	2	3	4	5
- Behaviour	1	2	3	4	5
Training:	1	2	3	4	5
- Whole college	1	2	3	4	5
- Groups of staff	1	2	3	4	5
- Individual staff	1	2	3	4	5
Support SEN appeals (Meaning – legal preventative work/mediation/expert witness)	1	2	3	4	5
Research and evaluation studies in college	1	2	3	4	5
Statutory assessment advice (for statements/EHC plans)	1	2	3	4	5
Systemic interventions (e.g. Whole college support)	1	2	3	4	5
Psychological supervision for professionals	1	2	3	4	5

Which of the above pieces of work would be most important to your family?

What would be the least important?

Is there anything else which you would expect or like educational psychologists to do with your family or your son/daughter?

Thank you so much for agreeing to take part in this survey. If you have any questions please feel free to contact me.

Appendix 2: Questionnaire (Staff members)

College Staff Questionnaire (please return in envelope)

In order to help inform my understanding of the issues faced by young people in college, please could you list your three main concerns which may have occurred in the past for young people with additional needs in your college.

1.....

.....

2.....

.....

3.....

.....

In light of these concerns, the following competencies could currently be offered by educational psychologists.

Please rate the following statements about how useful each of the following would be; *If you are unsure please write DK (don't know) next*

	Not useful			Extremely useful	
	1	2	3	4	5
Consultation with staff (<i>'Consultation' = psychological problem solving conversations, obtaining views, having discussions</i>)	1	2	3	4	5

Consultation with parents (as above)	1	2	3	4	5
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Consultation with young people (as above)	1	2	3	4	5
---	---	---	---	---	---

Individual assessments with young people

- Social/emotional assessments	1	2	3	4	5
- Behaviour assessments	1	2	3	4	5
- Developmental assessments	1	2	3	4	5
- Curriculum based assessment	1	2	3	4	5

Individual interventions with young people:

- Therapeutic	1	2	3	4	5
- Learning	1	2	3	4	5
- Behaviour	1	2	3	4	5

Please
circle one
number for
each
statement

Group interventions with young people:	1	2	3	4	5
- Therapeutic	1	2	3	4	5
- Learning	1	2	3	4	5
- Behaviour	1	2	3	4	5
Training:	1	2	3	4	5
- Whole college	1	2	3	4	5
- Groups of staff	1	2	3	4	5
- Individual staff	1	2	3	4	5
Support SEN appeals (Legal/ preventative work, mediation and expert witness)	1	2	3	4	5
Research and evaluation studies in college	1	2	3	4	5
Statutory assessment advice (statements/EHC plans)	1	2	3	4	5
Systemic interventions (e.g. Whole college support)	1	2	3	4	5
Psychological supervision for professionals	1	2	3	4	5

Which of the above pieces of work would be most important in your college?

What would be the least important?

Is there anything else which you would expect or like educational psychologists to do in your college?

Thank you for agreeing to take part in this survey. If you have any questions please feel free to contact me.

OPTIONAL:

If you wouldn't mind would you please write down your **role** in the college (this will be kept confidential):

Appendix 3: Local Authority Leaflet (Final page- anonymised)

What do Educational and Child Psychologists do?

- Consultation within psychological problem solving frameworks.
- Undertake a range of learning, developmental, SEBD and curriculum based assessments.
- Implement direct psychological interventions that include:
 - Therapeutic based interventions (both long and short term),
 - Learning based interventions
 - Behaviour based interventions
- Draw on a range of approaches that include:
 - Personal Construct Psychology
 - Cognitive Behavioural Therapy
 - Solution Focused Therapy
 - Video Interactive Guidance
 - Motivational Interviewing
- Provide systemic interventions at family, school, community and local authority levels to support change and development.
- Deliver Continuing Professional Development and training to a range of professionals and schools at whole school, group and individual level.
- Provide mediation to schools and families.
- Provide psychological input at each stage of the SEN appeals process, including preventative work, mediation and expert witness advice.
- Deliver psychological supervision to other professionals, such as Family Nurse Partnership (FNP), Youth Offending Team, Connexions, and Teachers in specialist settings.
- Set up and run group interventions such as circle of friends, anger management, social skills, transition and parent groups.
- Undertake research and evaluation studies in schools and other contexts and facilitate schools in carrying out their own action research projects.

Educational and Child Psychologists also provide psychological advice, consultations, training and assessments to other organisations, such as Social Care, Early Years Providers and Family Nurse Partnership. In addition Educational and Child Psychologists undertake Local Authority work. This includes: psychological input on various panels and steering groups; providing lead agency for Critical Incident work; management of other teams; Child Protection training; and policy development. Educational and Child Psychologists also contribute psychological advice to the statutory assessment of children and monitor the progress of children with statements.

Appendix 4: Semi Structured Interview Questions

- How long have you been at the college? What do you do here?
- What was it like when you first came to college? Tell me about it.
- Was it different to school? Why?
- What support do you get at college? Is it good/bad?
- What support did you get at school? Was it good/bad?
- What so you want to do when you leave college? Who will support you?
- What do you like to do outside college?
- What social clubs are there to do in college? Are they good?
- Do the tutors here know about your needs? How do you know?
- What do your parents/carers/family think about your future/your college course?
- What would you like the college to be like if had all the money and resources in the world?
- What about your friends? Do they like college?

Appendix 5: Parent Letter and Consent form (For research question 2)

Dear parents,

I am writing to you invite you to take part in an important piece of research to obtain your views about the role of educational psychologists with young people aged 16-25. If you are willing to take part, please fill in the consent form attached and the questionnaire. Your views are greatly appreciated.

What should be the role of educational psychologists (EPs) with young people age 16-25?

The aim of this piece of research is to obtain the views of college staff, parents and young people about what they would like the role of the EP to be post 16. This research is in response to the Green Paper (2011) which suggested that EPs should be involved with children and young people from 0-25. EPs are excited about this new extension of the role but would like your views about how their skills can be best used with this age group.

Would you like to share your views?

If so please fill in the attached questionnaire and send it back to me in the stamped addressed envelope provided along with the consent form attached to this letter. Your responses will help me to collate the views of parents in order to feed back to EPs about what parents would like EPs to be doing post 16.

Confidentiality/anonymity

Any information you give will be anonymously written up in my thesis. The questionnaires will be kept confidentially and safely in a secure place and then destroyed after the thesis has been written up. The consent form will be kept separately from the questionnaires so that your responses can be kept anonymous.

Right to withdraw

You have the right to withdraw your information any time up and until the submission of my thesis in May 2015. If you decide you do not wish your information to be included please contact me on the number or email below.

Any Questions?

Please feel free to contact me with any questions or queries on the email or phone numbers below.

Thank you!

Alison Bell (CONTACT DETAILS)
Supervisor at UEL – (CONTACT DETAILS)

CONSENT (please return in the stamped addressed envelope)

The role of the EP with young people aged 16-25: parent, staff and young people's views, Alison Bell, School of Psychology, University of East London

Please circle as necessary

I have read and understood the participant information sheet	YES/NO
I have had the opportunity to ask questions and discuss the study	YES/NO
I have received enough information about the study	YES/NO
I understand that I am free to withdraw from the study at any time without having to give a reason	YES/NO
I agree to take part in the study	YES/NO

Signature of the Participant:.....Date:.....

Name (in block capitals):..... (this will be kept confidential)

Appendix 6: Staff Letter and Consent Form

Dear Staff

I am writing to you invite you to take part in an important piece of research to obtain your views about the role of educational psychologists with young people aged 16-25. If you are willing to take part, please fill in the consent form attached and the questionnaire. Your views are greatly appreciated.

What should be the role of educational psychologists (EPs) with young people aged 16-25?

The aim of this piece of research is to obtain the views of college staff, parents and young people about what they would like the role of the EP to be post 16. This research is in response to the Green Paper (2011) which suggested that EPs should be involved with children and young people from 0-25. EPs are excited about this new extension of the role but would like your views about how their skills can be best used with the post 16 age group.

Would you like to share your views?

If so please fill in the attached questionnaire and put it in the envelope provided along with the consent form attached to this letter. I will collect the entire envelope once all of the staff who would like to be involved have completed them. Your responses will help me to collate the views of college staff in order to feed back to EPs about what colleges would like EPs to be doing post 16.

Confidentiality/anonymity

Any information you give will be anonymously written up in my thesis. The questionnaires will be kept confidentially and safely in a secure place and then destroyed after the thesis has been written up. The consent form will be kept separately from the questionnaires so that your responses can be kept anonymous.

Right to withdraw

You have the right to withdraw your information any time up and until the submission of my thesis in May 2015. If you decide you do not wish your information to be included please contact me on the number or email below.

Any Questions?

Please feel free to contact me with any questions or queries on the email or phone numbers below.

Thank you!

Alison Bell

(CONTACT DETAILS)

Supervisor at UEL – (CONTACT DETAILS)

CONSENT (please return)

The role of the EP with young people aged 16-25: parent, staff and young people's views, Alison Bell, School of Psychology, University of East London

Please circle as necessary

I have read and understood the participant information sheet YES/NO

I have had the opportunity to ask questions and discuss the study YES/NO

I have received enough information about the study YES/NO

I understand that I am free to withdraw from the study at any time without having to give a reason YES/NO

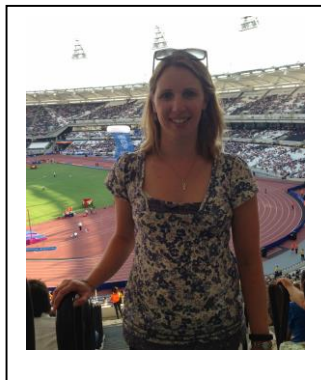
I agree to take part in the study YES/NO

Signature of the Participant:.....Date:.....

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

Appendix 7: Young Person Consent form and Letter

Hearing your views about college.

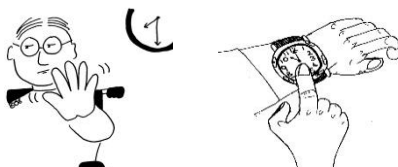


My name is Alison and I am studying to be an educational psychologist and I am doing a project for my course.

I would really like to hear about you, your experiences, people who have helped you in your transition to adulthood and your college life.



You can ask for the interview to stop at any time. It will take no longer than 1 hour.



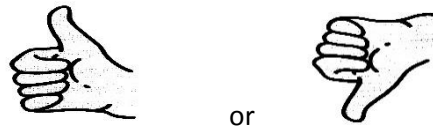
I will also be recording us talking but no one will listen to this apart from me.



What you tell me may help psychologists work better with young people in college in the future.

I will report back what I find out from all of the young people I interview but I will not mention names.

You can say yes or no. It is up to you whether you take part.



If you do want to take part, we can sign the form together.



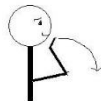
If you would like to talk to me, I would be very grateful if you could sign the attached form.



If you would like to know more about the project, please either ask me now or you can contact me again in the future.



Thank you for taking the time to read this letter and for your help.



Yours sincerely

Alison Bell

(CONTACT DETAILS)

Consent form

- I understand that the interview will be recorded.



- I understand that the interview will be private but I will report back without using your name.



- I understand that I can stop the interview at any time.



If you understand the statements above, you now need to decide whether you would like to take part in the project.

I would like to take part.

Please put a circle round No or Yes.



No



Yes

Signed.....

Please print your name.....

Appendix 8: Parent Consent for Young People under 18 (for Research Question 3)

Young people's views about support in college

Dear parents,

My name is Alison Bell and I am training to be an educational psychologist. As part of this, I am doing some research about how educational psychologists can help in colleges and with young people up to the age of 25. I am hoping my research will help educational psychologists to know how to help staff, parents and young people in college.

Young people's views are important in this research and I really want to hear their views. I would like to interview young people about their *experience of moving from school to college, what support they get at college and what else they would like support with in the future.*

Young people over 18 are able to give their own consent to be interviewed **but I would also like parents to agree that it is ok for me to interview their son and daughter** as I know parents are very important in young people's lives after 18.

I have experience of working with young people of all ages and all types of needs and all rights of young people will be protected.

The young people I interview will have the study explained to them and they will be asked to sign a consent form. Their interviews will be recorded but then **the recordings will be destroyed** after the information is transcribed. **No information about names of children, family members' names, schools, colleges or areas will be kept.** All of the transcriptions will be anonymous and kept away from consent forms. I will not use any names in my write up and the original data will not be shown to anyone outside the study.

Please would you **fill in the consent slip below and return to [NAME]** on or before Tuesday 24th June. Your support is greatly appreciated and will hopefully support the future development of support given to young people up to the age of 25. Thank you, Alison Bell

Please tick as appropriate and return to the college on or before 24th June 2014

☐ I _____(name) give permission for my son/daughter _____(name) to be approached and asked to be interviewed by Alison Bell (trainee educational psychologist).

☐ I _____(name) DO NOT give permission for my son/daughter _____(name) to be approached and asked to be interviewed by Alison Bell (trainee educational psychologist).

Signed..... Date:

Alternatively you can email me at EMAIL writing one of the above phrases in the main text and 'college interview' as the subject.

Appendix 9: Ethical Approval Letter (Three pages)

ETHICAL PRACTICE CHECKLIST (Professional Doctorates)

SUPERVISOR: Mark Fox

ASSESSOR: Amanda Roberts

STUDENT: Alison Bell

DATE (sent to assessor): 27/01/2014

Proposed research topic: Which competencies are needed for educational psychologists working with young people 16-25 in colleges according to parents, college staff and young people?

Course: Professional Doctorate in Educational and Child Psychology

- | | |
|--|-----|
| 1. Will free and informed consent of participants be obtained? | YES |
| 2. If there is any deception is it justified? | N/A |
| 3. Will information obtained remain confidential? | YES |
| 4. Will participants be made aware of their right to withdraw at any time? | YES |
| 5. Will participants be adequately debriefed? | YES |
| 6. If this study involves observation does it respect participants' privacy? | NA |
| 7. If the proposal involves participants whose free and informed consent may be in question (e.g. for reasons of age, mental or emotional incapacity), are they treated ethically? | YES |
| 8. Is procedure that might cause distress to participants ethical? | NA |
| 9. If there are inducements to take part in the project is this ethical? | NA |
| 10. If there are any other ethical issues involved, are they a problem? | NO |

APPROVED

YES

Assessor initials: AR

Date: 28/01/14

RESEARCHER RISK ASSESSMENT CHECKLIST (BSc/MSc/MA)

SUPERVISOR: Mark Fox

ASSESSOR: Amanda Roberts

STUDENT: Alison Bell

DATE (sent to assessor): 27/01/2014

Proposed research topic: Which competencies are needed for educational psychologists working with young people 16-25 in colleges according to parents, college staff and young people?

Course: Professional Doctorate in Educational and Child Psychology

Would the proposed project expose the researcher to any of the following kinds of hazard?

- | | | |
|----|-----------|----|
| 1 | Emotional | NO |
| 2. | Physical | NO |
| 3. | Other | NO |

(e.g. health & safety issues)

If you've answered YES to any of the above please estimate the chance of the researcher being harmed as: HIGH / MED / LOW

APPROVED

YES

Assessor initials: **AR**
28/01/14

Date:

For the attention of the assessor: Please return the completed checklists by e-mail to ethics.applications@uel.ac.uk within 1 week.

SCHOOL OF PSYCHOLOGY

Dean: Professor Mark N. O. Davies, PhD, CPsychol, CBiol.

UEL
University of
East London
www.uel.ac.uk

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
tel: +44 (0)20 8223 4966 fax: +44 (0)20 8223 4937
e-mail: mno.davies@uel.ac.uk web: www.uel.ac.uk/psychology



The University of East London has campuses at London Docklands and Stratford
If you have any special access or communication requirements for your visit, please let us know. MINICOM 020 8223 2853



Appendix 10: Code Book for Research Question 2a

Code	Definition
Lack of staff training	Issues with staff training
Lack of specialism	No specialist speech and language support or special needs specialism
Social	Social issues in college
Access	Issues with access in the college
Understanding	Issues with educational or personal understanding
English and maths	Issues with learning English and maths
Money	Issues around fees
Choosing course	Issues around finding the right course for students
Talking about problems	Issues with young people talking about their problems
Joint working	Issues with joint working
Working with families	Issues accessing families and working with them
Previous education	Issues with lack of previous education
Other agencies	Issues with other agencies
Transition	Issues around transition
Life changes	Life issues
Behaviour	Issues around behaviour
Violence	Issues with violence
Drugs	Issues with drugs
Attendance	Issues around young people not attending college
Special needs	Issues with young people's special needs
Motivation	Issues with young people's lack of motivation
Gender	Issues with gender
Self esteem	Issues with young people's self esteem
Emotions	Issues with young people's emotions
Family	Issues with young people's families which influences their learning
Friendships	Issues with young people's friendships which influence their learning.
Resources	Issues with resources in college

Appendix 11: Code Book for Research Question 3a

Code	Definition/Examples
Family	Support from family- parents, cousins, siblings, grandparents
Careers	Support with work or jobs
Tutor support (personal or academic tutor)	College staff support with personal or academic
Fitness/sport	Sport or fitness helps support the young people
Help with problems	Support young people get for their problems
Helping self	Young people support themselves- resilience
Counsellor/psychologist	Counsellors or psychologist helps
Youth worker/club	Youth group or worker helps
Music	Young person is supported by music
Carer	Carer supports young person
Academic support	Young people get support for academic work
Job centre	Job centre helps young person
Doctor	Medical professionals help young people
Previous school support	Young people are supported by their previous school.
Clubs	Clubs in college or outside help the young people
Friends/peers	Friends or peers in college help the young people.
Transition support	Support for transition from school to college

Appendix 12: Code Book for Research Question 3b

Code	Definition/Examples
Career	Discussion about jobs now and in the future (Professional qualifications, work experience)
Hard work	Discussion of the work being hard at college
English and Maths	Discussion about having to do core subjects English and maths for college or doing those exams
Different from school	Discussion about the differences when moving to college in relation to school.
Trips	Going out of college on an organised event for whatever reason e.g. Holidays or day trips
Bullies	Being bullied or having people say something nasty to them
Friendship issues	Discussion about anything which involves issues with friends or peers.
Transport	Getting to and from school/college in a bus/car and independently or with an escort.
Transition	Discussion about transition to college- Filling in forms, changes, starting college, learning new skills
Independence	Learning new skills, being able to look after yourself, cooking
Money	Discussion about money or resource issues in college or at home
The future	Plans for the future and issues around these plans
EAL	Discussion about language issues due to English as an additional language
Relationship issues	More intimate relationship issues such as boyfriend/girlfriend
Social	Clubs, meeting people, social areas, issues with social aspects of college and home life
Social media	Including issues with media relationships and situations
Emergency services	Police issues, ambulance issues
Crowds	Discussion about having too many people at college
College is large	The physical size of the college compared to school
Fitting in	People being the same or different from them
Special needs	Bereavement, physical issues, phobias, medical needs, language needs, educational needs
Accommodation	Issues with housing now or in the future
The past	Issues with events that happened in the past
Choosing classes and courses	Issues with what to choose to do at college and beyond
Addiction	Issues with being addicted to anything (YouTube, smoking, drinking)
Trust	Trusting others including peers and staff and others
Family issues	Issues with home life and family
Consequences	Not thinking about consequences or planning things well
Moving to adult services	Issues around moving from child to adult services in terms of medical or educational services
Understanding issues	Issues in understanding in terms of diagnosis, who to go to, filling in forms
Medication	Issues around taking medication or not taking medication
Other pupils	Discussion around other college pupils causing issues
Gender issues	Difficulties with gender identity

Personal qualities	Issues with personal qualities such as being shy, lacking confidence
Emotional issues	Issues with emotions
Skiving	Issues around deliberately not going to college
Smoking/drinking	Issues around substance abuse
Restraining	Being held by adults
Resource issues	Lack of resources in college
Support issue	Lack of support in college for a variety of reasons

Appendix 13: Example of a Coded Transcript

Interview 5, Young person E

(yellow= issues, green=support)

Participant no	Line No	Interview	Thematic analysis -codes
E	1 2 3 4 5 6 7 8	I: So E, you told me a little bit last time, that's why I thought it would be nice to talk to you about college, what's you've done, who helps you, how you've changed in the last... however many years... How long have you been at college?	
E	9 10 11	E: errr well first year I come here I was with Radlands I was doing animal care	
E	12	I: right	
E	13 14	E: and then I come from doing animal care, I come to doing Flip?	
E	15 16	I: Flip right	
E	17 18	E: and I did vocational - this for a year	
E	19 20	I: so why have you changed so much to lots of different courses?	
E	21	E: well I weren't sure which one to do	Choosing classes and courses
E	23	I; SO you not into the animal care anymore?	
E	25	E: No I did that with Radlands er... I completed that	
E	27	I: and that's not something you wanna do in the future?	
E	29	E: NO way	
E	30	I: no? Not interested in it. So was Radlands the school you went to before?	
E	33	E: yeah	
E	34	I: yeah? How long did you go there for? From when you were eleven....	
E	36	E: I was in year, I was in year 7	
E	37	I: um hum	
E	38	E: and it went up to, I think I left in year 12	
E	40	I: right ok, and what was Radlands like?	
E	42	E: It was alright	
E	43	I: Did you get on there or ...	

E	44	E: I got on there but I had a few problems here and there but, they were, they were sorted	
E	46 47 48	I: and was there anybody there that was really supportive adults or friends or...	
E	49	E: yeah, yeah	
E	50	I: yeah? what did the adults do that was really supportive?	
E	52	E: er they er, when I was getting frustrated with my Nan passed	Personal qualities
E	54	I: right	
E	55 56 57 58	E: One of the teachers there come and speak to me and they used to write stuff down show it them and stuff	Help with problems
E	59	I: ok, so they used to help you with your frustration	
E	61	E: yeah	
E	62	I: and do you still get frustrated now?	
E	64	E not as often as I used to	
E	65	I: OK, is there anybody here that can support you in that same way?	
E	67	E: (pause) most likely	
E	68	I yeah? and what kind of support do they give you at college?	
E	70	E: er...reading help sometimes, help with reading or if I need help spellings... stuff like that	Academic support
E	73	I: and is there anything that you'd want help with that you don't get help with?	
E	76	E: (pause) not really)	
E	77 78 79 80 81	I: not really? OK, so your frustration and anger is something you don't really see much at college anymore? Why do you think that's different?	
E	82	E: er I get less wound up by people that used to wind me up	
E	84 85 86 87	I: Is it because you're at a different place now, are the people who wound you up, did they used to be in Radlands?	
E	88	E: yeah, they have got, they are here, some of them, one of them's in the same class as me	
E	91	I: right	
E	92	E: erm, there was a few that I don't really get on with that well	

E	94	I: ok so what happens if the guy in your class that winds you up starts winding you up again?	
E	97	E: (pause) I should probably walk out ignore him	
E	99 100 101	I: right Ok, so have you learnt to ignore people now than when you were younger?	
E	102 103 104 105	E: yeah I tend to put more of a front between me and them so I don't have to, try and block sound out	Helping self
E	106	I: So who taught you to do that?	
E	107	E: Er I just taught myself to do it	
E	108	I: taught yourself, is that just all part of growing up?	
E	110	E: probably, most likely	
E	111 112 113 114	I: right, OK and erm thinking back to when you moved from Radlands to here, how hard was it to change from going to school to college?	
E	115 116 117 118	E: er it was different but it was kind of confusing 'cause it's new, I was scared, nervous, and after a couple of days I like, yeah I can do this.	Transition
E	119	I: right ok, so it only took you a couple of days to get used to it	
E	121	E: yeah	
E	122	I: well that's pretty good isn't it? SO when you were first nervous...	
E	124 125 126 127	E: well my confidence when I first started was proper low but now I can just start doing, and talk to them	Personal qualities
E	128	I yeah OK, so how did, how come that changed, your confidence?	
E	130 131 132 133 134 135	E: (pause) I don't know I just started speaking to people more and loads more different people, walk up to strangers in the corridor, start talking to them, become friends...	
E	136	I: oh	
E	137	E i feel a lot more confident doing it	
E	139	I: so you feel more confident in college than you did in school?	
E	141 142 143 144	E: well, er I was confident in school but I just weren't, I couldn't speak to people and such a way that I have done here	
E	145	I: OK	

E	146	E: I've spoken to more people than er... than I've done in ages	Friends/peers
E	148	I: Right, and why is that then do you think?	
E	150	E: (pause) er dunno	
E	151	I: don't know, just part of being, getting older again? Maturing?	
E	153	E: most likely	
E	154 155 156 157	I: yeah? And it's not to do with anybody helping you do that? It's just you, it's part of your, your maturity?	
E	158	E: yeah	
E	159 160 161 162 163 164 165	I: yeah ok, erm... so what do you, I know we've talked about this but not on this recording and I'll forget about it, what do you want to do when you leave college? Because you're leaving in two weeks or one week now aren't you?	
E	166 167 168 169	E er next Frid... this Friday we've got cooking but next Friday I don't have to come in for cooking so it'll be a Thursday	
E	170 171 172	I: so Thursday next week is your last day, what happens then after that you've got summer holidays...	
E	173 174 175 176 177	E: hopefully I'm going to find a job either for er... maybe caretaker,... maybe a car wash, someone who washes cars or someone like a chef or something	Career
E	178	I: Ok and how are you going to apply for those jobs?	
E	180	E: Go job centre, sign on...	
E	181	I: OK so who's going to help you fill in all the forms and things?	
E	183	E: errrr.... hopefully my dad	Family
E	184	I: hopefully your dad	
E	185	E: If he can... (unknown)	
E	186	I: and have you learnt how to fill in forms from college, have they helped you at all?	
E	189	E: I'm sure I have done it before but it's been a while since I've done it so..	Career
E	192	I: OK, so do you feel like you've have the support to do that?	
E	194	E: I think we did the form filling in at the beginning of the year	
E	196	I:right and have you still got all the resources and things that you did?	

E	198	E: some of it	
E	199	I: That you can look back on	
E	200	E: Some of it	
E	201 202 203 204 205 206	I: Some of it, OK. So it's still going to be hard for you? Do you think it's going to be hard, do you think this next coming year's going to be really hard or do you think it's going to be easy?	
E	207 208 209 210	E: well most likely it's going to be hard because I went to see my doctor who prescribes me my tablets...	Medication
E	211	I: yeah?	
E	212	E: ...for my ADHD... I could be taken off all my tablets....	
E	214	I: OK so you won't be having your ADHD medication	
E	216	E; but	
E	217	I and what do you think will happen then if you don't have that	
E	219 220 221	E: er... because very hard to control my temper and very hard to sit still and concentrate	Emotional issues
E	222	I: Why are they taking you off your medication?	
E	224	E: because I'm at that age... where	
E	225	I: They take you off at 20?	
E	226 227 228 229 230	E: yeah well, if i wanted to keep taking the tablets, because I, when I turned 20 they said I could, I could chose not to take them or take them	Moving to adult services
E	231	I: Ok and have you, think you want to not take them?	
E	233 234 235	E: I'm getting fed up with them, doing my nut in, I get bored of them	
E	236 237 238	I: Right, do they have side effects your medication like make you sleepy or angry or... no?	
E	239	E: I think one of them is high blood pressure	
E	241	I: Right OK	
E	242	E: think that's one of the reasons I get nose bleeds quite a lot	Medication
E	244 245 246	I: Do you, so you get more nose bleeds, how long have you been taking the medication?	
E	247	E: (sighs) errr	
E	248	I since you were little or...?	
E		E: very very very long time	

E	250	I: do you think it was when you were in secondary school or primary school?	
E	253	E: (pause) I don't well, I won't think I had any tablets when I was in nursery	
E	256	I: um	
E	257	E i think I started taking tablets when I was 9?	Medication
E	259	I: Right ok	
E	260	E: I think	
E	261 262 263 264	I: So it's been a long time then, a lot of years that you've been taking them and you have to take them every day?	
E	265	E: every morning	
E	266 267 268 269 270	I: every morning, and have you, have you ever had a day where you haven't taken them? What has your behaviour or your feelings been?	
E	271	E; I've had to come to college without my tablets in my system	
E	273	I: oh yeah?	
E	274	E: 'cause I'd run out of tablets	
E	275	I: so what happened on that day?	
E	276 277 278 279 280	E: errr, I had to carry a stress ball so I found it hard to sit still for the (unknown)... I did manage to do my work in the end, it took me a while to get there	Medication
E	281	I: and that's only one day so what will happen if you decide to come off them completely?	
E	284 285 286 287 288	E: hopefully be able to work on how to control myself and how to relax my body when I need to, how to make myself concentrate a lot more	Medication Transition
E	289	I: right, how will you do that?	
E	290	E: (Pause) ummm..... Try reading books...	
E	292 293 294 295 296	I: yeah, does that calm you down? Reading books, OK, how about if you have to get a job and you're off your medication, do you think that...	
E	297	E: that's the only fear I've got at the moment	
E	299	I: Ok, so you're a bit worried about that ...yeah? OK	

E	301	E: But I reckon I would be able to do but if I, depends if I put my mind to it or not	
E	304 305 306 307	I: And do you think you will? Yeah? Do you think you're determined enough to be off medication and still work every day?	
E	308 309 310 311 312	E: well when I'm at home and I don't take my tablets at home I can, Like I can, I'm alright without the tablets it's just ... I tend to eat a lot more	Special needs
E	313	I: Oh ok	
E	314	E: but when I take my tablets I don't eat at all, not even have breakfast, not had lunch today	
E	317	I: do you just not feel hungry or is it..?	
E	319	E: no, don't feel hungry	
E	320	I: so that's a side effect of the medication isn't it that you don't eat, you don't feel hungry	
E	323	E: But when I don't take my tablets, when i do take the tablets that day, I cannot stop eating	
E	325 326 327 328	I: right OK, that's interesting isn't it so do you think you'll put on some weight then when... if you come off you wanna eat all the time	
E	329 330 331 332	E: well not the tablets, when I eat when I take the, when I eat with my tablets, the tablets reduce weight loss or something	
E	333	I: Oh ok	
E	334	E: that's why I'm so skinny	
E	335	I: Yeah so you might bulk up a bit...	
E	336	E: but I can eat and eat and eat with my tablets but I don't put any weight on	
E	339	I: OH!	
E	340	E: well i do but I just put little bits on	
E	342 343 344 345 346	I: So you have to be really careful if you're off the medication of how much you eat and...'cause you could end up putting quite a lot of weight on couldn't you?	
E	347	E: yep	
E	348	I: yeah	
E	349	E: well I am quite active, i do football...	Fitness/sport
E	351	I: Oh do you? OK	

E	352	E; er basketball... curbsy (?)... Quite a lot of different sports	
E	354	I: what's your favourite sport?	
E	355 356 357	E: I used to, I used to play football, I used to play for my old school football team	
E	358	I Oh yeah?	
E	359	E: and now I don't play it at all	
E	360	I: DO you not? Is there not a college team that you can play for?	
E	362	E: Oh i don't play football, I don't, don't really like it now days	
E	364	I: Oh, Oh what changed?	
E	365	E: I don't know	
E	366	I: don't know? Just not interested anymore?	
E	368	I: what about basketball, that must be something you can do, play quite a lot?	
E	371	E: (pause) I started recently replaying that	
E	373	I: yeah?	
E	374	E: and football	
E	375	I: Do they do sports at the college?	
E	376	E: yeah, but I don't do them, I do it with my brother in law	Social
E	378	I: Oh OK, with your brother did you say?	
E	380	E; yeah brother in law	
E	381	I: Oh brother in LAW, so it's your sister's husband?	
E	383	E: My older sister	
E	384	I: ah, how old...	
E	385	E well they're getting married soon	
E	386	I; ah OK, how old's your sister?	
E	387	E: twenty... three	
E	388 389 390	I: oh right OK, so they're getting married are they, are you part of the wedding?	
E	391	E: um	
E	392	I: are you going to be like a Paige boy or something (laughs) usher?	
E	394	E: I don't know	
E	395 396 397 398 399 400 401 402 403	I: don't know, well that'll be fun, cool, errm, what about, you said that you don't really do any like sport or anything in college, do you do... anything in the social areas at college? Do you go to like, I know there's a social area down there where there's table tennis and all that	

E	404	E: No I find that too packed	
E	405	I: too packed?	
E	406	E: I can't stand crowded places	Social
E	407 408 409	I: Oh right OK, so do you prefer to be on your own at lunchtime and break time?	
E	410	E: um	
E	411	I: what kind of thing do you like doing?	
E	413	E: i listen to my music or talk to someone	
E	415	I: and who do you like to talk to the most in your group?	
E	417	E: I talk to all of them but the main one is J	
E	419	I: You like to talk to J do you?	
E	420	E: um	
E	421	I: Is, would you say he's like your main friend in college?	
E	423	E: He's not my main friend, there's a couple of other main friends	
E	425 426 427 428	I: yeah, OK ... do your, do you friends all have similar issues to you? Are any of them on medication or anything?	
E	429	E: One of them is	
E	430	I: and do you ever talk about medication with them?	
E	432	E; no oftenly	
E	433 434 435 436	I: no? Is the rest, rest of the group do they all have different difficulties to you or similar difficulties?	
E	437	E: I'm not sure	
E	438	I; not sure, OK, do you think that erm, the staff here understand your difficulties?	
E	441	E: Most likely	
E	442	I: yeah? So do they understand that if you haven't had medication you might be a bit anxious...	
E	444	E: I tell, I notify the staff if, when I come and talk so they know, know	Help with problems
E	446 447 448 449	I they know that you haven't had your medication and then do they know what to do to cope with you? Yeah?	
E	450	E: (pause) yeah	
E	451 452 453	I: yeah? They do know how to handle if you haven't taken medication	

E	454 455 456 457	E: well if I was cooking and I haven't had medication, I wouldn't be able to do cooking without my medication	Helping self
E	458 459 460 461 462	I: right OK so is all kind of up to you what you do, if you don't take it that's your choice or ... do you find that other people are responsible for your actions or	
E	463	E: no	
E	464	I: is it all down to you?	
E	465 466 467 468 469	E: (pause) not all down to me, down to the doctor as well, they said they might slow the dose down then might take me off then if, if I keep improving	Doctor
E	470	I: right OK, so you're going to do it gradually, you're not going to do it all, all at once	
E	473 474 475 476 477 478 479	E: yeah so I have them through quite a bit, can't control myself and how I fell and stuff and they said they might lower it down and once they've lowered it down enough then they might take me off it completely...	
E	480 481 482 483 484	I: oh, erm so when you were at school were you on higher medication than you are now or have you always been on the same...	
E	485 486 487 488	E: err I was taking 3 tablets... but just recently I was now I can take up to three tablets to... to taking two tablets instead of tacking three	
E	489	I: right Ok, so you are getting less and less were at school	
E	491	E: But they're strong tablets though	
E	492 493 494 495 496 497 498 499	I: right, OK and so when thinking back to yourself when you were at school and yourself now, do you kind of identify with yourself at school do you think, 'oh I don't like that person' or I was a different person then or same person, what do you think about that?	
E	500	E: I feel I have completely changed in so many different ways	The past
E	501	I: better change or worse change?	
E	502	E: errr better...	
E	503	I: better change OK and what is it about you that's made you change?	

E	505	E: (long pause) I'm not sure	
E	506	I: You're not sure	
E	507 508 509 510	I: Do you think there was a point when you decided you wanted to be a better person or you wanted to not be angry or....	
E	511	E: well	
E	512 513 514 515 516	I: If you had er advice for someone that was like you when you were say 14... Someone who is 14 just like you when you were 14, what would you say to them?	
E	517 518 519 520 521 522 523 524 525 526	E: well I first, first started flipping out and that, when I used to be wound up, I used to go into my room and turn all the lights off so it was dark ... and then I used to take about f-, couple of seconds and I'll be calm and anything and if someone in fight with, I'll go into a quiet room or whatever... just sit there or something	Helping self
E	527	I: so you'd turn	
E	528	E: that's what I'd do ... there's other ways to calm down...	
E	530 531 532 533 534	I: so the best way to calm down is to go somewhere quiet, on your own in a dark room and calm, calm down... and is that something you do nowadays and stuff?	
E	535	E: no now, I don't do it nowadays, i don't really flipped out that bad...	
E	537	I: cool	
E	538 539 540 541	E: I aint flipped out for aaages...can't remember the last time I flippedLast time I flipped out it was quite serious...	Emotional issues
E	542	I: was that in the last year, in the last couple of years...	
E	544	E: errrr... (Sighs)really long time ago	
E	546	I: and was there consequences for that? Did anybody get hurt, or did anybody get upset?	
E	549	E: err a couple of people may have got hurt	
E	551	I: and how does that make you feel?	
E	553	E: er a bit guilty	
E	554	I: A bit guilty, were they people that you didn't really like or get on with or..	
E	557	E: no they were family members	

E	558	I: right Ok and they were people that you don't get on with?	
E	560 561 562 563	E: no my dad, I get on with him quite well, I dropped over my shoulder to the seat and my oldest sister.....	Family
E	564	I: um hum	
E	565	E: I get get on with both of them quite well...	
E	567	I; and you've got younger sisters as well?	
E	569	E: my youngest sister... and my brother	
E	571	I: you don't get on with them as well	
E	573 574 575	E: My younger brother's got ADHD, not ADHD, the other thing, worser than ADHD	Family issues
E	576	I: autism?	
E	577	E: yeah that's the other...	
E	578	I: ASD or Asperger's?	
E	579	E: the thing worser than ADHD...	
E	580	I: Oh I don't know, don't know what's worse....	
E	582	E: He's quite a suicidal person	
E	583 584 585	I: has he got schizophrenia or OCD or something like that? Depression?....	
E	586	E: I don't know	
E	587 588 589	I: can't remember, OK, so does that mean you, you and him don't get on very well?	
E	590	E: not always.	
E	591	I: you clash a bit or? And then your sister she got any difficulties?	
E	593	E: no...	
E	594 595 596 597 598 599 600 601 602 603 604	I; your youngest sister, no? And your oldest sister hasn't got difficulties? And your dad understands you quite well does he? Knows when you're, when you need time on your own and.... cool and when you erm, I know you told me that, before last week, that walk here every day, how is that? Is that ok, coming to college and walking on your own and...	
E	605	E: yeah	
E	606	I: Have you been doing that since you first came?	
E	608	E: er pretty much...	
E	609	I: Yeah?	

E	610 611 612	E: I think first day, think, no don't think dad really had bought me to college yet...mostly walked	
E	613 614 615	I: So the very first day you came you had to walk down on your own did you?	
E	616	E: No I tried to walk down	
E	617	I: OK was that scary or?	
E	618	E no	
E	619	I: cause how did you used to get to school?	
E	621	E: er minibus...	
E	622	I: oh what like an arranged minibus?	
E	624	E: yeah	
E	625 626 627	I: yeah? So was it better to walk or better, would you rather get a minibus?	
E	628	E: walk	
E	629	I: why?	
E	630 631 632 633	E: because you get the exercise and you get the fresh air that brain needs, fresh air's good for the brain	Fitness/sport
E	634 635 636 637	I: it is yeah, so you're better off walking? And you used to get the minibus to school when you, between year 7 and...	
E	638	E: I used to HATE getting the minibus!	Different from school
E	640	I: Oh why?	
E	641	E: It was so noisy	
E	642	I; oh did you have lots of other kids on there as well?	
E	644	E: yeah	
E	645	I: yeah?	
E	646	E: it did my head in	
E	647	I what kind of experiences did you have in the minibus?	
E	649	E: errrr, got close to being kicked off the minibus	
E	651	I: how come?	
E	652	E: er because people was winding me up and...Just couldn't take it	Other pupils
E	654	I: what did you do?	
E	655	E: I shouted and yeah	
E	656	I: did a lot of shouting, you didn't do anything physical though?	
E	658	E: not that I remember	
E	659 660 661	I: no? So a lot of shouting and swearing and... That kind of thing? Or... yeah, and 'cause did the other	

	662 663 664	children that were on the bus with you have the same or similar problems to you or...different	
E	665	E: yeah Radlands is a special, special needs school	
E	667	I: Ok so what kind of kids go there?	
E	668	E: we've all got ADHD, autism, er... (Pause)	
E	670	I: anything else? Did anybody else? Just mainly ADHD and autism?	
E	672	E; yeah and maybe epilepsy, asthma...	
E	674	I: oh ok so did you have a class of kids that were all autistic or all ADHD or...	
E	677	E: was a mix	
E	678 679 680 681	I: mix, and was that good, having all the same kind of difficulties in one class? Or would you rather have been in mainstream school?	
E	682	E: er I was put in a, in a mainstream school but I couldn't cope	The past
E	684	I: right ok	
E	685	E: So I got transferred	
E	686	I: was that because of your behaviour or?	
E	688	E: That's when I got out into a special needs school	
E	690	I: and how much choice did you have about doing, having, doing that?	
E	693	E: not a lot	
E	694 695 696	I: not a lot? Would you have rather have tried harder in the mainstream school	
E	697	E: no	
E	698	I: no? Didn't like the mainstream school very much?	
E	700	E: no, I found mainstream school too hard	
E	702 703 704 705 706 707 708	I: was too hard, ok, so when you went to Radlands ... the work, work was a bit easier? And what about the work now in college, do you find easy, do you find it hard, would you rather have harder work?	
E	709	E: It's quite hard and but some of its confusing...	
E	711	I: what...	

E	712	E: like the assignment I've got to do, it's got to be finished by the end of today	
E	715	I: what's that on then	
E	716	E: (as if a teacher is talking) If it aint FINISHED, got to stay in and FINISH it!	Hard work
E	719	I: what, what is the project on?	
E	720	E: errr.... don't know...	
E	721 722 723	I: right well that might be something you might need to find out about...	
E	724	E: I aint got that many pages left	
E	725	I: OK	
E	726	E: think I got one	
E	727	I: is it something to do with maths or English or...	
E	729	E: no it's to do with er catching up on coursework like a job thing	
E	731 732 733 734	I: oh the job thing, was it the same thing, same thing we were doing last week? To do with like job applications...	
E	735	E: no, that's with S, that, we are doing something different we do	
E	737	I: ok, what, what is, who's this with then?	
E	739	E: errr I'm working with D at the moment	
E	741 742 743	I: Oh ok D... so they're doing... doing some kind kind of project that has to be finished today?	
E	744	E: yeah because it's the last lesson we will have with D	
E	746	I: oh right ok	
E	747	E: How does that work when we've got an extra...?	
E	749	I: you've got another week haven't you?	
E	751	E: How does that work...?	
E	752	I; maybe because you've got a lot going on in the next couple of weeks well next week...	
E	755 756 757 758	E; actually we've got quite a few assignments to finish for S, got about three, maybe four assignments	Hard work
E	759	I: right ok, so you've got lots	
E	760	E: quite, quite behind in some of them	
E	762	I: Yeah 'cause didn't you have some time off? Yeah so...	

E	764	E: I was ill	
E	765	I: lots to catch up on	
E	766	E: A lot!	
E	767 768 769 770	I: a lot to catch up on, how does that make you feel, does that make you more stressed? Less able to control your emotions?	
E	771	E: ohhh, a bit stressed but Sometimes I feel like I've done something stupid	
E	774	I: what do you mean?	
E	775 776 777 778	E: Not coming in and getting on with the work, if I'd have come in and done the work I wouldn't be so far behind	Skiving
E	779 780 781 782 783	I: oh Ok so there sometimes when you came in and sat and kind of did nothing? ... Yeah? How many times do you think you might have done that?	
E	784	E: err more than once	
E	785 786 787 788 789 790 791 792	I: right ok, so now you've realised that if you'd actually got on with it you would be finished by now. yep well it's all good looking back at these things and saying I should have done it but you can't always do that, you have to get on with it haven't you...yeah	
E	793	E: Yep	
E	794 795 796 797 798 799 800	I: and considering you've only got another week left, you've just got to work really hard for a week and a couple of days and then you'll be finished. Have you got any plans for the summer? Just looking for jobs or... you going to go away or...	
E	801	E: errr not really, I haven't, sort my birthday out	
E	803	I: oh yeah, you've got your birthday at the end of the month	
E	805	E: don't like birthdays	
E	806	I: no? Don't like birthdays? How come?	
E	808	E: Just don't like them	
E	809	I: yeah? Don't you get presents or anything?	
E	811	E yeah I do but I just don't like them	
E	813	I: Ok well you can always just celebrate it, it's up to you, it's your birthday isn't it?	

E	816	E: errr my dad might take me out for a meal, don't know yet	
E	818 819 820 821	I: Oh well that'll be nice, that's not too stressful is it? Good, that's nice. Do you live with just your dad do you?	
E	822	E: My dad, stepmum and stepsister	
E	823	I: right ok and do you ever see your mum or not?	
E	825 826 827 828 829	E: err every other weekend, so this week I'll go to my mum's, next weekend I'll be at my dad's, weekend after I'll be with my mum's	Family issues
E	830 831 832 833	I: Ok and did you chose to live with dad rather than mum or... yeah? Is that because you get on with your dad better?	
E	834 835 836 837	E: er sometimes but he has er back and he has arthritis (unknown) in his spine and ...hips and knee, both his knees	Family issues
E	838	I: wow so does that mean you have to look after him sometimes then? Help him out with things?	
E	841	E: I have to help him out with quite a lot of things	
E	843	I: lots of physical things that you have to do with him?	
E	845	E: well my. My step mum's got like arthritis in her knees and think she's got it in her wrist as well	
E	848	I: right so there's lots of arthritis in your family	
E	850	E; um	
E	851	I: So does that mean you have to take responsibility for your younger brother and sister?	
E	854	E; my younger brother lives with my mum	
E	856	I; Oh ok	
E	857	E: my little sister's got her own flat	
E	858	I: hum um	
E	859	E and my oldest sister's got her flat	
E	860	I: ok	
E	861	E: my stepsister is lazy, she just stays in bed all day	
E	863	I: and is she still at school still?	
E	864	E; no she's at, meant to come to college but she doesn't turn up	
E	866	I: ah	
E	867	E she'd rather stay in bed all day	

E	868	I: So you don't encourage her to come in?	
E	870	E: well I do I get my head bit off	
E	871	I: oh so you just leave it and sort yourself out	
E	873	E; yep	
E	874 875 876 877	I: good, so you feel like you're more one of the responsible ones in your family then, do you have to do lots of work around the house...	
E	878	E: well you say responsible, I'm not that responsible	
E	880	I: do you do like jobs around the house or..	
E	882	E: sometimes	
E	883	I: yeah?	
E	884	E: If I, if I'm asked	
E	885	I: if you're asked and you do it with arguing or	
E	887	E: sometimes	
E	888 889 890 891	I: sometimes, sounds about right really doesn't it, you do some things some times, especially if your step mum and dad are ill	
E	892	E: My step sister is spoilt	
E	893	I: really?	
E	894	E: she wants something she gets it	
E	895	I: right	
E	896 897 898	E: Like the other day she wanted she wanted to see Austin Mahone in the O2 arena	
E	899	I: oh yeah?	
E	900	E: and she got to go see him	
E	901	I: does that make you angry?	
E	902	E; no	
E	903	I: what if you wanted go see something? Would you be allowed to?	
E	906	E: probably not	
E	907	I: no? Why not?	
E	908	E: probably be shouted at and sent to my room	
E	910	I: oh right ok, that just not, not very fair then	
E	912	E: no she just spoilt, what she wants she gets	
E	914	I; right ok	
E	915	E: she don't get it, then she won't stop going on about it	
E	917 918 919	I; right, OK, there we are. At least you're being more mature about it. And are you planning to move out	

	920 921	anytime or get your own place or anything?	
E	922	E: er no not really	
E	923 924 925 926	I: no? You haven't thought about that? Do you think you'd want to move away from your step sister and get your own place or...	
E	927	E: Yeah	
E	928	I: ... you quite happy at the moment living at home	
E	930	E: Few times I've thought about moving out to get away from my step sister	Accommodation
E	933	I; um hum, and then changed your mind? Or haven't got the money or... don't know how to do it?	
E	936	E; nah just, aint, couldn't be arsed	
E	937 938 939 940	I: (laughs) Ok so it's easier situation just living with your dad and putting up with your sister- step sister	
E	941	E: I just tend to blank her out	
E	942	I: yeah, alright well that makes sense, that's what a lot of people do, don't they? um	
E	945	E: But sometimes we get on but sometimes we just picked on	
E	947	I: Oh does he, does she?	
E	948	E: um	
E	949 950 951 952	I: um, well you can just walk away can't you because you said you've learnt that now, you can just walk away.	
E	953	E: most, most of the time we just argue	
E	955 956 957 958	I: do you? And do you get quite angry or are you quite good at controlling your anger, because you said you used to get angry?	
E	959	E; I don't I can control my temper a lot more than what I used to	
E	961	I: right and do you think that's because of the medication or because of you?	
E	964	E: I'm not sure, it is hard to control it	
E	966 967 968 969 970 971 972	I: um, so she doesn't have any ADHD or anything? No? Or autism or? OK so there we are, she's just, you've got an excuse I guess to get angry have you? No? (Pause) cool, what if, what would you want to change about the college if you	

	973 974 975 976	could change one thing about college? And you had loads of money or resources or people what would you change?	
E	977	E: (pause) probably the social zone- make it bigger	Social
E	979	I: make the social bit bigger? Why, why would you do that?	
E	981	E: More people could fit in there, wouldn't be so, so cramped	
E	983 984 985 986 987 988 989 990 991 992 993	I: do you think you would use it then if, if it was bigger? Because you said you didn't like the noise and the loudness and all of that? Yeah? Ok that makes sense, i would think that was a good idea actually. And would you put anything else in there that's not there already? (Pause) because you've got like Table tennis haven't you	
E	994	E: I don't really play with that	
E	995	I: Is there anything you could put in there that you would like to do?	
E	997	E: More of the... (pause)	
E	998	I: like is there Xbox and stuff there?	
E	999	E: yeah there's a PS3 there...	
E	1000	I: yeah? Do you ever use that? ...no? You not into games or	
E	1002 1003 1004	E; no last time I went on the PlayStation was like couple of months ago, that was it	
E	1005 1006	I: and you haven't got one at home or anything?	
E	1007	E: I have	
E	1008	I: You have?	
E	1009 1010 1011	E: got a PlayStation 2, Xbox, couple of other PlayStation 2s, another, 2 PS1s	
E	1012	I: really wow, they're old aren't they? But you don't really play on them?	
E	1015	E: sometimes I play on the PS1 sometimes	
E	1017	I: Oh really? What games have you got on there? Must be really old games...	
E	1020	E: got a couple of bike games,	
E	1021	I: OK	
E	1022	E: er... couple of racing games	
E	1023	I: cool	
E	1024	E: er	

E	1025	I: so you like like racing and bikes and things? In real life I mean?	
E	1027	E: errr sort of	
E	1028	I: do you drive or... have you tried to drive or... do you want to drive? ...No?	
E	1031	E not really	
E	1032	I: no, not really? OK what about likebiking? Would you be interested in that?	
E	1035	E: I love my push, I love my push bike	Fitness/sport
E	1037	I: oh do you? Do you cycle a lot? What kind of bike have you got?	
E	1039	E: Er a BMX	
E	1040	I: Have you? Brilliant	
E	1041	E: It's got no brakes	
E	1042	I: It's got no brakes? (Laughs). Why has it got no brakes?	
E	1044	E: errr	
E	1045	I: did you take them off?	
E	1046	E: they don't work	
E	1047	I: oh no, so you can't go too fast!	
E	1048	E: not going to stop me!	
E	1049	I: (laughs)	
E	1050	E: I go down hills	
E	1051	I: Oh my goodness, I couldn't, it'd be scary! So how often you go, do you go erm cycling?	
E	1054	E: ... quite a lot	
E	1055 1056 1057 1058	I: yeah is that, one of your hobbies that you like doing? Do you go with other people or is it something you just do on your own?	
E	1059	E: errr all depends on what, which mood I'm in...	
E	1061	I: Have you got friends who have also got BMXs as well?	
E	1063	E: no they've all got mountain bikes and stuff like that	
E	1065	I: right ok, but you have got people that you can go out with?	
E	1067	E: sometimes	
E	1068	I: do you ever go on the like erm, the bike parks or anything?	
E	1070	E: used to but I aint been at the skate park for ages	
E	1072 1073 1074 1075 1076	I: right ok, so it's something that you enjoy doing... yeah? So cycling's something you enjoy, you used to like football, not really anymore	

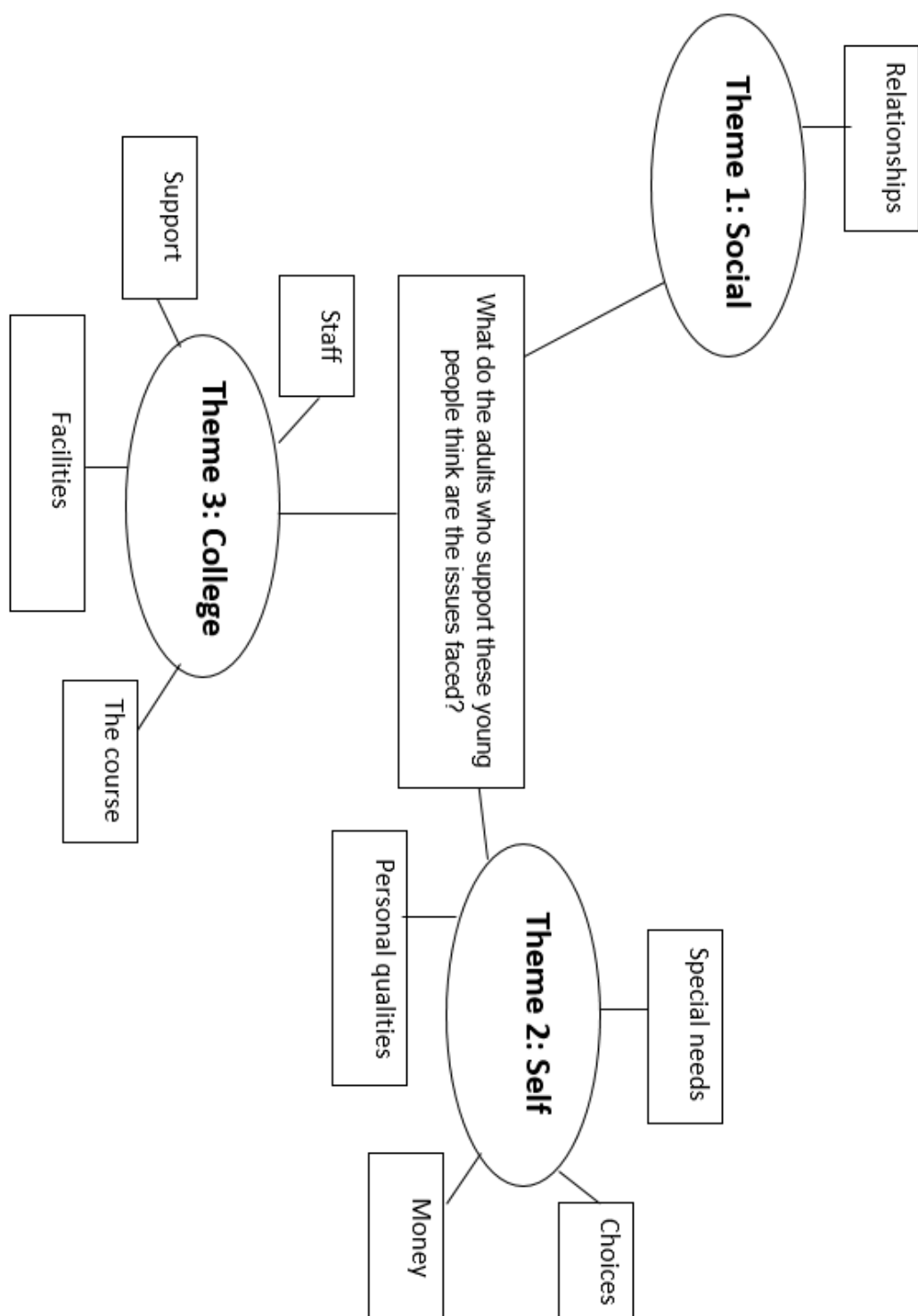
E	1077	E: no when I play football on the PS2 I get violent, I can't	Personal qualities
E	1078	I: oh do you?	
E	1079	E: yeah	
E	1080	I: oh dear	
E	1081	E: any other game I'm fine but football I end up getting violent with it	
E	1084	I: right ok	
E	1085	E: I end up effing and blinding	
E	1086 1087 1088 1089	I: right ok, maybe not a good idea then... so what other sp- do you like any other sports cricket or rugby or... tennis?	
E	1090	E: rugby er is not my game	
E	1091	I; no?	
E	1092	E: cricket, yeah it's alright err	
E	1093	I; what about tennis, do you play tennis?	
E	1095	E: not really	
E	1096 1097 1098 1099 1100	I: no? Do you get to do any, I don't know if I've asked you, do you get to do sports here at the college? You said there wasn't a team, or anything	
E	1101 1102 1103	E: no there's a course though, there is a course, a sports course but I don't do all that	
E	1104 1105 1106 1107 1108 1109	I: It's not interesting, something you're interested in? OK fair enough. That makes sense OK. Let me just check I've asked you all my questions because we've ended up talking about lots of things.. erm	
E	1110	E: i end up getting knackered	
E	1111	I: you end up getting knackered? What from playing	
E	1113 1114 1115	E: when I play football with my brother in law (unknown) I end up starting to wheeze a bit	
E	1116 1117 1118	I: oh really? You haven't got asthma or anything though have you?	
E	1119	E: I don't know	
E	1120	I: Don't know, have you ever asked?	
E	1122	E: no	
E	1123	I: Um ok	
E	1124	E: I have smoked, few times	Smoking/drinking
E	1125 1126 1127	I: a few times, maybe that's the difficulty then, but you're not a smoker?	

E	1128	E: I do smoke but I don't smoke, my dad don't know I smoke	
E	1130	I: Ok, your dad's not a smoker	
E	1131	E: my older sister does, yeah my dad does	
E	1133 1134 1135	I: yeah, your dad's a smoker? So how often do you smoke then, every day or	
E	1136	E: errr..... I just smoke when I'm at my mum's	
E	1138	I: ok is she a smoker as well? So she knows you smoke	
E	1140	E: yeah I smoke every other weekend so when I'm at my mum's I smoke	
E	1143	I: So does mum, mum buy you the cigarettes you don't have to buy them?	
E	1146	E: no I give her the money for it, sometimes	
E	1148	I: Ok and where do you get your money from?	
E	1150	E: errr saved, saved up change from college	
E	1152	I: OK so does dad give you money then for college	
E	1154	E: yeah I get three pound every day	
E	1155 1156 1157 1158	I: But if you don't spend it, you just save it up do it? And that's what you spend your money on... every other weekend	
E	1159	E: If it weren't fags, I'd be drinking booze. I've got to stop doing that	Smoking/drinking
E	1161	I: yeah that's true it costs money, that's the problem isn't it? All costs money	
E	1164	E: I become addicted to it	Addiction
E	1165	I: Yeah do you think you're quite an add-, like a person who gets addicted to things quite easily?	
E	1168	E: ...pretty much	
E	1169	I: yeah? Have you always been into drinking or s..	
E	1171	E: I drink booze virtually, nearly every day	
E	1172	I; do you?	
E	1173	E: yeah	
E	1174	I; do you, is that what you spend all your money on?	
E	1176	E: sometimes	
E	1177	I: yeah ok, but you don't drink when you're at college though	

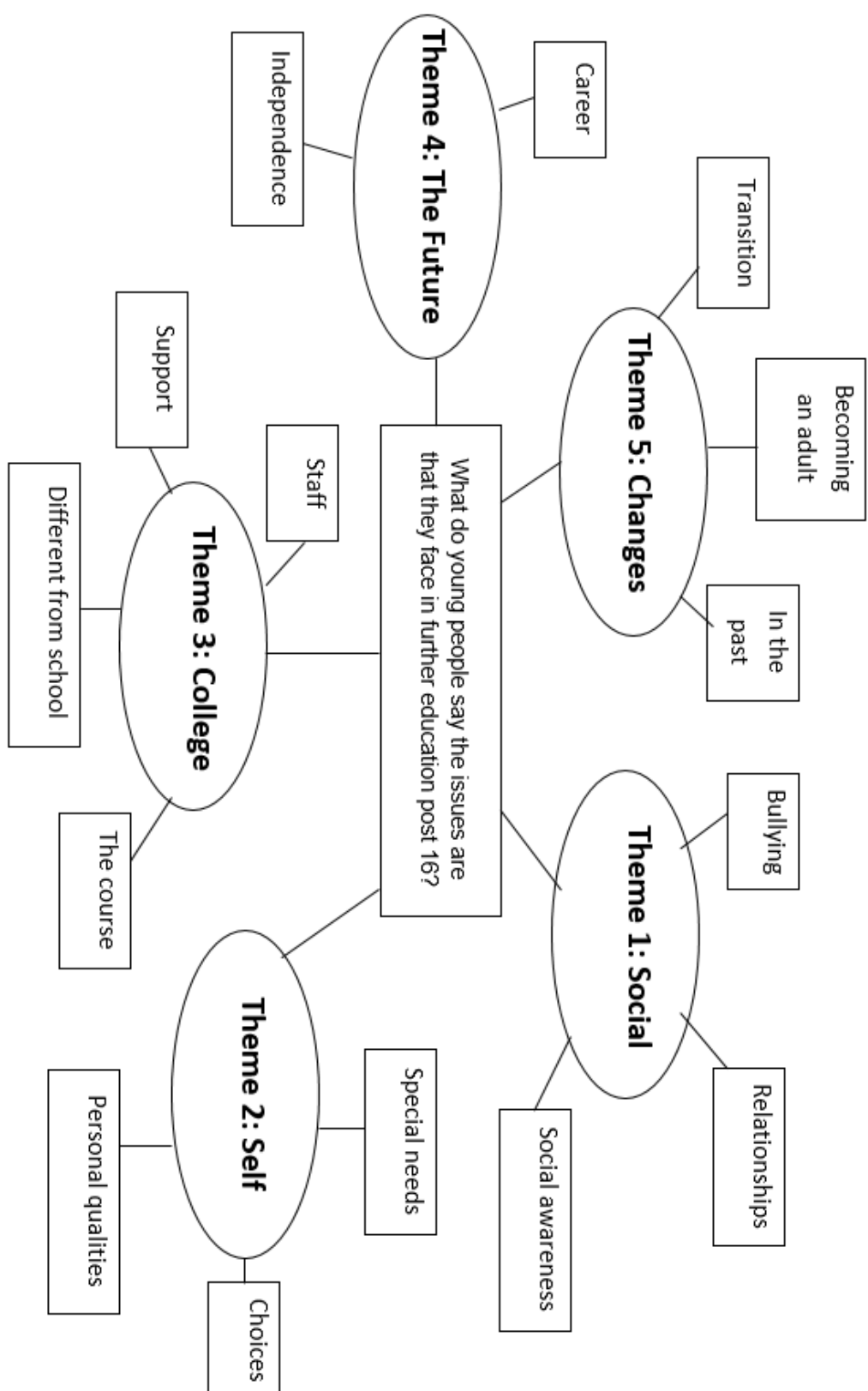
E	1179	E: have done a few times	Smoking/drinking
E	1180 1181 1182 1183 1184 1185 1186 1187	I: right, is that affecting your work then? No...? er, I've got one more question and that's about your parents. What do you think they want for you for your future? Thinking about, you said your dad's quite supportive, what does he want you to do in the future?	
E	1188	E: (long pause) get out there, find a job, get money, pay bills,...	Money
E	1190	I: but he doesn't mind what kind of job? Or does he have a certain idea about what he wants you to do?	
E	1193	E: no... I don't, I don't know, that's er, I'm not sure on that one	
E	1195	I: what about your mum, does she want you to get a job or rather you stayed in college or...	
E	1198	E: I don't know!	
E	1199	I: not sure..	
E	1200	E: Haven't really spoken to my mum about jobs really	
E	1201 1202 1203 1204	I: when you first decided to come to college, did they encourage you to go to college rather than get a job at 18 or?	
E	1205	E: nah I just signed for it	
E	1206	I: did you do that on your own, signing up for it?	Transition support
E	1208	E: err when I come to Flip	
E	1209	I: um hum	
E	1210	E: my old school helped me sign up for it	Previous school
E	1212 1213 1214 1215	I: right ok, so yeah you said you did they animal care and that was through Radlands anyway wasn't it?	
E	1216	E: yeah that's where we done the application forms and that's when I got signed up	
E	1219 1220 1221 1222 1223	I: Right so you had all the support of the school then at that point but if you want to carry on doing anything else you'd have to do that on your own?	
E	1224	E: yeah	
E	1225	I: or would you be able to ask your dad for help	
E	1227	E: probably ask my dad for a little help with some spellings, all depends if i need the help	Family

E	1230 1231 1232 1233 1234 1235 1236	I: yeah... yeah 'cause I think, like you were saying if you want to apply for jobs now you're going to need someone to help you with spellings and things so will your dad be the one you ask or would your mum be the one you ask?	
E	1237	E: most likely be my dad	
E	1238	I: and you can't ask your sis- older sister to help you?	
E	1240	E: I could but...rather, rather not!	
E	1241 1242 1243 1244	I: OK, so your dad's your main person that helps you then really. And do you have a main person at college who helps you?	
E	1245	E: errr	
E	1246	I; like a main member of staff?	
E	1247	E: no	
E	1248 1249 1250 1251	I: no? There's not one person that helps you... OK, excellent thank you, lots of information there really interesting thanks you.	

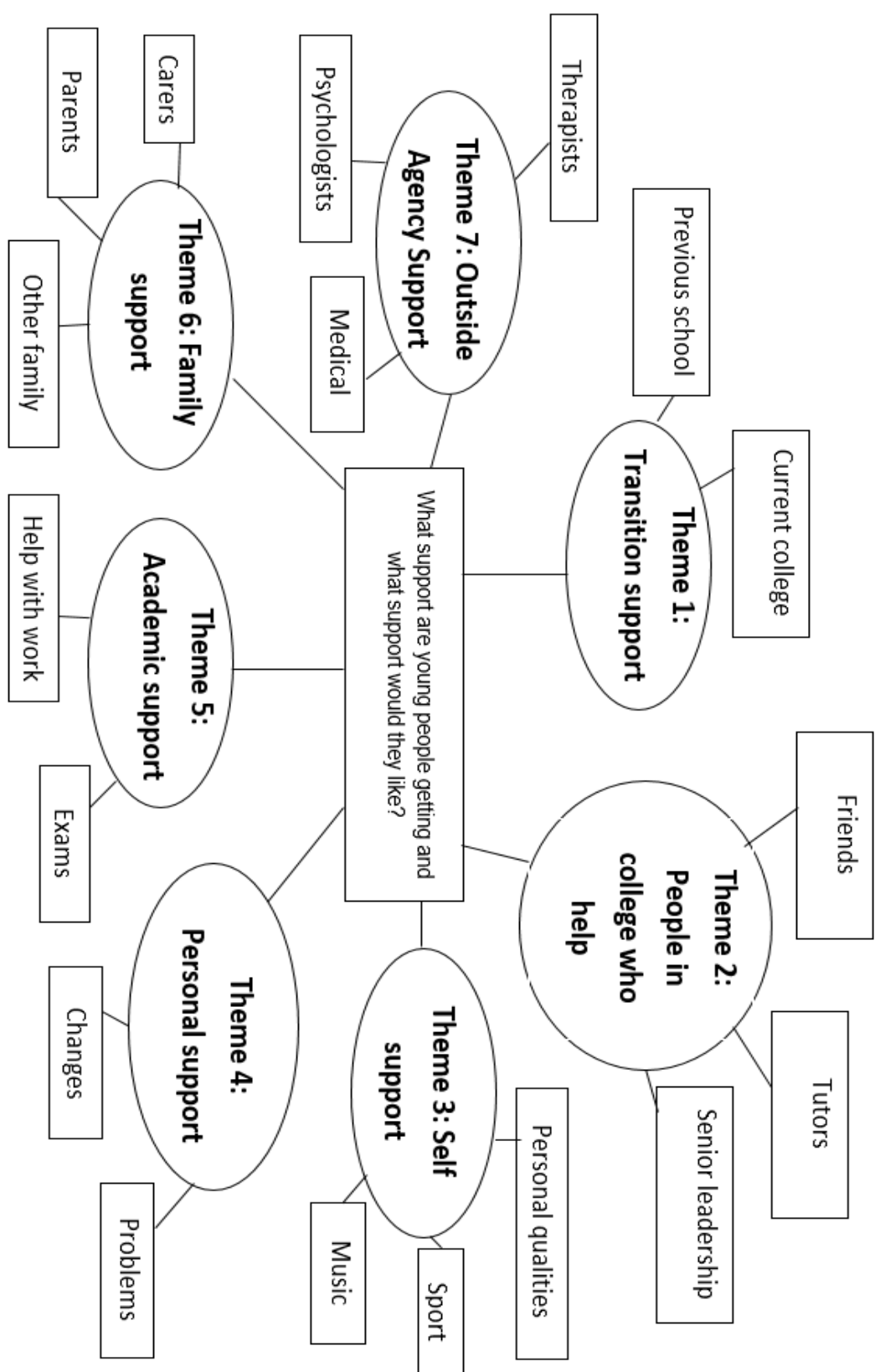
Appendix 14: Original Thematic Map for Research Question 2a



Appendix 15: Original Thematic Map for Research Question 3a



Appendix 16: Original Thematic Map for Research Question 3b



Appendix 17: Theme and Subtheme Definitions: Research Question 2a

<u>Theme/ Subtheme</u>	<u>Definition</u>
Theme 1: Social	Peer and family relationship issues
Subtheme 1.1: Relationships	Peer and family relationship issues
Theme 2: Self	Internal issues such as special needs or characteristics which cause issues
Subtheme 2.1 Special needs	Particular needs such as literacy difficulties, ASD, behavioural difficulties
Subtheme 2.2 Personal Difficulties	Issues such as attendance, lack or confidence, feelings of being 'stupid.'
Theme 3: College	Issues (external to the young person) in the college in terms of people in the college or the education taking place in the college.
Subtheme 3.1: Staff	Staff issues such as lack of training or specialism.
Subtheme 3.2: The course	Issues with admission or learning on the actual college courses.
Subtheme 3.3: Facilities	Issues with lack of rooms or equipment.
Subtheme 3.4 Support	Issues with joint working, assessment, fees or policies,

Appendix 18: Theme and Subtheme Definitions: Research Question 3a

<u>Theme/ Subtheme</u>	<u>Definition</u>
Theme 1: Social	Peer, family and intimate relationship issues as well as issues with social awareness.
Subtheme 1.1: Family Relationships	Issues with family and how they can cause issues
Subtheme 1.2: Peer Relationships	Issues with friendships, bullying, other young people in the college.
Subtheme 1.3: Intimate Relationships	Issues with boyfriends/girlfriends and issues with having relationships and having additional needs.
Subtheme 1.4: Social Awareness	Issues with fitting in, crowds and issues with social times at college.
Theme 2: Self	Internal issues which are personal to the young person
Subtheme 2.1: Special needs	Issues due to specific needs such as OCD, ADHD, EAL.
Subtheme 2.2: Personal Difficulties	Issues due to personal difficulties such as attendance, drinking, addiction, shyness, gender issues, aggression.
Theme 3: College	Issues (external to the young person) in the college in terms of people in the college or the education taking place in the college.
Subtheme 3.1: Support	Issues with college support such as key worker issues, restraining, support with the course, trusting staff, or support with a particular need.
Subtheme 3.2: The course	Issues with lack of choice of course, lack of control, lack of resources and exams.
Subtheme 3.3: Different from School	Issues with college being different to school.
Theme 4: The Future	Issues with plans around the future in terms of career choices and independence.
Subtheme 4.1: Career	Issues with understanding how to get into jobs or start careers.
Subtheme 4.2: Independence	Issues with understanding around how to be independent in terms of housing, money and transport.
Theme 5: Changes	Issues around changes which have happened in the past, are happening currently or due to happen in the future.

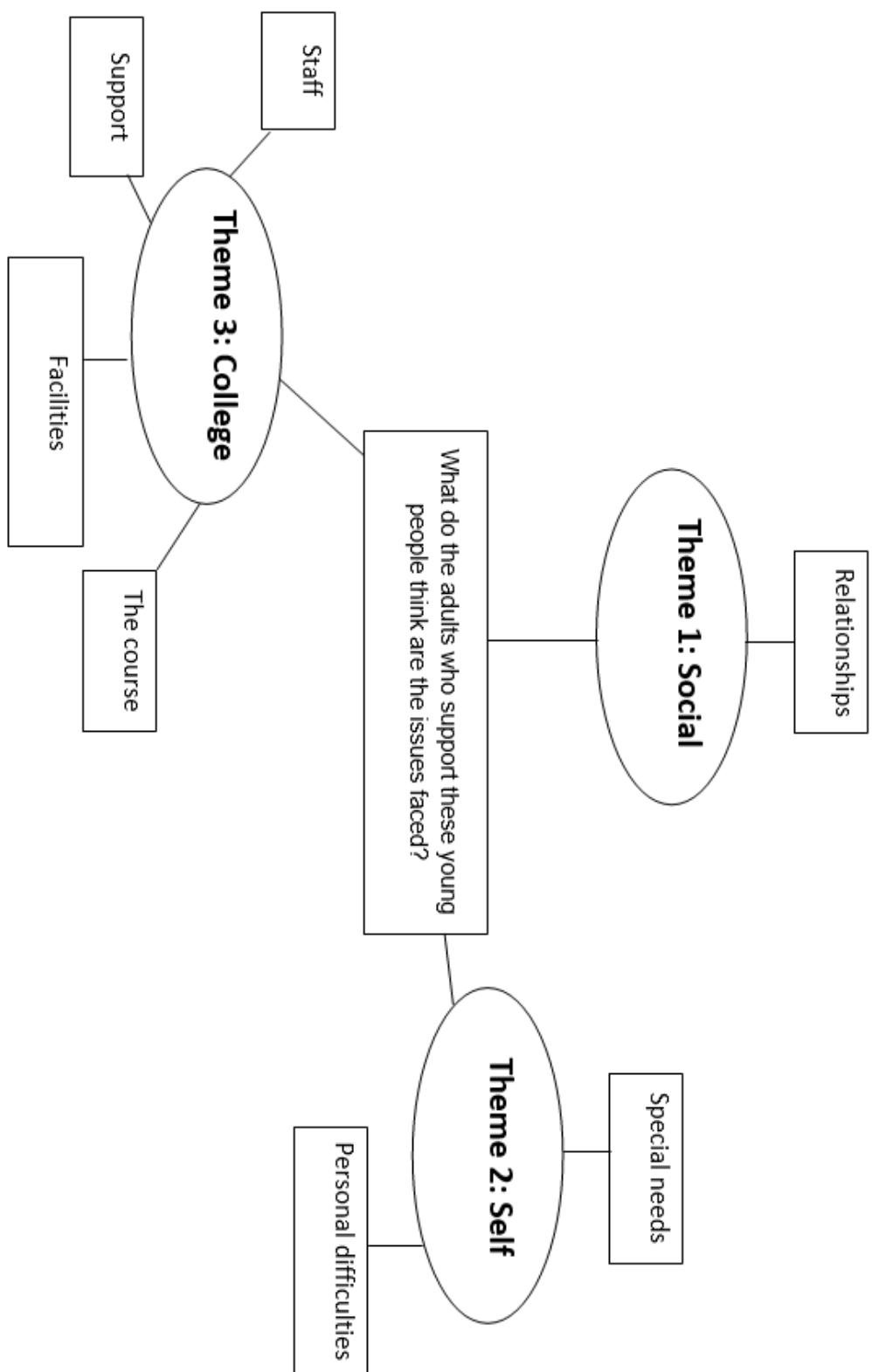
Subtheme 5.1: Transition	Issues around transition to college from school in terms of stress, paperwork, meeting people, fitting in, missing people and transport.
Subtheme 5.2: Becoming an Adult	Issues when having to move from child to adult services (particularly in terms of medical services).
Subtheme 5.3: In the Past	Issues with changes which have happened in the past or events that have happened in the past.

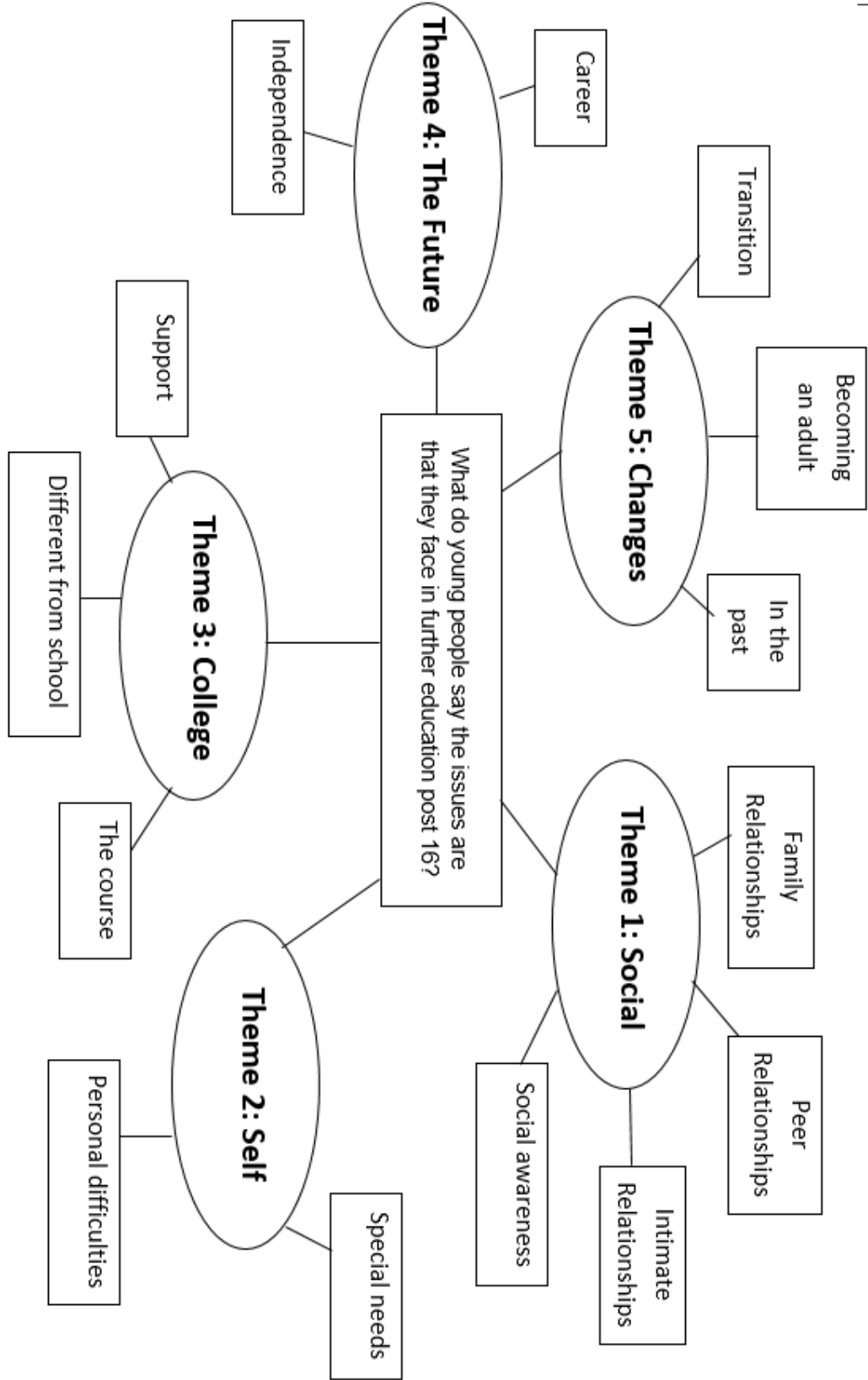
Appendix 19: Theme and Subtheme Definitions: Research Question 3b

<u>Theme/ Subtheme</u>	<u>Definition</u>
Theme 1: Transition Support	Support with transition from school to college.
Subtheme 1.1: Previous School	Support school gave the young people or should have given them before transitioning to college.
Subtheme 1.2: Current College	Support the college gave the young people when transitioning or after transitioning.
Theme 2: Support in College	Support college gives or should give to young people.
Subtheme 2.1: Friends	Support friends or peers give young people in college.
Subtheme 2.2: College Staff	Support college staff give or should give young people in college.
Theme 3: Self Support	Support the young people give themselves or could give themselves.
Subtheme 3.1: Personal Qualities	Support from personal qualities such as keeping busy, positiveness, grit, determination.
Subtheme 3.2: Activities	Support from activities such as sport or music.
Theme 4: Family Support	Support from families with independence, paperwork or travel.
Subtheme 4.1: Admin Support	Support with filling in forms, choosing courses and job support.
Subtheme 4.2: Transport Support	Support with transport needs.
Subtheme 4.3: Independence Support	Support to help the young people be more independent.
Theme 5: Outside Agency Support	Support from outside agencies, what is done and what should be done.
Subtheme 5.1: Careers Support	Support from careers advisors.

Subtheme 5.2: Personal Support	Support from outside agencies for personal issues, who should support?
Subtheme 5.3: Medical Support	Support from doctors or health professionals.

Appendix 20: Final Thematic Map: Research Question 2a





Appendix 22: Final Thematic Map: Research Question 3b

