

The Ideal Learner: Does Sharing Constructs
Elicited from Children at Risk of Exclusion
Alter the Perceptions of Teachers Working
with Them?

A research study submitted in partial fulfilment of the
requirements of the University of East London for the
Professional Doctorate in Education and Child Psychology

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Abstract

This research explores the constructs that teachers have of students at risk of exclusion from school. To date, little research has explored whether a Personal Construct Psychology (PCP) task to elicit constructs from the students about themselves has the power to alter the teachers' constructs of said students. Five secondary students in Year 7 or 8, at risk of exclusion, completed a PCP task, Drawing the Ideal Learner (DIL). For each of the students, one teacher who knew the student well was interviewed on two separate occasions using semi-structured interviews. This qualitative social constructionist research utilises a PCP theoretical framework to ascertain whether these teachers believed DIL could provide information to inform them about how best to support the student by developing a shared understanding.

In the first interview, teachers were asked about their constructs of the students before the research began and the teacher's assumptions of their student's aspirations. At the end of this interview they were shown the student's DIL. In their second interview, exactly one week later, with varying opportunities for interaction with the students, teachers were asked whether any of their previous constructs about the student had altered in light of new information, including those regarding the student's aspirations. Finally, teachers were asked their views of DIL to elicit previously unknown information from students at risk of exclusion. The outcome of this research highlights the importance of providing students at risk of exclusion with an appropriate tool to elicit their voices about their academic present and future journey, and the importance of sharing this information with school staff who can be instrumental in supporting the students.

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Student Declaration

University of East London
School of Psychology
Doctorate in Educational and Child Psychology

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 list is appended.

I hereby give my permission for my thesis, if accepted, to be available for photocopying and for inter-library loans, and for the title and summary to be made available to outside organisations.

Rebecca Connelly
April 2018

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Abbreviations used in this Research

ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autism Spectrum Condition
BSS	Behavioural Support Service
BPVS	British Picture Vocabulary Scale
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CYP	Children and Young People
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DIL	Drawing the Ideal Learner
DoH	Department of Health
EP	Educational Psychologist
KS	Key Stage
LA	Local Authority
LD	Learning Difficulties
MH	Mental Health
MHFA	Mental Health First Aid
NHS	National Health Service
PCP	Personal Construct Psychology
PCT	Personal Construct Theory
PE	Physical Education
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
SEBD	Social, Emotional and Behavioural Difficulties
SEL	Social and Emotional Learning
SEMH	Social, Emotional Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SILC	Specialist Inclusive Learning Centre
SMART	Specific, Measurable, Attainable, Relevant and Timely

UK	United Kingdom
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organisation

Chapter 1 - Introduction

1.1 Overview of the Chapter

In this chapter the researcher will introduce the current research. This will be done through an introduction to the background to the research, during which relevant terminology used throughout this thesis will be defined. The researcher will then define her own experiences with Personal Construct Psychology (PCP) with students at risk of exclusion, and the justification for this research in light of the positioning of Educational Psychologists (EPs). The researcher will then further justify the necessity for more research into how best to support students at risk of exclusion from school, in light of the local and national exclusion statistics. The psychological framework for this research will be discussed, before the current research is introduced.

1.2 Background to the Research

EPs have a vital role in supporting all children and young people (CYP) with their education to ensure they are able to reach their full potential through the use of psychology (Farrell, Woods, Lewis, Rooney & O'Connor, 2006), be this through individual casework or more systemic working within schools and colleges (Gillham, 1978). The specific role of EPs in supporting students with mental health (MH) difficulties in school appears less well known outside of the profession and does not appear to be central in governmental publications, for example, the current Green Paper (Department of Health [DoH], Department for Education [DfE], 2017) in which EPs are only mentioned once. Unfortunately, students with MH difficulties are often the ones whose voices with regards to their academic journey are the least heard, and the ones at an increased risk of exclusion from school (Cefai & Cooper, 2010). However, when we take the time to ask and listen to these students, they can often provide us with the answers we need in order to support them socially and academically in school (Kelly, 1991).

To ensure transparency in the development of this research, this chapter will explore how my experience has led me to want to explore effective ways in which we can hear the voices of CYP at risk of exclusion, by understanding how they view their world and how they can be supported. The background and context for the research will be discussed in relation to the number of children currently receiving fixed term and permanent exclusions from schools, and the long term impact exclusions will have on their future. The role that EPs have in supporting schools to develop effective forms of communication for all students will also be explored.

1.3 Factors that Influence a Student's World

Whilst learning is a fundamental element of the secondary school, it would be remiss to not also consider some of the other factors that influence adolescents throughout their time in secondary school, and the impact these could have on their development. When considering part of an ecological framework, the individual and the microsystem around them (Bronfenbrenner, 1979), it is evident the number of factors that could influence students and their development in secondary school.

1.3.1 The Individual

Adolescence is a time when a multitude of changes take place for all students. Each student will present with their own risk and resilience factors as well as unique interests. Individual differences which may influence activities during adolescence, including intelligence, sociability and sportiness are thought to have a genetic origin (Steinberg & Morris, 2001). Adolescence also marks a period of change for students as they enter puberty. With this comes an influx of hormonal changes and with it cognitive, social, emotional and sexual development (Sisk & Zehr, 2005). During adolescence the brain goes through a period of development in relation to decreased levels of the neurotransmitters serotonin and dopamine, which can result in mood change, impulse control and emotional regulation difficulties, all of which undoubtedly influence an individual's desire to engage in certain activities (Arain, et.al. 2013).

Different social experiences during pubertal changes and an early onset of puberty can have a significant impact on the likelihood of individuals to develop depression and eating disorders (Sisk & Zehr, 2005), both of which will affect the school experiences of students, especially in regard to their sense of identity. Boys for whom the onset of puberty is early, show increased signs of delinquency, possibly due to socialisation with older peers. The same effects can be seen in early maturing girls, but usually when there is only a history of challenging behaviour prior to adolescence (Steinberg & Morris, 2001).

In an investigation into the importance of realising self-constructs on the psychological well-being of adolescents with Learning Difficulties (LD), Thomas (2011b) focused on the link between poor self-image and increased risk taking behaviour, self-harm and eating disorders (Rhodes & Wood 1992). An increase in body fat associated with puberty, especially in girls, may result in greater feelings of body dissatisfaction, at a time of increased interest in romantic relationships and an emphasis on appearance, may place them at an elevated risk of developing eating disorders (Morris & Steinberg, 2001), which could be further increased by the availability of opinions and comparisons through social media (Fardouly, Pinkus, & Vartanian, 2017).

1.3.2 Microsystem

Parental pressure for school results and the development of autonomy during adolescence can be a cause of stress and arguments between parents and adolescents (Seiffge-Krenke, Aunola, and Nurmi, 2009). This could be due to a number of factors which include a reduction in time spent together, an increase in disagreements and the impact of the adolescents need for independence on their psychological development, as well as the mental health of their parents, and a perception of increased negativity in sibling relationships (Steinberg & Morris, 2001).

Maxwell (2006) highlights the importance of social relationships over academic learning for younger students and it is possible that the social challenges presented by the transition to secondary school and of finding one's place within a new peer group is equally, if not more, important for adolescents. Affiliation with peers during adolescence gains importance due to the increase amount of time that students spend with their peers and the positive impact that these relationships can have on their social competence (Spear, 2000). Research has shown that girls in particular report higher levels of stress in relation to their peers (Seiffge-Krenke, Aunola, and Nurmi, 2009). Peers can influence an adolescent's behaviour in terms of their academic performance and prosocial behaviour, as well as their involvement with antisocial behaviour including smoking, drinking and other risk taking behaviour, which can often develop as a sign of admiration rather than coercion (Morris and Steinberg, 2001). In fact many adolescents who engage in risk taking behaviours report higher levels of self-esteem and are seen to be more socially competent by their peers (Spear, 2000).

1.4 Defining Terminology

In the current research, the term "at risk of exclusion" refers to students who have experienced fixed-term or permanent exclusion from one or more schools in the past, and were deemed at risk of exclusion by their current school when they participated in the research. This is based on a definition by Cole (2015).

Within this chapter the links between MH, psychological well-being and exclusion from school are discussed. In order to do this we first need to define what is meant by MH and psychological well-being. MH is defined by MentalHealth.gov (2017) as:

Our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.

The World Health Organisation, WHO, (2014) defines MH as:

A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

In society we often construe problems with MH as being something to be ashamed of due to negative connotations, for example, diagnoses such as Schizophrenia. As part of an independent review which included focus groups with CYP, when asked what their understanding of MH and psychological well-being was, CYP described it as “feeling balanced” and “feeling in control” (Child, Adolescent and Family Mental Health [CAMHS] Review, 2008). Perhaps we need to consider this more positive construct of MH as a starting point to consider the needs of children at risk of exclusion.

Positive well-being is defined by the Oxford Living Dictionary as:

The state of being comfortable, healthy, or happy.

Thus, one can consider that, in a school, students should have the opportunity to experience positive well-being and feel safe and content within their environment.

Psychological well-being and MH of CYP, both negative and positive, do not develop in isolation and are a product of genetics, family circumstance and the influence of individuals and communities like schools and religious groups, and we need to recognise the systemic nature of it (Bronfenbrenner, 1979; CAMHS Review, 2008; Gillham, 1978).

The purpose of this research is to explore teacher perceptions, as no prior expectations or constructs of teacher views were hypothesised. The constructs obtained in the research have been developed from qualitative analysis of the teacher interviews alone.

1.5 Researcher Perspective

My interest in eliciting the voices of students at risk of exclusion comes from six years of working in both primary mainstream and special secondary schools. In my experience, when students appeared disengaged with their learning and unresponsive to the interventions offered by the schools, they appeared to find it difficult to articulate what they were feeling or how they wanted to improve their school experience.

After I had been working in schools for a number of years, an EP shared with me a PCP tool to elicit the views of students “Drawing the Ideal Self” (Moran, 2012). This technique offered an indirect way to elicit the views of students by asking them to create two characters: “The person they would like to be” and “The person they would not like to be”. By creating characters and not focusing on their own lives, it appeared to elicit views and constructs from students, that up until that point I had been unable to obtain. The scaling element at the end of the task enabled

me to bring the individual student back into the process through enabling them to position themselves on a scale between the two characters, and we co-developed strategies for the school and the student to move towards the person they would like to be.

Full of enthusiasm from sessions with young people, I shared with the teachers the information co-created with the students. Most teachers were intrigued by the information obtained, although some teachers were less receptive than others, it nonetheless enabled them to understand some of the students' behaviour by seeing different constructs of the same event generated by students and teachers based on their previous experiences (Ravenette, 1999). Through eliciting and sharing information it appeared that a shared understanding between staff and students was generated and this facilitated the co-development of a plan of action to work with the student, as a result of the views and concerns raised by the students.

The current research was developed due to my positive experience of using this tool. I also designed the current research to address the limited previous research combining teacher constructs with those of students at risk of exclusion (Cole, 2015), with the focus on teachers' constructs of the student. This research aims to ascertain whether the PCP tool "Drawing the Ideal Learner" (DIL) (Moran, 2012, adapted by Green, 2014) when used with students who are at risk of exclusion, is an effective way for teachers to gain a greater understanding of such students and what is important to them to support their academic journey. Often teachers interpret their views of CYP based on their shared experiences, which may lead to misrepresentations of CYP's real views (Ingram, 2013). Consequently this might be disempowering for CYP (Ingram, 2013). Pictures drawn by CYP themselves can sometimes tell more about CYP, especially when asked to draw the opposite of who they want to be, as they apply personal meanings both consciously and subconsciously (Green, 2014; Ravenette, 1999).

When interventions and strategies are developed with students, and not done to them, they can improve their MH by empowering students to make change and take responsibility for their behaviour (Cefai & Cooper, 2010; Hapner & Imel, 2002).

1.6 Positioning of EPs as Advocates for CYP

Research has found that CYP with persistent behavioural difficulties benefit from having a MH needs assessment and that supporting young people vulnerable to depression can reduce rates of exclusion (Parker & Ford, 2013). Approximately one in 10 children, aged 5-16, in the United Kingdom (UK) have a diagnosed MH disorder ranging from depression and anxiety to Conduct Disorders and severe Attention Deficit Hyperactivity Disorder, ADHD (Young Minds, 2017).

MH and well-being in CYP is a pertinent issue due to the recent government reforms addressing the stigma surrounding MH in secondary schools (DfE, 2016) and MH reforms in all schools (DoH, DfE, 2017). These will include stronger links between schools and the National Health Service (NHS) and CAMHS, as well as the Mental Health First Aid programme (MHFA, England 2017) being offered to all secondary schools through the NHS and CAMHS as part of an investment by the Departments of Health and Education. EPs provide a vital role at the forefront of helping identify MH concerns in CYP, through their creative use of psychology and through ways of promoting inclusion (Hardman, 2001). However, the role of EPs in supporting CYP and schools with MH concerns, through early intervention, ongoing training and support for schools and families was sorely lacking from the agenda in the recent Green Paper (DoH, DfE, 2017) despite the ideal positioning of EPs to enable these actions to be achieved.

Students with social, emotional and behavioural difficulties (SEBD), possibly as a result of MH difficulties, often feel the least empowered and listened to, and these students are also those most likely to receive exclusions (Cefai & Cooper, 2010). Furthermore, research into obtaining the views of students with Special Educational Needs (SEN) seems to be more limited, possibly due to the challenges involved with engaging these students (Sellman, 2009). If children with MH difficulties are excluded from schools, they are less likely to receive access to appropriate services to support their needs (Vincent, Harris, Thomson & Toalster, 2007). Once students have been excluded from school, they lose their ability to voice their constructs and the meaning they place on school membership (Pomeroy, 1999). Of students who are permanently excluded from schools, the long term outcomes are worse for those who do not engage with services in the community (Daniels, Cole, Sellman, Sutton, Visser, & Bedward, 2003).

EPs and their links to schools, families and communities offer an ideal relationship through which to support CYP and their SEBD and MH needs. This is done through recognising the behaviour of CYP as a part of a larger systemic process, rather than the traditional “within child” model that centres on CYP. Systematic intervention that takes place within the natural environment of the CYP enables them to generalise skills and strategies (Bronfenbrenner, 1979; Gillham, 1978).

1.7 The Local Perspective

Throughout my experience in an Educational Psychology Service I have also attended several meetings with the aim of generating a Pastoral Support Plan (PSP) for students at risk of exclusion. In most of the meetings, although the students were present for the meeting, I observed that they often appeared passive, were not given an opportunity, or may not have felt comfortable to share their views (Cefai & Cooper, 2010). Information obtained from students

through PCP prior to the meeting could have provided staff with an insight into how students make sense of their world and their behaviour within it. It could also have brought the student's voice into the meeting with regard to selecting appropriate strategies (Hardman, 2001). Using PCP to elicit the voices of CYP may further empower CYP through consideration of their own resources, skills and aspirations and through discussion of their difficulties and barriers to learning (Harðardottir, Juliusdottir & Guðmundsson, 2015).

Within the Local Authority (LA) where the research was conducted, 800 students had received an exclusion between September and February of the academic year 2016-17, of which 15 were permanent exclusions (LA Exclusions Data). Nearly 20% (157 students) were in Year 7 or Year 8, and over 72% (578 students) were in secondary schools. In the whole of England, the number of students receiving permanent exclusions from schools has increased by nearly 45% since 2013, while fixed term exclusions have increased by over 25% since 2013. In the academic year 2012-2013, 4630 students received a permanent exclusion. This has continued to rise year on year to the academic year 2015-2016 (the most current data available) to 6685 students receiving a permanent exclusion, 81% of these from secondary schools (National Exclusions Data 2014, 2015, 2016, 2017). This data indicates that significant consideration is needed into how to support the transition of students to secondary school, and enabling support to continue as academic and social pressures increase throughout their school career (Daniels et al, 2003).

The most common causes of permanent exclusion within the LA where the search was carried out are physical and verbal abuse against a student or a staff member and also persistent disruptive behaviour. However, these trends are consistent with other LAs throughout the UK (DfE, 2017).

For disaffected students excluded from school, their social and academic barriers are likely to have a negative impact on their future trajectories, as they are at increased risk of unemployment, MH difficulties and substance misuse (DfE, 2012). This accentuates how "engaging children as collaborators or supporting their own initiatives" (Kay, Tisdall, Davis, & Gallagher 2009) while they are in school, may reduce the risks associated with school exclusion.

Pomeroy (1999) captured the views of Key Stage (KS) 4 students permanently excluded from secondary schools through semi-structured interviews. Analysis of the themes generated from students places relationships with teachers as the most important part of the school experience, followed by peer relationships and factors out of school. However, for the students interviewed in Pomeroy's research, the opportunity to improve their school experiences had passed. Thus, finding ways to help teachers capture these views, before students are excluded, is of utmost importance due to the destructive impact that exclusion can have for CYP (Cole, 2015). This can

enable schools to provide a holistic change for the student, recognising that in order for the student to be an effective learner we need to consider systemic change (Gillham, 1978).

1.8 Psychological Framework of the Current Research

In the past much of the research conducted with marginalised groups and in educational settings has been deficit focused, assuming that the reason a student was not achieving as expected was due to a difficulty they had. However, a positive psychology perspective has enabled a shift in how we focus on the interaction between the individual and their environment, and focus on the strengths of each individual and how these can bring about change through modifications to their environment (Mertens, 2010; Seelman, 2000).

The psychological framework of the current research is PCP, which is also known as Personal Construct Theory (PCT) (Kelly, 1955). PCP, as described by Kelly, holds that we are all constantly seeking to make sense of the world we live in, and individuals behave in a way that makes sense to them based on their experiences. In time, individuals develop theories (constructs) which enable them to predict the outcome of new or novel situations based on what has happened previously, whether they are children or adults. These constructs define our identity and how we perceive ourselves in relation to others (Moran, 2012). Kelly postulates that we are all able to choose how we interpret or construe events, even when we do not have a choice in what happens in a particular situation. The development of the PCP tool “Drawing the Ideal Self” (Moran, 2001) was devised in order to engage CYP with the therapeutic process to enable them to learn more about themselves.

Individuals often explain the behaviour of others based on their own expectations of what they should be doing. For example, our own constructs can lead to us labelling someone as “aggressive” or “difficult” if they do not react in the same way as us to the same event. We do this because we are likely interpreting the event differently based on our own constructs (Fransella & Dalton, 2000).

Individual constructs begin to develop from birth, as experiences are internalised. The constructs that we use most often become our core constructs. We may often only begin to assign language to these constructs when we need to explain them to others, and individuals often share the constructs that we believe are shared by others, for example, children should not threaten teachers (Moran, 2012). A child who threatens a teacher when they have become angry does not fit into the construct teachers have of appropriate student behaviour, and consequently such behaviour may cause frustration and anxiety for teachers, if teachers do not understand why it occurred (Moran, 2014).

Through the use of PCP tools, we are able to gain a new understanding about how a person interprets the world around them, and how they perceive their own position within the world by looking at the world through their eyes (Fransella and Dalton, 2000). We can begin to understand how a concept like “being good” can be constructed differently by students and teachers. Students may be able to articulate what they should not be doing (for example, don’t call out, don’t swear at teachers), but may find it more difficult to explain what they should do. Differences in the experiences of students and teachers, and discrepancies in understanding of constructs can lead to misinterpretations and disagreements. In turn, this may lead to some teachers placing the problem “within the child” as they cannot make sense of the student’s behaviour as it does not align with their own internalised constructs (Moran, 2012).

1.8.1 Constructive Alternativism

As Kelly (1995) wrote, we all interpret and make sense of the world around us by developing constructions of it. Our constructions are mental representations based on our previous experiences and observations, which help us to anticipate and predict outcomes. Constructive alternativism was described by Kelly (1963) as a philosophical position in which one is open to the possibility that that our constructs of the world around us may be subject to change in light of new information.

“We assume that all of our present interpretations of the universe are subject to revision or replacement” (Kelly, 1963, p.15)

This opposes the positivist view that there is one reality that can be captured. Kelly’s PCT describes individuals as scientists in line with social constructionism, that there is not one reality but each of us will seek to interpret our own reality, of which the possible constructive alternatives are endless. To entertain a new construct through constructive alternativism does not mean that we have to disprove our previous construct, but may adapt and adjust our constructs of a situation or event. Overtime we seek to find the most beneficial and practical constructions of our world (Kelly, 1964/1969).

A purpose of the current research was to ascertain whether the teachers interviewed could adapt their constructs of students at risk of exclusion in light of new information obtained directly from the student. This is consistent with constructive alternativism as it was hoped that the new information shared by students, would enable their teacher to generate an enhanced understanding of the student, thus facilitating the possibility of a new reality being created which would be more advantageous to both student and teacher. By hearing the voices of both students at risk of exclusion and the teachers who work with them in school, this research looks

to consider the perceived and actual power imbalances within schools and how to empower students to have a say in their academic future. Furthermore, the research recognises the challenges that teachers face to manage and understand the behaviour of their students, especially when it threatens their own constructs of themselves and their role (Moran, 2014, Ravenette, 1988). By raising the consciousness of both teachers and students, this research aimed to provide an agenda for change in line with transformative research (Mertens, 2010).

1.8.2 The Ideal Self

The Ideal Self (Moran, 2001) was developed as a PCP (Kelly, 1991) tool to elicit the views of children as the 'experts' in their own world, and enable new meaning and understanding to be generated from their experiences and their constructs through developing an improved understanding of themselves in a collaborative process with a therapist. The information generated can then be used to inform therapeutic intervention for the child. The technique is fundamentally flexible in its nature as it can be used as a way to learn more about students, including those at risk of exclusion (Moran, 2006b).

From the sessions a visual record is generated of what the child sees as the "Ideal" and the "Not Ideal" self, through the medium of drawings done by the children. To make the tool accessible to all children, and eliminate the need for writing, the children's drawings are annotated verbatim by the therapist, which Moran highlights as being crucial to the efficacy of the technique, along with checking that they feel the end product is an accurate representation of their views.

The two drawings are then placed at either ends of a line, to represent the poles of the construct, and children are asked to place themselves along the line in relation to where they identify themselves now, in the past and in the future.

Through questioning about how children will reach their ideal self in the future, they are given the opportunity to identify their own interventions and take an active role in bringing about change. The scale can be used to measure changes during the course of therapeutic intervention and serve as a record of progress. Although in these papers (Moran, 2001 & Moran, 2006b) the Ideal Self is not used in research, case studies of two children, one with Dyslexia and one presenting as angry, were used and the effectiveness of the technique for these students was discussed. Whilst in these studies there appears to have been a positive impact for each of the participants, the technique relies upon key adults being receptive to the importance of the student views and acknowledging the views elicited by the students, even if this challenges their own self-constructs (Ravenette, 2008).

The use of PCP in this research does not carry the expectation that teachers will disregard their previous constructs of students, but that they will utilise the information obtained from the students to consider alternative constructs which could potentially be more helpful to support the students (Beaver, 1996). Constructive alternativism assumes that as all constructs are socially created, there is no one perspective that is representative of absolute reality. All interpretations should be subject to change and substitution. Consequently, in light of new information, the constructs held by an individual may be shifted to account for their new perspective created by the new information (Kelly, 1963). The purpose of this is to explore the possibilities to bring about change for both the student and the teacher through the information obtained through a PCP tool (Kelly, 1955).

1.9 The Current Research

In the current research, the voice of the student obtained through DIL provided the stimulus for the teacher to reflect upon. The students were considered experts in their interpretation of how they felt in school and their perception of aspects of their school experience, so their views were explored but not challenged.

Although some students may not be able to articulate exactly what is important for them at that moment, this tool enables a visual representation to be generated in the moment about what is and is not important for the student.

It is hoped that schools perceive DIL as a tool that could be used as a supportive method for intervention with students that have found the transition into secondary school more difficult, or to support students who have had a history of presenting challenging behaviour in school. It is hoped that if an understanding can be created between teachers and students, that this will, over time, lead to a reduction in a student's challenging behaviour.

1.9.1 The Rationale of the Research

All children have the right to an opinion (United Nations International Children's Emergency Fund [UNICEF], Rights of the Child 1989, Article 12). Due to the nature of their work and associated pressures, it is often difficult for teachers to take the time to understand CYP and what is important to them, thus students may risk exclusion from school if their needs are being unmet resulting in concerning behaviour (DfE, 2012a). Rates of fixed term and permanent exclusions from schools within the UK are increasing each year, resulting in a number of students leaving the school system without access to relevant services (Vincent, Harris, Thomson & Toalster, 2007).

There are lifelong risks for CYP excluded from school, both for their education, and also their social and emotional development (Cole, 2015). Students that fail to engage with their learning and exhibit antisocial behaviour in school have poorer prospects for success and are at increased risk of developing problematic behaviour later in life (DCSF, 2007). If an adolescent presents with behaviour patterns that are deemed unacceptable, difficult or avoidant, relationships may never be forged between teachers and that young person within the school environment. Involving CYP in decisions about their education and their future enables them to take an active role and responsibility for change (Harding & Atkinson, 2009).

Research into the importance of seeking the voice of CYP in regard to their educational provision has increased considerably over the past fifteen to twenty years which has led to changes in legislation and the implementation of the revised SEN Code of Practice, CoP (DoH, DfE, 2014). The CoP reflects the need for individuality and responding to certain needs of individual students, including those who need support above the universal offer in schools. An environment needs to be created “to enable them to participate in discussions and decisions about their support” (DoH, DfE, 2014).

EPs and teachers must ensure that the views of all students are taken into account when considering any specialist provision and support that CYP require to ensure they are accessing the curriculum, and achieving their full academic potential (Children and Families Act, 2014; DoH, DfE, 2014).

There has been an interest within research in the use of PCP to elicit the voice of students who may otherwise find it difficult to self-advocate (Kelly, 1955). Beaver (1996) suggests that the first step in understanding the behaviour of students is to explore the model of the world, before we can understand what change can take place. The importance of ensuring that CYP are involved in decisions regarding their education and their future is widely acknowledged (Hobbs, Todd & Taylor, 2002). This involvement also provides teachers with useful feedback about what works for students, motivates them, and can improve teacher-student relations and teaching practice, as students usually feel more valued (Daniels et.al, 2003; Sellman, 2009). By improving communication between school staff and students, it can lead to students taking more responsibility for improved outcomes (Harding & Atkinson, 2009).

By recognising and respecting the views of students, this research demonstrates that teachers can begin to reframe some of their constructs of students at risk of exclusion through the process of constructive alternativism (Kelly, 1955). This provides an opportunity for more inclusive teaching practices to be identified to promote the confidence and commitment of these students (Burnard, 2008).

1.9.2 Epistemology

Research is a way to represent the views of young people, and to get their views heard (Kay et al. 2009). In this research, the constructs of children at risk of exclusion were sought through their participation in DIL and shared with teachers. The expectation was that teachers would be able to reframe their views of the child's behaviour. This is in line with the concept of "constructive alternativism", in which teachers' constructs of children can be changed in light of new information (Kelly, 1955).

The positioning of the current research is social constructionist, as it follows the belief that there is not one reality, individuals develop subjective views of experiences through social interaction and use these to help them interpret future experiences (Creswell, 2014, Mertens, 2010). Through the use of the PCP task, DIL, students are asked open ended questions about different aspects of the learner's experiences, in order to allow them to explore their own feelings and the meaning they place on each of the different constructs. DIL asks students to consider the constructs regarding several key relationships including teacher perception, their family and friends, and how each of these impact on the ideal or the non-ideal learner, thus enabling an exploration of previous interactions and social experiences. How these relate to the individual student becomes more apparent during the scaling element of the task.

DIL was selected for this research as it also provides detail on the CYP's perceptions of the constructs of what would make an ideal or non-ideal learner, based on their past experiences. Furthermore, it explores the historical and cultural experiences of the students and the impact these could have on their future (Creswell, 2014).

The current research does not involve interpretation of DIL by the researcher, but provides the stimulus for interpretation by teachers who have worked with the students. Thus, the teachers interpret what they know about their students, including their behaviour, their strengths and their needs, in the light of the constructs elicited from DIL.

1.9.3 Aims of the Research

The aim of the current research is to explore the possible changes in teacher constructs of secondary students at risk of exclusion, following the researcher sharing the students' personal constructs with them. A secondary aim is to consider how effective teachers feel that DIL is in eliciting information about a student to inform intervention for the student.

1.9.4 Research Questions

The current research looked at providing answers to the following questions:

- 1 What are teachers' perceptions of students at risk of exclusion?

- 2 What are teachers' perceptions of the same children at risk of exclusion after reflecting on the child's "Drawing the Ideal Learner"?
- 3 What are teachers' views on understanding the case study students' aspirations, both academic and otherwise, following the use of PCP?
- 4 What do teachers say about how PCP improves their understanding of the child?

1.9.5 Research Approach

In order to answer the Research Questions, the research was conducted in three distinct phases (Figure 1). Phase 1, DIL, allowed for students to discuss their constructs of themselves as a learner, their challenges and their aspirations. This was not shared with teachers until after they had completed their first interviews.

During two separate interviews, in phases 2 and 3, teachers were asked open ended questions, about their constructs of the students. The epistemology aimed to utilise the personal and interactive method of interviewing teachers to inquire about their constructs of their student (Mertens, 2010). In the first interview with the teachers, the research aimed to explore the teacher's constructs about the student based on their experiences and interactions with them, as well as the perceptions of views shared by their colleagues. During the second interview, the teacher discussed their interpretation of their student's DIL task and their reflections and any strategies they would implement. The researcher then interpreted how the addition of the new constructs, elected from DIL, may have had an impact on the teacher's constructs of the student.

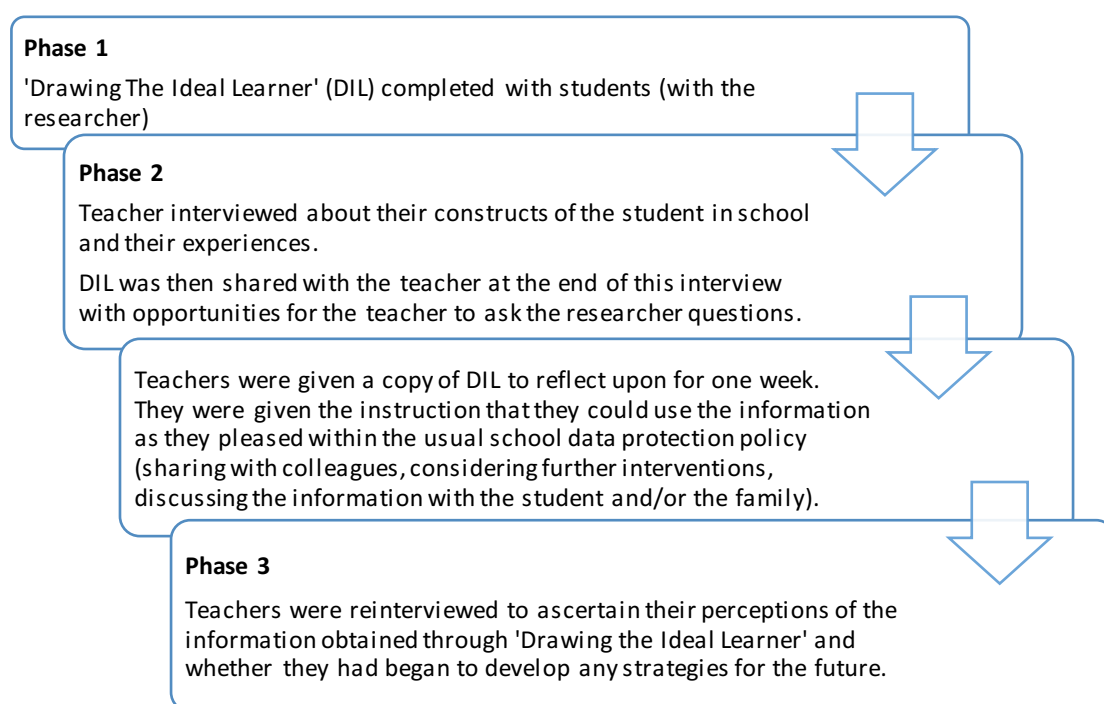


Figure 1 - Phases of the Research

By conducting the second teacher interviews after a reflection period of one week, the current research follows the transformative paradigm with the axiology that the process of research leads to empowerment and to raise consciousness. Transformative research (Mertens, 2010) has an emphasis on social justice, human rights and an agenda for change. The current research emphasises social justice in schools and the rights of all CYP to have a say in their future. It investigates whether through eliciting these views we can improve the CYP's school experience through the use of PCT (Kelly, 1955) to challenge the perceptions that teachers have of them. In this research, the students selected represented a somewhat self-marginalized group within a school, as they may be unwilling or unable to engage with adults and express their views due to perceptions of unequal power or status (Creswell, 2014). The scaling element of DIL gives the students the opportunity to express what changes they can make and the support they need from others (Ingram, 2013). By enabling teachers to understand the needs as expressed by the student, it was hoped that this research empowered both parties and provided opportunities for the development of co-constructed strategies and further discussion through an exploration of the perception of power imbalance within the scope of a transformative paradigm (Creswell, 2014).

1.10 Chapter Summary

In this chapter the current research was introduced with reference to the background of the research and a definition of the terminology used in this thesis. The researcher's experiences, pertinent to the direction of this research, were discussed with reference to the previous use of PCP with a student at risk of exclusion. The role of EPs in supporting CYP and schools with both MH difficulties and SEBD, to ensure that all students are given the best possible opportunities to succeed in school was discussed. The high levels of exclusion both locally and nationally were presented to justify why further research in this field is critical. The psychological framework utilised within this thesis was then discussed before the current research was introduced with reference to the rationale, epistemological positioning and the aims.

The next chapter will present a critical review of previous literature where PCP has been used to elicit the voices of students for whom this can be difficult as a result of SEN, MH or SEBD. Finally the implications of the literature base on the development of the current research will be discussed.

Chapter Two - Literature Review

In this chapter a systematic literature review of literature relevant to the current thesis was conducted, relating to the use of PCP to inform teachers about students at risk of exclusion from their school. Over the past decade most research into PCP has emphasised its use for gaining the views of CYP who have found it challenging to make their views heard, in particular those with Autism Spectrum Conditions (ASC) (Attwood, 2006; Moran, 2006; Williams & Hanke, 2007). However, while the use of PCP for students with ASC has been shown to be beneficial in gathering their views, this research is interested in students at risk of exclusion, without a diagnosis of ASC, many of whom still present as a group who find it difficult to express their views.

2.1 Overview of Personal Construct Psychology

There has been an increasing amount of literature on recognising the difficulties in hearing the voices of disaffected students whilst noting that self-advocacy within education is a human right (DfE, 2001). PCP was used in the current research as it offers a non-directive way to seek the views of children and follows the view that all children are able to express a view about what is important to them; it is about professionals using the appropriate tools, and EPs are well placed to do this. Drawings may be a way to elicit the views of children who may not be able to express them verbally (Hardman, 2001).

2.1.1 Review Article of PCP

In a small-scale review based in Malta, Cefai and Cooper (2009) put forward their concerns that students with SEBD are often the last to be heard in regard to their educational experience. Consequently, these children were identified as often left feeling victimised, stigmatised, powerless and unconnected with the learning experiences. This paper draws attention to the fact that teachers often blamed the presenting characteristics of the student, such as attention seeking behaviour, through teasing and bullying, as being the reasons that the students did not succeed in school, as this led to a lack of motivation and disruption of lessons.

Each of the studies reviewed in Cefai and Cooper (2009) use data only collected from students through focus groups, interviews with individual students and student observations. Whilst two of the studies they reviewed also included interviews with school staff, they decided not to include this in their review, which suggests this dimension of teacher perspective on student-teacher relationships may be deemed less important. Whilst young people are given an opportunity to say what would help them at school, teachers are not being given the same

opportunity to share their experiences about the student so that both points of view can be recognised and used to form a more healthy relationship between the two. Again this review highlights constructs such as injustice, oppression, frustration and exclusion on the behalf of the students. However, if teachers are not given the opportunity to learn about students, reflect and really understand what are the reasons behind the students' behaviour, as well as understand their own constructions of students, they might not be able to adapt their practice accordingly (Ravenette, 2008).

The aim of this chapter is to provide an overview of the current literature available in this area of research and to provide a rationale for the current research, thus linking the previous literature specifically to students at risk of exclusion.

2.2 Research Title

The title of this research paper, "The Ideal Learner: Does Sharing Constructs Elicited from Children at Risk of Exclusion Alter the Perceptions of Teachers Working with Them?", provides the reader with a one sentence synopsis of the participants involved and the PCP technique used to undertake this research in students at risk of exclusion.

2.3 Research Questions

As previously stated in Section 1.9.4, the current research looked at providing answers to the following questions:

1. What are teachers' perceptions of students at risk of exclusion?
2. What are teachers' perceptions of the same children at risk of exclusion after reflecting on the child's "Drawing the Ideal Learner"?
3. What are teachers' views on understanding the case study students' aspirations, both academic and otherwise, following the use of PCP?
4. What do teachers say about how PCP improves their understanding of the child?

2.4 Initial Literature Search

The initial literature search generated ninety two articles which were reviewed, three of which were selected for critical analysis. This search found that there is very little research into the views of students at risk of exclusion from their schools, and no studies were found where teachers' constructs of children were explored. This led to an expansion in the search criteria to include the use of PCP to gain the views of other groups of students whose voice is less actively sought or may be considered as being harder to reach populations. The inclusion and exclusion

criteria for each of the searches are listed in the table below. Further information on the initial literature search can be found in Appendix A1.

Table 1 - Inclusion and Exclusion Criteria for Searches One to Three

	Inclusion Criteria	Exclusion Criteria
Search One	<ul style="list-style-type: none"> • Year of Publication (2000-2017) • Scholarly (Peer Reviewed) Journals • Full Text Articles • Language - English • Age - School age (6-12) and Adolescents (13-17) 	<ul style="list-style-type: none"> • Articles that in which participants had a diagnosis of ASC/Autism • Articles which did not include participants at risk of exclusion or already permanently excluded from schools.
Search Two	<ul style="list-style-type: none"> • Personal Construct Psychology or Personal Construct Theory in the title • Year of Publication (2000-2017) • Scholarly (Peer Reviewed) Journals • Language - English 	<ul style="list-style-type: none"> • Articles that Did not include PCP as an Intervention • Articles with participants above school age (18) • Articles with adult participants completing the PCP techniques
Search Three	<ul style="list-style-type: none"> • Language - English 	<ul style="list-style-type: none"> • Articles which were not adaptations of the "Ideal Self" Moran, 2001 or did not seek views on the "Ideal".

2.4.1 Rationale for Exclusion Criteria

Search One excludes students with a pre-existing diagnosis of ASC. Whilst my own experience has shown that many students at risk of exclusion do have a diagnosis of ASC, there is already a small body of literature available (Moran, 2014, Williams and Hanke, 2007). The rationale for exclusion of these students in my initial search was that within the LA that the research was taking place, there are already a number of new and existing initiatives to support students, school and families understand the need of their students with a diagnosis of ASC. Whilst I am of the mindset that students with ASC are a vulnerable group, in my opinion, where there is less research and often more anxiety in schools, is how to best support the group of students where

there is no clear reason for their behaviour. These students possess more of a “risk” to the confidence of teachers on both a personal and professional level (Moran, 2014, Ravenette, 1988). Furthermore, students with unknown or unrecognised needs, by definition are less likely to have their needs met than those for whom there are evidence based strategies and interventions available (DfE, 2012).

Furthermore, I excluded from Search One any research containing PCP that did not include students that were at risk of exclusion or had previously been excluded. The purpose of this was to establish the existing literature available where PCP has been used with this population, and identify gaps in the existing literature for the current research.

The rationale for the inclusion and exclusion criteria in Search Two was to further identify what PCP techniques are being used in schools, and which students PCP is used with. The aim of this search was to consider the themes generated within each of the specific interventions and whether or not these could be used by school staff, or whether they required specific training and supervision. This search also aimed to identify what age groups of participants researchers utilising PCP techniques favoured.

In Search Three, the researcher aimed to explore the current research available using derivatives of “Drawing the Ideal Self” (Moran, 2012). The rationale for this search was to investigate further how this particular technique has been used with students with a range of different needs and of different ages, and to find a unique perspective for the use of the tool within research with the population selected for this study. To find this unique point of view, all research utilising PCP tools other than developments of “Drawing the Ideal Self” were excluded.

2.5 Search One: How is PCP Currently used in Schools to Support Students at Risk of Exclusion?

Several studies investigating the use of PCP for students at risk of exclusion have been carried out (Burton, 2006, Hardman, 2001, Moran, 2006b & Pomeroy, 1999). Table A2-1 in Appendix A2 provides a summary of the three studies that will be discussed in this section of the literature review. For Further information on Search One see Appendix A2.

2.5.1 Group Intervention using a CBT Model (Burton, 2006)

The “Over to You” intervention was devised as a result of EP consultation work in secondary schools to support young people to change their own behaviour to reduce the risk of exclusion, through self-reflection, motivation and empowerment by cognitive reframing. In this article one group in a school with a high number of fixed term and permanent exclusions is described by Burton (2006). Five Year 8 students, two girls and three boys were invited by an EP who would

be facilitating the group along with a co-worker (a member of school teaching staff). Participants were selected as they were frequently in trouble in school, and were all at risk of permanent exclusion.

The six week course focused on developing the student's self-awareness and setting personal targets for themselves. At the start of the sessions the students and their teachers were asked to complete a social skills assessment form. Also included in the intervention was a homework element in which students were invited to record their feelings between sessions. The assessment of social skills was repeated by students and teachers at the end of the course.

In the self-assessment and teacher assessment of social skills, increases in scores were noted in expressing themselves and their feelings better, speaking in a more pleasant tone of voice, using more appropriate body language and asking for help more, with the girls making the greatest improvements. During individual interviews the students were all able to reflect on their progress towards their own targets and identify some targets for their own future development. Seven months after the intervention the school reported improvements in the behaviour of all the students that participated.

This study highlights the importance of engagement of school staff. The rapport of the member of school staff with the students was noted in this study, as was the role of the assistant head teacher due to her involvement with the students in a pastoral role. One of the students also noted the impact on receiving a group intervention stating that the group had enabled her to become more cooperative and develop a more secure friendship with one of the other participants. Furthermore, the students were able to validate each other's positive behaviour during the group.

In this study the quantitative measure, the assessment of social skills, which could be seen as subjective was supplemented by qualitative interviews from the participating students and feedback from the school assistant head seven months after completion of the intervention.

The limitations of this study were that there was no parental element in this study, thus there were limited opportunities for true systemic working (Gillham, 1978). Furthermore, this study employed a small sample size and the author acknowledges that the "Over to You" intervention may not be as successful with all groups of students. The positive outcomes for the female students were the most significant, which could have been due to both the EP and the teacher running the intervention being female, consequently it would be interesting to compare the impact of a male EP and/or teacher for a group of male and female students.

2.5.2 Individual Interventions for CYP at Risk of Exclusion (Hardman, 2001)

In a study into the impact of PCP for a student at risk of exclusion, Hardman's (2001) research follows a single case study with a Year 10 student through an eight week intervention. The participant, Daniel, was selected for the intervention due to his behavioural difficulties, inability to follow rules, and lying to avoid responsibility for his actions. During the intervention a number of PCP tools were used including: Tree People, Drawing the Ideal Self and using a salmon line, a laddering exercise and anger management technique. Daniel completed a series of successful behaviour "experiments" during the intervention to test out whether engaging in certain behaviours, reminiscent of the "Ideal Self" worked and whether they interfered with his desire to be seen as "cool". This helped Daniel to tell his story and understand his behaviour and the factors maintaining them in the context of his world.

Views of staff were obtained to elicit their constructs of the child in this study; an eight item questionnaire was sent to elicit Daniel's positive qualities and the strategies that were already being used effectively to support him in school. The results of the questionnaire were then summarised by the researcher and a copy sent to all staff. The summary was also discussed with Daniel, who felt it was an accurate reflection of him. Previous research has demonstrated that the use of "Drawing the Ideal Self" can enable staff to develop interventions to support the student once they understand what is important to the child (Moran, 1996).

A long term intervention may be beneficial for all students, however this might not always be possible due to constraints in schools, and furthermore studies have shown that a single PCP task can be powerful enough to provide enough information about a student, to help a teacher understand them better and facilitate their learning and self-esteem (Moran, 1996).

Following the intervention, Daniel was still in school four months later. Using the Drawing the Ideal Self task, the school staff were able to understand the extremes of Daniel's behaviour and develop programmes and interventions based on what was important to Daniel. This technique serves as a tangible record of what has been said and is valued by CYP, which can be shared with families and professionals alike, to help CYP feel that their voice is heard and valued.

In this study, the PCP tools and techniques within the intervention were administered by an EP, and not a member of school staff, therefore the process of change for Daniel was agreed between him and the EP. Daniel participated fully in the study and found the techniques, such as Drawing the Ideal Self, to be enjoyable and not intimidating due to the use of drawing. The study suggests that Daniel's self-image was improved through the use of PCP which facilitated the changes he was able to make and feedback of the information obtained by staff, thus promoting inclusion.

However, the limitations of the current study were that it utilised a single case study design. Daniel appeared motivated to engage with the PCP tools within the study, although these findings would not necessarily generalise to other students at risk of exclusion. Furthermore, although the study documents that there was weekly feedback to the Special Educational Needs Coordinator (SENCo) and at the end of the study a summary was sent to relevant staff and a report to parents, there is no comment of their views within the study.

2.5.3 Constructs of Student-Teacher Relationships for Young People Excluded from School (Pomeroy, 1999)

Other studies have considered the relationship between students and teachers, for example Pomeroy (1999) interviewed 33 young people, in Year 10 and 11, male and female from a range of ethnic backgrounds, all permanently excluded from secondary school and now attending Behavioural Support Service (BSS) Centres which are long stay facilities. Although the students were selected to participate in the study, there was also an element of self-selection, as students could only participate if they asked their parents to sign a consent form. This may have resulted in a slightly higher representation of female participants in the sample (30% compared to the national average of excluded students, 20%). The interviews were structured to include discussion about several key areas of interest to the researcher: relationships with teachers and peers, 'misbehaviour', school transitions, and attitudes to schoolwork and education. If these topics were not raised within the interview, a question was asked to the participants.

During these interviews the student relationship with their teachers was considered to be one of the salient features of school experience, a result that replicates previous studies including Garner (1995) and Wallace (1996), and is consistent with research of young people still attending school (Pomeroy, 1999). The findings of the interviews could be correlated to how these students perceived themselves as learners, and the extent to which they viewed their own behaviour as deviant. This paper offers a perspective of how students perceive what teachers should be which includes addressing power relations and interactions between teachers and students. One of the key findings from the study was the importance for students to be listened to and their views valued to create a mutually respectful working relationship between the teacher and student, taking levels of maturity into account. This does not deny the importance of the roles of teacher and student, but rather the dialogue between them should be non-judgemental to help understand each other's perspectives. This is shown by the recognition of students seeing the role of teachers in providing pastoral support, discipline and delivering education in an interesting way that meets the needs of all students.

This study is not transformative for the participants, who had already been excluded from their schools. Although there are similarities in their accounts, the findings are not generalisable for all students at risk of exclusion, they could however highlight important aspects of the school experience, which could be examined in more detail for students currently still within the school system. As this research is concerned with the views of relationships in school of excluded CYP, the views of the participants for whom teacher relationships were not a salient feature of their experience may be underrepresented in the study.

2.6 Search Two: What Research is Available into Eliciting the Views of Lesser Heard Groups of Students?

Table A3-1 in Appendix A3 summarises the studies that will be further discussed in this section of the literature review. For further information on Search Two, see Appendix A3.

2.6.1 Secondary Age Students

2.6.1.1 Adolescents with Learning Disabilities (Thomas, 2011b)

In an investigation into the importance of realising self-constructs on the psychological well-being of adolescents with Learning Difficulties (LD), Thomas (2011b) focused on the link between poor self-image and increased risk taking behaviour, self-harm and eating disorders (Rhodes & Wood 1992). Previous research has focused more on adults and children with LD, but less with adolescents. Students with a diagnosis of ASC were excluded from this study.

Thomas' study explored the views of 59 adolescents attending a Specialist Inclusive Learning Centre (SILC), with a chronological mean age of 15 years 4 months, and British Picture Vocabulary Scale (BPVS) equivalent mean age of 6 years 6 months. Views of the participants were elicited using four methods: asking them to describe themselves and the opposite of that, asking how others would describe them, asking them to analyse ambiguous drawings and drawing a self-portrait. The constructs obtained were analysed using Thematic Analysis. All the students managed to engage with the study and many of them produced complex and unique constructs about themselves, and students reported enjoying visual and verbal methods of PCP equally. 47% of the students that participated were able to offer constructs of themselves as viewed by others, offering further insight into the constructs these young people have of their world (Butler & Green, 2007).

This research indicates that adolescents with LD are able to identify and describe a variety of self-constructs as long as they are given the appropriate tools to facilitate this process. Even students with a BVPS age equivalent score below 5 were able to share their constructs although these related more to their appearance, interests and activities they enjoy. Measures of self-

esteem and self-concept are often standardised on students without LD and those who are much younger and consequently may not actively represent the population in the study. This study emphasises that adolescents with LD are often “not heard” and it is important to give them a voice, but one is able to elicit their voice through PCP, especially those which examine contrasting poles.

Although this study had 59 participants, this is still a relatively small sample size. It is also unclear whether all the students attended the same SILC. If the students did attend the same SILC, their ability to access the language used in the PCP talk may have been due to the teaching methods employed in the SILC. There is also no evidence from this study about how the constructs obtained would be fed back to the staff at the SILC.

2.6.1.2 A Personal Construct Framework within a Residential Setting (Ravenette, 2008)

In an individual case study of a 15 year old boy living in a residential setting, Ravenette (2008) describes the impact that understanding self-constructs of students and the adult carers supporting them have on the impact of intervention. Ravenette advised that when problems arise one should consider the constructs of the young person, along with those of the adult from whom the referral was made, and whether the constructs adults have of a student interfere with their own core constructs relating to their competence, skill or coping mechanisms. In order for an intervention to be effective we have to consider constructive alternativism to change the way problems are viewed, including the young person's sense of self, through a process of increased understanding and exploration. In this article Ravenette describes how the way that constructs are elicited from individuals can be fundamentally important in facilitating the process of change, as all the constructs need to be meaningful. One of the ways in which to do this is a Pyramid Procedure (Landfield, 1971). This procedure uses the concept of contrasting descriptions to explore the language individuals use to elicit their own constructs.

In this article, specific questioning was used with the view of changing the views that carers held of themselves and their charge. In order for change to happen through constructive alternativism, it was important to recognise the importance of communication and interaction, through the content, the relationships (self and others) and the context. The carers came to the conclusion that by accepting who the child was and asking questions to gain an understanding of his constructs and the carers' own sense of reality, carers may be able to help the child question his beliefs and ultimately bring about change.

It is important to note that within a single case study design the impact as shown in this article may not be transferable to other students, but the technique of describing contrasting images

is relevant to the development of tools such as “Drawing the Ideal Self” (Moran, 2012). As this research took place in a residential setting, the findings may not be generalisable to students within a day school, as there is a difference between the amount of contact time between staff and students in a residential setting, compared to a day school.

2.6.1.3 Counselling with Students with SEBD (Truneckova & Viney, 2012)

The Australian model of integrating psychology within education is with the use of school-based psychologists, which may facilitate longer term intervention within schools. Truneckova & Viney (2012) explored how using four propositions derived from PCT, within school-based counselling, could make the counselling more effective for the young people by understanding the experiences of young people, with a variety of SEBD, from their point of view. The four propositions are: 1) There are different ways of looking at any event, 2) Experiences are tested out through behaviour, which is the principle of enquiry, 3) Psychological disorder occurs when there is consistent invalidation along with the exclusive use of particular construing approaches, and 4) Professional constructs are used to assist in the organising and understanding of the personal constructs of young people.

The relationship between the counsellor and the young person is of utmost importance and is likened to that of client-centred therapy (Rogers, 1951). Four strategies can be adopted by the counsellor during sessions to enable the young person to be in control of their reconstructions. The approaches are: 1) The counsellor adopts a credulous approach, 2) The counsellor adopts the role of enquirer rather than expert, 3) Transitive diagnosis, the process conceptualising psychological disorder by gaining an understanding of “what”, not “who”, needs treating based on an individual’s experiences and constructs, which generates treatment implications for the school counsellor, and 4) The school counsellor guides the young person to reconstruction by disconfirming their unhelpful constructions while validating their selves and their construing/meaning making.

The theoretical framework described in this research is designed to be used for children aged between 4 and 18, although in this case study design, the experiences of two students aged 9 and 14 are described in relation to the theory, thus the impact for younger or older students is not evident. The young people undergoing counselling responded positively to the approach used, however this approach does rely heavily upon the skill of the counsellor to use the strategies in a timely manner, and the willingness of the student to engage with the sessions, both of which are difficult to generalise the effectiveness. This approach is also centred upon developing the ability of young people to cope with stressful situations and examine their own

constructs through the use of a technique which enables the counsellor to adopt a person-centred approach to counselling.

2.6.1.4 Recognising the Voice of Disaffected Students (Wearmouth, 2004)

Wearmouth (2004) introduces Talking Stones, which is an interview tool developed from the need for interpersonal understanding and reflexivity within PCP (Kelly, 1991). Stones of different shapes, colours, sizes and textures are presented to students. Students select the stones that represent themselves and other significant people around them. They then position the stones to demonstrate relative closeness and distance between the people in their life, and the choices for each stone selection and their positioning are then discussed.

“Darren” was part of a group of 10, Year 10 students selected due to their absence from school, behaviour and disruption in class, and being identified as being disaffected. They were offered an alternative curriculum and work experience opportunities. One of the tools used to explore students’ views of themselves and attitudes to school was through the medium of Talking Stones.

This interview technique appeared effective with Darren and he selected stones that he then described physically and linked these characteristics to elements of himself and his family. Themes of “rotteness”, victimisation and boredom within his family and school were elicited. Further techniques to find exceptions and scaling were used throughout the interview with Darren.

This paper demonstrates the ability of Talking Stones to promote self-advocacy. Although it generated constructs from Darren that were helpful for others to learn more about him, the paper focuses on only 1 of 10 students selected to participate in the alternative curriculum group. This suggests that it may not be an effective tool for all students. It requires a need for imagination and an ability to attribute physical characteristic of a stone to human personalities and relationships. A risk of this technique is that it could appear simple to administer, and an adult inexperienced in PCP and counselling theories could elicit disclosures of sensitive information, and a clear way to end the technique and focus of the future in an ethically sound way is not evident in this paper. A further limitation of this paper is it is unclear what decisions were made by or for Darren relating to his future choices.

2.6.2 Primary Aged Children

2.6.2.1 Primary Age Children on the SEN Register (Maxwell, 2006)

Developing PCP tools that are accessible to younger students, including those with SEN, has been central in the increase of studies utilising drawing as a key medium within PCP. Maxwell (2006)

used a case study design to explore the views of 13 primary aged children on the SEN register about school through the use of various PCP tools and techniques.

This research uses the paradigm of naturalistic enquiry, wherein the influence the researcher and participant have on one another is mutual. In the research, each of the participants completed four drawings of themselves in school and two PCP style interviews. The drawings build on techniques to draw the “self” and “other” (Landfield, 1971) by including two more pictures and the interviews. Themes obtained from the students included: feeling at risk during unstructured times, feeling able to be part of a peer group, friendships and flexibility in thinking. The children placed importance upon the social aspects of school, which led to the development of the SENCo of the school, with representative students with SEN, to develop strategies for break times.

The study found that the drawings obtained from students were used to facilitate the PCP interviews and provided concrete evidence of their experiences and views, thus enabling their voice to be listened to.

2.6.2.2 Drawing to Elicit Large Groups of Children’s Constructs of Themselves in School (Maxwell, 2015)

Building on the previous study, Maxwell (2015) obtained the views of 72, Year 5 students, who had just started middle school, by asking them to draw a happy and an unhappy picture of themselves in school, and then to annotate it. By age 9-10, most children are able to understand and interpret information that is available to them through storytelling. This study provides a more holistic view of the factors impacting on children in a whole year group of one school, for example, bullying, test anxiety and questions about uncertainty in their new environment. Whilst ultimately this could inform organisational change within schools, the time to analyse this number of drawings is not possible in most schools. Although themes of uncertainty, school pressure and bullying could possibly be generalised to many children starting a new school experience, such as the children in Year 7 and 8 in the current research. The pictures drawn by the students were interpreted by the researcher with no discussion with individual students, thus misinterpretations may have happened during analysis.

2.7 Search Three: How Effective has Previous Research Searching for the “Ideal” with Students been in Providing New Insights for the Adults Working with them?

Several studies investigating the use of the “The Ideal” though more interactive methods have been carried out in previous years (Green, 2014; Hanke and Williams, 2007; Moran, 2001,

2006b). The evidence presented in this section suggests that PCP, specifically relating to the presentation of “The Ideal and not Ideal”, is a highly adaptable method of eliciting the views of students. Collectively, these studies outline a critical role for establishing students’ constructs relating to their ideal and how this can provide important insights for key adults at an individual level and considering environmental adaptations that can be generated to support the needs of individual. Nevertheless, the adaptability and consideration of key adults to the constructs presented by students, and their reasons for them, have a significant impact of the effectiveness of the technique.

Further articles which highlighted the role of PCP to elicit the “Ideal” of students were hand searched and obtained through snowballing and brief summaries and critiques of these articles are displayed in Table A4-1 in Appendix A4.

2.7.1 The Ideal Learner (Green, 2014)

Moran’s Ideal Self was adapted by Green (2014) to The Ideal Learner, in an attempt to elicit the views and constructs of a student with medical needs and attachment needs, as a result of a traumatic start to life. The student presented with immature language and her social and pragmatic understanding were both somewhat limited. Sessions took place over a number of weeks within a school for children with moderate and complex LD.

Although on initial view the constructs elicited in this research appear to be somewhat muddled and confused, a greater sense of meaning was obtained through further investigations and discussion with staff. Clear themes began to emerge which brought about greater meaning to constructs elicited by the student. The student offered “clues” into her world which enabled others to help bring about change. A limitation of this case study is that some of the incidents following the research which led to the greatest shift in understanding about this student were through events witnessed and interpreted by Green herself and feedback to staff. It is unclear if the staff would have demonstrated enthusiasm for the technique and if the technique would have had the same outcomes had Green not been able to continue her interpretation over time.

2.7.2 The Ideal Classroom (Morgan-Rose, 2015)

In her doctoral research Morgan-Rose (2015) adapted the Ideal School (Williams and Hanke, 2007) to use with students in a nurture group, within a school for students with LD. Eight students were selected to participate. Over two months the students produced and discussed Lego models of their Ideal and Not Ideal classrooms. This was done through the students having the opportunity to build their classrooms out of Lego, and their ideas for object selections and placement were discussed throughout. Photographs of the models were then taken and printed

out. The photographs were then annotated by the researcher, in line with the guidelines set out by Moran (2001).

Through the use of Lego, students were able to consider their classrooms over time, and easily adapt or correct any mistakes that they felt they had made. This approach also allows for a relaxed atmosphere to be created as students led the design of the classroom and allows them to focus on their model, rather than engaging in a discussion straight away. This in turn led to the school being able to make some considerations for the students in the classrooms. This study offers support for PCP being a useful technique for engaging students in a nurture group and obtaining their views in a comfortable and non-judgmental manner.

The limitations of this study were that the views of adults who knew the children well were not sought, and this may have led to further insights about how classroom adaptations could be made to meet the needs of the specific students. Furthermore, this study does not include the scaling element of the Ideal Self (Moran, 2001), which may have given a reductionist impression of classroom life, and not allow for comparison with the classrooms currently available for the students.

2.7.3 The Ideal School with Students with ASC (Williams and Hanke, 2007)

Whilst the majority of the studies reviewed have been for students without a diagnosis of ASC, the impact of the Ideal School (Williams and Hanke, 2007) demonstrates how this tool can be used to gain the views of this population of students. The Ideal School was used with 15 students, aged 6-14, with a diagnosis of ASC to gain their views about school provision.

In this research, the environmental features and the attributes of staff working with the students in schools were the two main themes identified in the results. The students commented on the expected feelings and the actions of students in both the Ideal and the not Ideal school environment.

Like many tools, there is an element of adults designing the tool and the specific topic areas selected within it for exploration, and interpreted by adults which can lead to a narrowing of student views explored within. This was a concern within this study, however students independently identified features of the Ideal School that were important to them, without being directly asked.

Williams and Hanke demonstrate how the use of PCP can be used as part of a transformative process for students with ASC at schools, and can be used to support students in mainstream environments and in the development of provisions specifically for students with ASC.

The authors acknowledge that one of the limitations of this study was that there was a risk of subjective interpretation of student views, although attempts were made to minimise this. It was alluded to that the researcher had a “responsibility” to make sure that the information obtained from the students was utilised in the planning stages of future provision, although how this would be done was not clear. It was not clear if there were any differences in the depth of information and the themes obtained from students in each of the academic year groups (ranging from Year 2-10), and whether there were differences for those of a primary, compared to a secondary age.

2.8 Summary of the Research to Date

Overall, these studies highlight the need for further research into the impact of PCP for students who have previously found it a challenge to effectively portray their views about their education and their future which is a fundamental policy in the CoP (DfE, DoH 2014). There are many different PCP methods that can be used with CYP to elicit their views and provide a bridge between theory and practice, some of which are described in Hardman (2001). These tools offer a “scaffold from which we can take perspectives” (Stoker, 1996). Using PCP to elicit the voices of CYP may further empower CYP through consideration of their own resources, skills and aspirations and through discussion of their difficulties and barriers to learning (Harðardottir, et.al, 2015), if they are adapted to meet the unique needs of each student (Beaver, 1996).

The importance of seeking the views of all students in regard to their educational journey is highlighted within a number of these articles (Atwood, 2006; Cefai & Cooper, 2009; Moran, 2006; Williams & Hanke, 2007) (DfES, 2001) in order to promote self-advocacy, self-awareness, self-esteem and consequently peer and teacher relationships and attitudes to learning. Specific tools and techniques can be used in isolation (Moran, 2001; Wearmouth, 2004; Green, 2014) or within a battery of assessment tools (Hardman, 2001; Burton, 2006).

The research specifically into collecting the views of children at risk of exclusion is scarce and one of the three articles found was a retrospective account of adolescents already excluded from school. Of the two articles of students currently at risk of exclusion, one explores a group intervention (Hardman, 2001) and one individual intervention (Burton, 2006). These interventions took place over eight or six weeks, respectively, and the impact on the participants in both studies was significant, with gains in their social skills, personal expression, and acceptance to following school rules.

The role of teacher-student relationships also played a significant role for participants at risk of exclusion. Burton (2006) involved a member of school staff in the delivery of the intervention, to ensure students had a member of school staff who was aware of the impact of the

intervention and could feedback to their colleagues as necessary. It also provided students with a point of contact within school. Pomeroy (1999) gives feedback from students, already excluded from school about elements of the teacher-student relationships that they felt were important, including: creating a mutually respectful working environment, listening to students and addressing power imbalances. The use of “talking stones” to symbolise people and relationships has also been noted to be effective with disaffected students, as it can explore the experiences and the meanings created by these students, which have led them to their current state (Wearmouth, 2004). However, both of these studies are small scale and further research in the use of PCP to elicit the voice of students at risk of exclusion is necessary.

As previously discussed, PCP can be used to gather the views of students with LD widely ranging in their nature. Thomas (2011b) obtained the views of adolescents with cognitive and verbal learning difficulties, and found the use of PCP techniques with contrasting poles to be particularly useful for this population. The medium of drawing within PCP is a technique that allows for flexibility and it offers concrete evidence of their experiences which can be used to facilitate further in depth discussion with younger children on the SEN register (Maxwell, 2006). But the PCP is not limited to school use as demonstrated by Ravenette (2008), in which the constructs that adults working with a 15 year old had of him could be altered though exploring the boy’s sense of self and challenging the views that carers hold of themselves, to facilitate change in relationships.

All the articles critically analysed in this review agree that a number of propositions and strategies are crucial in the effective use of PCP within a theoretical framework. These are compactly summarised in Truneckova & Viney (2012). These include: Therapeutic alliance is important in developing a relationship of trust; there are many different ways to construe the same event; the therapist takes on the role of enquirer to work collaboratively with the participant; the therapist guides the participant (student and teacher) to reconstrue their constructs over time. However, in order for PCP to be a successful intervention, the skills of the therapist in extracting the views of students and the willingness of the students to discuss and re-live stressful events is key.

2.8.1 Themes Arising from the Review

From the first search, it was identified that the existing literature available regarding students at risk of exclusion is limited. Of the three studies critiqued in detail, two consisted of longer term interventions with students (Burton, 2006; Hardman, 2001). Whilst the impact of these interventions was considered effective for the students who participated, both were delivered or co-delivered by an EP with a group of students. Unfortunately, in the current climate EP time

is not always readily available in reality to schools for long term intervention, and consequently Search Three was used to explore studies where PCP techniques were utilised to generate an opportunity for views to be shared between both students and teachers. For this reason Research Question 1 was developed. It provides further evidence into some of the presenting characteristics of students at risk of exclusion, and for the purpose of this study provides a benchmark. The inclusion of the first research question recognises the challenges that teachers may encounter with these students and the impact these can have on teachers (Moran, 2014; Ravenette, 1988).

The final article from Search One (Pomeroy, 1999) sought the views of students previously excluded from their mainstream schools. Whilst this article provided a useful insight into the factors that are important for these students in school, the research does not contain a transformative element for these participants, as due to their ages (Year 10 and 11). This was further highlighted in Search Two, whereby many of the participants in the studies were aged 14 and over (Thomas, 2011b, Ravenette, 2008, and Wearmouth, 2004). This highlights that many of these students are being identified late in their academic careers and identified that perhaps more needed to be done with the students in Year 7 and 8, as they manage their transition to secondary school. Research Question 2 was developed to identify how this research with students still in school may be viewed differently by their teachers in light of new information; and Research Question 3 was developed to capture the teacher's understanding of the students' aspirations and how these could be supported in school.

The results of Search Two helped the researcher narrow the focus of the current research by identifying that the PCP technique the research utilised needed to be suitable for implementation by teachers and other school staff who may have little or no experience in counselling or therapeutic intervention, and consequently required a more structured approach than a techniques like Talking Stones (Wearmouth, 2004). Therefore the "Ideal" was chosen for the final search, and from that DIL, as it was felt that the emphasis on learning would appeal to the secondary audience for whom this research was intended. The fourth and final research question, was developed to measure the teachers' perceptions of the effectiveness of this specific PCP tool.

2.9 The Current Research

The current research draws on The Ideal Self (Moran 2001), and techniques used in Maxwell's study such as drawings and contrasting descriptions are used, although the interpretation of the work completed by the students was analysed by the teachers and not the researcher. In the present study, the scaling elements helps to reduce the opportunity for misinterpretations

through verbatim transcriptions of the student's language and clarification of their views (Maxwell, 2015).

With previous PCP research studies in mind, the decision to include teachers in the analysis of student work and allow them to form their own conclusions in the current research provides a unique element to the research and ensures that the ongoing teacher-student is maintained Truneckova & Viney (2012). This provides the student with a point of contact, with whom they already have a relationship, within the school and places and emphasis of co-ownership of the changes for and with the student and teacher.

The research by Green (2014) impacted the development of the current research, as the results of the student work were shared with staff that possessed a greater knowledge of the student and, by working with them closely on an ongoing basis, would be able to utilise the information gained in order to produce positive change for the student. This included the development of a nurture plan, and scripts for staff to use to support the student regulate her own feelings.

The inclusion of studies using the "Ideal" demonstrate transformative nature of PCP and its strength in facilitating change for students is pertinent to the current research. The studies discussed offer adaptations of the Ideal Self (Moran, 2001), and demonstrate the effect that can be gained when using one particular PCP tool in isolation. An adaption of this technique "The Ideal Learner" (Green, 2014) is utilised within the current research, to explore the little heard views of students at risk of exclusion.

2.10 Chapter Summary

This chapter has provided a critical overview of recent literature relating the importance of hearing the voices of CYP at risk of exclusion from school, as well as other groups of students for whom expressing their views might be a challenge. Finally, I discussed how the current research has drawn on previous research into the "Ideal" and adapted it to ensure a unique contribution to the field.

Through this chapter I have discussed the importance of selecting a technique that can be adapted to the population for whom it is intended to be used, and when this is done, rich information can be obtained from nearly all students. Furthermore, the importance of ensuring that appropriate adults who know the students are involved in the research and the interpretation of findings from CYP has been discussed.

In the next chapter I will discuss in more detail the ontological and epistemological perspective of this research and the methodology that has been employed with reference to the data gathering and analysis techniques, and the ethical considerations of the research.

Chapter 3 - Methodology

This chapter will outline the qualitative nature of this research and the choice of using Thematic Analysis. Furthermore, the purpose of using the exploratory stance of this research will be discussed. Finally, the ethical considerations necessary for this research will be discussed.

3.1 The Purpose of the Research

This research takes an exploratory stance as it recognises that the constructs of any two teachers working with CYP at risk of permanent exclusion are different, and therefore their views relating to their capacity to support these students, will vary dramatically. Although PCP is not a new area of research (Kelly, 1955), in my experience, many teachers are not aware of it as it is often seen as a tool reserved primarily for EPs, whereas in reality it is not, and not all EPs utilise PCP as a tool to gather views of CYP. While this research explores the perception of one specific tool DIL (Moran, 2012; adapted by Green, 2014) to elicit the views of CYP at risk of exclusion, it recognises that this is one of a myriad of PCP tools available.

Research needs to be scientific in nature, ensuring that it is carried out “systematically, sceptically and ethically” (Robson, 2002). The current research was developed based on the researcher’s experiences of teachers’ capacity, and their experience of tools to hear the voice of students at risk of exclusion, and to allow them to take an active role in developing strategies. Although the researcher was familiar with the PCP tool DIL (Moran, 2011, Green, 2014) before the current research, it is important to recognise that all students are different, and consequently not all students will be responsive to every PCP tool.

3.2 The Research Paradigm and Design

The research utilises an exploratory case study research design in order to find out the constructs teachers have of students at risk of exclusion. (Mertens, 2010). Exploratory research aims to provide an opportunity to assess phenomena (the behaviour of students) in light of new information (DIL) and use the information obtained to generate new hypotheses (and strategies) for the future.

This research utilises five case studies. Each pair of participants (student and teacher) are considered a case study. This research design offers a unique exploratory perspective in research into the use of PCP with CYP. DIL was completed by the students in Phase 1 (Figure 1) of the research. This was not analysed by the researcher, however it was discussed with the selected teacher in Phase 2 (Figure 1). DIL provided the stimuli for teachers to reflect upon in Phase 3 (Figure 1).

Views of teachers were generated, in Phase 2, through interviews to obtain a rich picture and a greater depth of understanding of individual teachers' insights and social constructs, within the specific context of the aspirations of CYP at risk of exclusion while they are still in mainstream education. The process of the research, including allowing opportunities for reflection by both the teacher and researcher, is as important as the production of DIL to ensure that this study is truly transformative.

Within Constructionist research, the notion of an objective reality that can be known is challenging (Robson, 2011). In the current research, participants' constructs and perspectives are elicited through interviews. The researcher is charged with analysing the multiple social constructions and realities of teachers working with students at risk of exclusion.

3.3 The Ontological and Epistemological Position

A research paradigm refers to a way of looking at the world guided by the philosophical assumptions the researcher holds about the world based on their experiences, training and background. This shapes the research during the planning stage (Mertens, 2010). In order to identify the paradigm of the current research, the ontological and epistemological positions of the researcher need to be considered. Although the current research assumes a social constructionist paradigm, the addition of phase three of the research design was to enable the research to link with a transformative paradigm, in the hope that the research provides opportunities for ongoing change for the students that completed DIL, and that some of the insights gained through the process will be used to benefit other students (Creswell, 2014). The research recognises that in order to effect change, the research needs to include an agenda for action for the institution, in this case the school, to reform the experiences of the students (Creswell, 2014; Mertens, 2010).

The ontological position refers to the nature of reality. The social constructionist paradigm assumes that reality is socially constructed (Mertens, 2010). The way that we interpret constructs, for example MH and well-being, and the impact these have on behaviour of students within the school environment, are different for each teacher. However, it is important to note that although the researcher holds specific views about these constructs, the themes developed during this research were taken directly from the data obtained from the teachers and not from previously held views, this was done through the use of a reflexive diary and by ensuring empathetic neutrality during data analysis.

PCP (Kelly, 1955) draws on both social constructivist theory (Neiyemer, 2009) and social constructionist (Shotter, 1993). Both of these theories are heavily connected and interlinked, and one could argue not mutually exclusive, despite being distinctive in their own right. Both

theories advocate that reality is subjective, but while a constructivist view gives prominence to the cognitive and biological processes of the individual, a constructionist view is that one's reality is created through a process of social conversation (Guterman, 2006).

Constructivists believe that language is used to communicate one's understanding to one another as a tool (Neimeyer, 1995). The way in which one learns is as a result of their previous experiences and understanding of the world around them and how they use this to make sense of new information (Neimeyer, 2009).

Social Constructionism relates to the way in which language and interaction between individuals is used to cope with people and their world, by being able to provide them with a way to organise their thinking, increases their availability to new information available to them (Shotter, 1993). Through conversation we are able to draw others' attention to salient information that they may not have previously noticed, and use that to reform our understanding and ourselves in the process. By developing our conversations through questioning one another we can develop socially constructed understanding over time (Garfinkel, 1967).

While DIL, the work completed by the students, follows a social constructivist view that their reality has been developed as a result of their previous views and interactions with others, the process of change that this research is exploring is how teachers' constructs can change in a week as a result of their social interactions.

For that reason I will be referring to the social constructionist Theory within this research as social constructionist, as the potential for constructive alternativism that can take place for the teachers participating in this study will be influenced by the way in which they organise the information they learn about the students through discussion with their contemporaries and possibly the student over the week between the two interviews.

The approach to this research is therefore interpretivist. The research aimed to ascertain the constructs that teachers held of these students within the context of the school (Holloway, 1997). The transformative element of the research emphasises the power balance in schools that often one construct, likely that of teachers, can become dominant as a result of the aggressive or disaffected behaviour of students. The constructs held by students, driving their behaviour choices may be unexplored or ignored (Mertens, 2010).

Epistemology is the nature of knowledge, the relationship between the known, what we are trying to find out and how we know what we know (Crotty 1998). Within the social constructionist paradigm, one assumes that an interactive process pertains between the researcher and the participant. However, the constructs developed by teachers have been

developed through their interactions with the student, colleagues and the family of the student (Creswell, 2014). Therefore, the views expressed within the research, although the narrative is interpreted by the researcher, can be linked back to the original data through logic used during the process of analysis. These links have been made explicit through the use of direct quotations from the transcriptions (Mertens, 2010).

By obtaining the views of students, this research provides a voice for these students, who may otherwise feel without power in the school and enables possible reframes of constructs about students, or constructive alternativism, to be generated by teachers (Kelly, 1955). These are formed directly through teachers' reflection of the views held by the students and not the views of the researcher (Burnard, Gill, Stewart, Treasure & Chadwick, 2008; Creswell, 2014; Kelly, 1955; Mertens, 2010). In order for transformative research to be effective, it needs to be collaborative in nature and not further marginalise the students (Creswell, 2014).

Through engagement in an activity (sharing DIL with teachers) teachers are provided an opportunity to learn about the behaviour of a student through the sharing of their constructs of what constitutes the Ideal or the not Ideal Learner. In order to understand the behaviour of students, we need to understand how students construct their world and to recognise and respect their views (Burnard, et al, 2008).

3.4 Real World Research – Qualitative

The research utilises a qualitative, exploratory case study research design with a small number of case studies (5). Each pair of participants (student and teacher) were considered as one case study. This methodology fits with the ontological and epistemological position of the research as the purpose is to gain further understanding of a social situation, and the interaction between teachers and students at risk of exclusion, through seeking both their perspectives and meanings (Creswell, 2014). This study follows many assumptions of qualitative research (Creswell, 2014).

1. The research occurred in the school that the students attend and where their teachers currently work.
2. The researcher is the primary instrument in data collection. Students completed DIL with the researcher which lasted approximately 60 minutes (for procedure and questions, see Appendix B). Teachers were interviewed on two occasions by the researcher, with each interview lasting approximately 30-45 minutes (for interview schedule, see Appendix C).
3. The data that resulted from teacher interviews has been reported in words, in audio recordings and the subsequent transcriptions of each interview.

4. The focus of the research is on the perspective of each teacher and the way that they make sense of their lives in relation to the student and their role in the school.
5. A focus of this research was to obtain information from students about factors and experiences that may have contributed to the way that they currently present and behave in school, and provide an opportunity to feed this back to their teachers.
6. This research utilises ideographic interpretation whereby data is interpreted with regard to a particular case. Data obtained from the individual teacher interviews was analysed using Thematic Analysis.
7. The research is emergent, as the meanings and interpretations are negotiated with the teachers, as it is their realities that the research aims to construct.
8. The data is not quantifiable and relies on tacit knowledge (intuition and knowledge) during interpretation.
9. Truthfulness and objectivity were sought throughout the data collection process and the analysis of the data through verification and through confidential discussion of emergent themes with colleagues.

3.4.1 Language in Qualitative Research

In order to develop themes within the data, the specific language used by the teachers when discussing the students is of utmost importance. Individuals construct their world through the language they use, thus one can assume that through analysis of their language we can be afforded a view into their realities (Burr, 2003). As a result, teacher interviews were recorded and transcribed verbatim, including paralinguistic which includes verbal and non-verbal aspects of communication that are not words, for example, pauses and utterances.

3.5 Multiple Case Study Design

The current research utilises an exploratory multiple case study research design with 5 case studies (Robson, 2002). The use of qualitative case studies is a well-established approach in examining the impact of PCP. Each pair of participants (student and teacher) were considered a case study. This research design offers a unique exploratory perspective in research into the use of PCP with students at risk of exclusion within a real-life context (Yin, 2009).

A multiple case study design was elected by the researcher as it offers the opportunity for 5 individual case studies to be analysed (Robson, 2002). Each case study was designed to replicate one another, with the knowledge that each employed two unique individuals, thus the themes generated by the teachers from each case study, although complementary, would differ due to the unique experiences of both individuals and the uniqueness of the language used by each

teacher. The multiple case study design allows for comparison between each of the case studies, as well as analysis of each in isolation (Thomas, 2011a). This provides an opportunity for analytic generalisation (Robson, 2002).

The researcher recognises that the small sample size in this research does not provide a basis for generalisation concerning the use of DIL for all students at risk of exclusion, but it provides some depth to the evidence that PCP can be a beneficial tool for some students at risk of exclusion (Thomas, 2011b).

Phase 1 of this research was to uncover the personal experiences of students at risk of exclusion, drawing on the researcher as a key instrument in the data collection (Creswell, 2014). This was done by obtaining an understanding of student constructs and the meaning they attach to people, situations and events in their lives, through their DIL.

The students' drawing was then shared directly with one of their teachers. A greater depth of understanding of individual teacher's insights and social constructs of the student, within the specific context of the aspirations of CYP at risk of exclusion while they are still in mainstream education, was explored. The process of the research, including allowing opportunities for reflection by both the teacher and researcher, is as important as the product to ensure that this study is truly transformative by bringing about change within the school environment which has a positive impact on the student (Hardman, 2001; Ravenette, 2008).

3.6 Semi-Structured Interviews

Semi-structured interviews were chosen as the research prioritises the complex subjective experiences of teachers in depth, through exploration using open ended questions which allows each teacher to generate their own meanings and constructs of students (Creswell, 2014, Crotty, 1998).

Teachers participated in semi-structured interviews on two occasions. The first interview took place after their student completed DIL. The second interview took place one week after the first interview. Using semi-structured interviews (see Appendix C for the interview schedules) requires active involvement by the researcher. Semi-structured interviews allow for the exploration of constructs and meanings from teachers. It is hoped that through the flexibility of the interview, participants were made to feel more comfortable and that this allowed a deeper exploration of experience (Smith, Flowers & Larkin, 2009).

Interviews are sometimes criticised as they elicit data that participants may feel is the most important to them, however, in the current research, these views explored during the first interview, can then be reflected upon, along with DIL, in the second interview. Individual

recounts and experiences of teachers may be difficult to obtain, if they feel that their teaching methods or competence as a teacher are being questioned by the researcher. The questions have been designed to avoid inducing these feelings from teachers. This has been done by phrasing questions to be about the teacher's views of the students and asking about perceptions of the student by other members of the school. The eloquence of individual participants, as well as the skill of the researcher to elicit their constructs, impacts on the quality of the data obtained. The implications of which were that some of the teachers were forthcoming about their views of the students which created richer data for analysis. Additionally, consideration was made to ensure the location of the interview was in a place that the participant felt comfortable, and the time was suitable within their daily schedules. With the considerations for teachers taken into account, participants revealed constructs through conversation, from which meaning was generated through analysis (Brinkmann & Kvale, 2015).

Interviews were conducted in person. The researcher was aware of non-verbal cues from teachers and used their interpersonal skills to put the teachers at ease when recalling information that might feel uncomfortable for them. Teachers were provided with a debrief session at the end of their interview (Smith, Flowers & Larkin, 2009).

3.7 Reliability and Validity in Qualitative Research

Qualitative reliability is the extent to the research is consistent with that of other researchers (Creswell, 2014). In this study, the researcher ensured that the methods used for both DIL and for the semi-structured interviews were consistent with others presented in the literature (Moran, 2001; Green, 2014; Smith, Flowers & Larkin, 2009). The description for DIL and the semi-structured interview schedule can be found in Appendix C.

Qualitative validity is how the researcher checks that data collected is accurate through the use of various means (Creswell, 2014). The validity of a study is the extent to which it can be generalised, either to a wider population or to other case studies (Cohen, 2011). In the current research, several techniques were employed to ensure the data collected was accurate. Member checking involves the repetition of the data back to the participant. During DIL, the information transcribed by the researcher was checked back with the student at various stages, to ensure that they felt that this portrayed an accurate representation of their views. This was also accomplished through the second interviews with teachers, through enabling them to reflect on their previous views and whether these has changed. Yin (2009) advises that through careful documentation of the stages of the case studies, theoretical validity can be achieved through the replication of methods to define theories.

Table 2, below, addresses the paradigm specific criteria for valid qualitative research, and how each was addressed through the current study (Morrow, 2005; Patton, 2002).

Table 2 - Constructivist Paradigm Specific Criteria for Qualitative Research Links to Validity

	Meaning for Qualitative Research	How the Current Study Recognises this Criteria
Fairness	Different constructions must be sought and honoured through naturalistic enquiry	Through Thematic Analysis, the individual constructs of teachers regarding their students were compared, before and after being shown DIL as completed by their student. The researcher was open to and non-judgemental of any information obtained through interview. Themes were obtained through examination of the pre and post DIL interviews with each teacher, and comparison of all the pre interviews and all the post interviews.
Ontological Authenticity	Participants' experiences were expanded and elaborated upon through flexibility of design	In line with the transformative ontological position of this research, teachers were given the opportunity to reflect upon DIL, rather than being asked to share their thoughts initially, however if they had questions or felt that something stood out initially to them, the semi-structured interview schedule and the time taken to share DIL allowed for this.
Educative Authenticity	To enhance the knowledge of others by sharing constructions	By gathering the constructs of students verbatim through the transcriptions of their words on DIL, and a week to reflect on the information gathered, teachers gained new insights into the students and in some cases their constructs were altered, most notably through the exploration of their past and their views on family.
Catalytic Authenticity	To create action from the current research	Teachers felt empowered based on new knowledge of the CYP offered and time to reflect. In some cases this new information

	Meaning for Qualitative Research	How the Current Study Recognises this Criteria
		gave insight into the constructs of the student and opportunities for further support, in other cases this information confirmed to them the impact of strategies currently in place for the student.
Subjectivity	Understanding of individual constructions by using a holistic perspective and sensitivity to context	Time was spent at the beginning of the interview to build rapport with the participant and the researcher used active listening throughout to ensure the participant was at ease and to elicit truthful responses (see interview schedule Appendix C). The researcher considered whether school culture might play a role in the experience of the participant. The relationship ensured that appropriate boundaries of “researcher/participant” not “Educational Psychologist/teacher” were established.
Triangulation	Capturing multiple perspectives through purposeful sampling	Five case studies were completed in total. Similar themes or constructs were elicited by teachers regarding students at risk of exclusion. Quality data was captured through the purposeful sampling of the students and teachers to ensure they meet the criterion of the study. The semi-structured method of enquiry and the analytical ability of the researcher, including immersion in the details of each case allowed for creativity in developing themes.
Consequential Validity	The capacity for the research to produce social and political change through exploring systems	By reflecting upon the views of the students, it appeared that staff gained useful insight into these students’ needs and were able to consider support moving forward. It is

	Meaning for Qualitative Research	How the Current Study Recognises this Criteria
		hoped that following the research these students will continue to remain in mainstream education.
Researcher Reflexivity	Enabling the researcher to understand how their own experience might impact upon the analysis of the data through empathy and mindfulness	The researcher kept a reflexive diary to identify thoughts and previous experience and consider their impact on the quality of the Thematic Analysis. Enabling teachers to have a period of reflexivity enabled some of them the opportunity to test their own constructs with their students (see sample DIL Appendix N).

3.7.1 Reflexivity

Researcher reflexivity is a fundamental component of qualitative research due to the potential for personal bias of the researcher to impact upon various points of the research, particularly the interviews with teachers and the interpretation and analysis of data (Berger, 2015). When embarking upon this research I acknowledged my own previous experiences of using “Drawing the Ideal Self”, as well as DIL, which though for the most part was positive, varied significantly in degrees of success, both in the student’s engagement with the task and teacher response to the outcomes. Therefore, it was crucial to ensure that my personal biases did not impact on the research (Willig, 2013).

The fidelity of the research required me to relay the information obtained from students’ completed DIL to the teachers and ensure that they were able to read the writing on the page. It was vital that during this process I did not engage in any interpretation of the students work with the teacher. In order to ensure that I remained neutral, it was important to use self-reflection and make certain that I did not add information which could commence co-construction of meanings or hypotheses by sharing my own thoughts or emotions or influence the opinions of the teachers outside of the student’s own work (Leitz, Langer & Furman, 2006).

During the first interview with the teachers, it was important to ensure that the teachers knew I was not there to criticise their previous work with the students or their current relationship with them, and acknowledge that the students were included in the research due to their status as currently at risk of exclusion. As a result the teachers may have been willing to share more

information about their students, thus influencing the overall findings of the study (Berger, 2015).

In the third stage of the research during the second interviews with teachers, I again had to ensure that my questioning technique recognised that the teachers' interpretations of the student's work was subjective, in line with the social constructionist positioning of the research (Creswell, 2014). Again I was required to use self-reflection during the interview to ensure that I did not influence the meanings made by the teachers, but explore these in more detail through the use of a systematic questioning and remaining objective throughout the interviews. I ensured that I was familiar with the interview questions prior to meeting with teachers and during the pilot study.

When analysing my data I kept a reflexive log as a process of self-supervision as well as attending regular supervision, allowing the time to recognise and effect on my own biases and views of the meanings made of DIL by the teachers, while ensuring that my views did not influence the analysis of the data obtained from the teachers. Furthermore, to safeguard the quality of the data analysis I ensured that a clear coding system was used throughout data analysis and I was aware of personal limitations, including fatigue which could impact the results.

3.8 Research Design

3.8.1 Research Questions

As previously stated in Section 1.9.4, the current research looked at providing answers to the following questions:

1. What are teachers' perceptions of students at risk of exclusion?
2. What are teachers' perceptions of the same children at risk of exclusion after reflecting on the child's "Drawing the Ideal Learner"?
3. What are teachers' views on understanding the case study students' aspirations, both academic and otherwise, following the use of PCP?
4. What do teachers say about how PCP improves their understanding of the child?

3.8.2 Participant Recruitment

For the current research, within the social constructivism paradigm, it was important for catalytic authenticity (creating action from the research process) to select a group of students currently presenting as at risk of permanent exclusion through purposeful sampling, to allow for an information rich analysis of relevant data (Mertens, 2010).

Five students at risk of exclusion were identified through records held by Education Welfare

Officers in the LA from a database of all students currently at risk of exclusion from their school. The intention was that these students would represent a homogenous sample of students at risk of exclusion who may all share some similar experiences of school (Mertens, 2010). Students attending schools within a ten mile radius of the office were prioritised. Schools where data identified several students currently on PSPs, and therefore at risk of exclusion, were approached by email and then followed up by a telephone call. However, many of the schools felt unable to participate, due to SENCOs being off sick, new Head Teachers starting, as well as the perceived time commitments for school staff. However, three schools, one of which the researcher was familiar with, agreed to participate.

The inclusion criteria for the students participating in the research were: they were in Year 7 or 8 (aged 11-13); they attended mainstream school; they had received at least one fixed term exclusion in the current academic year; and the exclusion took place while the student was at the current setting.

The exclusion criteria were: the child had a diagnosis of ASC; the child had current involvement from the CAMHS or any other MH professionals.

The final five students were selected through negotiation with the SENCOs at three schools as they fulfilled all of the above criteria and were currently on a school PSP, for which their behaviour was monitored by teachers in every lesson in a written report. All of the students included had received at least one fixed term exclusion during the current academic year (September 2016-July 2017). For each of the students one teacher was identified and approached for the second phase of the research. Each teacher (one per student, who represented a key point of contact within the school for that student) was invited to participate in the study through convenience sampling.

The inclusion criteria for teachers were: they had taught the student for at least one lesson per week since the start of the school year; they had expressed concerns to a senior member of staff or the SENCO regarding the student's academic and/or emotional welfare; they felt that they would like to support the student further, but were not sure how; and they were willing to offer up to two hours of their time in subsequent weeks to participate in the research at a time suitable for them.

Table 3 provides an overview of all the participants in the current research.

Table 3 - Participants in the Current Research

Student Pseudonym	School	Year Group	Student Gender	Job Title of Selected Staff Member	Teacher Gender
Sophie	1	7	Female	Head of House	Female
Frankie	1	7	Male	Head of Key stage	Female
John	1	8	Male	Head of House	Female
Sam	2	7	Male	Member of the Inclusion Team	Male
Alfie	3	8	Male	Member of the Inclusion Team	Female

3.8.3 Data Collection

3.8.3.1 Phase 1 - Drawing the Ideal Learner (Students)

Materials:

- 4 sheets of white A4 paper
- Pencil
- Rubber
- Prompt sheet of questions
- Information and consent forms
- Debrief sheet

Data was collected in two phases. The first phase involved the researcher working directly with student participants to complete DIL.

The research took place in a room at the student's school that they were familiar with, to ensure that the students felt comfortable. The researcher and the participant were sat next to each other on a round or rectangular table with comfortable seating. Students were seated to the right hand side of the researcher at all times to allow full sight of the paper while the researcher, who is right handed, wrote on it. This allowed students to ensure their own language was used. Students were asked before the research began if they would like a member of school staff in the room with them, all declined so were then told where the nearest member of staff was should they want to talk to anyone at any time during the research.

Students were read the information sheet (See Appendix D3), and further informed that after they drew their pictures, there would be a short discussion of each one, which would be written

by the researcher, around their picture. They were then asked to complete the consent form shown in Appendix D4.

First, students were asked to draw the learner they would not like to be. They were told that this should be a quick sketch in the middle of the page, the researcher would write their words in the space around the picture. Participants were told not to worry about the quality of their drawing but to think about what kind of student they would not like to be when they were in school. There was no time limit on the drawing and students took three minutes on average. They were asked to inform the researcher when they were finished.

Once they were finished, it was explained that we were going to talk together about the learner they had drawn. This was done using the questions adapted by Green (2014) and shown below in Table 4. The researcher wrote the constructs listed below, one at a time, around the student's image. After writing each construct, the associated question(s) was asked. Students were given the option of adding an accompanying drawing under each construct title. Students were given no time limit on their responses, so they could think about their answers. No further questions were asked for each construct, other than to clarify what the student had said if necessary, to ensure that the answers were recorded using the students' words, and not the language of the researcher.

Table 4 - The Constructs and Questions asked to the Students when Completing DIL (Green, 2014)

Construct	Questions Used to Investigate the Construct
Person	What are they like? How would you describe them?
School Bag	What would it look like? What would be in it?
Book	What books would they read?
Teachers	What would they say about them? How would they describe this person?
Spare Time	What would they do in their spare time?
Friends	What would their friends say about them?
Family	What is their family like?
In Class	What would they be doing in class?
History	How did they get to be like this sort of learner? Were they always like this?
Future	What will they do when they leave school?

After finishing all the questions, the constructs and the student's answers were read to them, while the paper was in full view of them, so they could follow what was being read by the researcher.

This same method was then repeated for the learner that the student would like to be. The two annotated drawings were then placed in front of the student by the researcher, with a blank sheet of paper placed landscape view between them, on which a horizontal line was made from side to side. Students were told that this was a scale with the two drawings representing either end of the scale. They were then asked further scaling questions (listed below) and asked to mark on the line where they felt that they were/will be at different points of time and why. Their answers were recorded verbatim on a separate sheet of paper by the researcher, again in their full view:

- Now
- In Year 6 at primary school
- In Year 3 at primary school
- When they are in Year 9
- When they finish school
- On a good day
- On a bad day
- Where they would ideally like to be on the scale
- Where they would be happy with being on the scale

The students were then asked about how they could reach the point on the scale that they would be happy with. They were asked:

- What qualities and strengths do you have to help you achieve that point?
- What helps you behave in school?
- What helps you improve your behaviour?
- Who helps you at school to work in that way? Tell me about what the good teachers are like.
- What else helps you to learn best?
- Tell me more about a good/bad day.

The student's answers were once again repeated back to them to ensure that their meaning had been captured. Students were told that they could change anything that did not sound correct to them. Students were then thanked for their work and reminded that their work would now be shared with one of their teachers. Students were told which teacher that would be, to ensure they had someone in school that they could talk to, if they had any further questions. Students were asked by the researcher if they had any questions or anything that they wanted to say. The debrief sheet (see Appendix E1) was then read to them, and they were given a copy to take away with them.

3.8.3.2 Phase 2 - Semi-Structured Interviews (Teachers)

Materials:

- Prompt sheet of questions
- Pencil (to make notes of any notable points made to come back to)
- Dictaphone audio recording device
- Information and consent form

The second phase of the data collection directly followed Phase 1. Once the students had left, teachers were invited into the room and the students' drawings were placed out of view of the teacher. Teachers were asked if they had seen a copy of the information sheet (see Appendix D5), if not, one was provided and they were given time to read it. They were asked if they had any questions, and then asked to complete the consent form when they were satisfied (see Appendix D6).

Teacher interviews (see Appendix C for interview schedule 1) were all audiorecorded. When the first interview was complete, teachers were then presented with the student's work. The researcher offered a short overview of the student's response to the task and the structure of the task was explained to them. The student's work was then read to the teachers, to ensure they could read the researcher's writing and ask any questions they had about the work. Interviews lasted between 20 and 40 minutes.

Student work was then photocopied and the teacher was given a copy of the student's work. They were reminded that they could use the work as they pleased throughout the week, in accordance with the school's usual data protection policy.

3.8.3.3 Phase 3 – Semi-Structured Interview (Teachers)

Materials:

- Prompt sheet of questions
- Pencil (to make notes of any notable points made to come back to)
- Dictaphone audio recording device
- Debrief sheet

After a period of one week, the teacher was interviewed for a second time (see Appendix C for Interview schedule 2) and asked to reflect upon whether they found the student's views, presented by DIL, to be useful in helping them work with the student. Interviews with teachers lasted approximately 30-45 minutes.

3.8.4 Pilot Study

A pilot study was conducted with a student at risk of exclusion and a teacher from a fourth school. The purpose of the pilot study was to consider the feasibility of process of data collection with students and the amount of time that would be needed to complete the activity and both of the interviews with teachers (Robson, 2002). The second purpose of the pilot study was to consider whether the questions asked in the semi-structured interviews were sufficient to provide an insight into the constructs teachers had of the student. Furthermore, to ascertain whether the information obtained from the semi-structured interviews would provide teachers with a way to provide honest answers about their views of both the student and the usefulness of the technique in obtaining information about the student. From the pilot study, it was noted that additional time needed to be allocated for both student and teacher work, and it was important to ensure access to a photocopier in school to provide teachers with a copy of the student work to take away with them and reflect upon.

3.9 Ethical Considerations

Codes of conduct were strictly adhered to during this research to ensure all participants were aware of their rights within the research and their anonymity was protected.

3.9.1 Consent

Prior to commencing the study, ethical clearance and consent was sought from the University of East London and the LA in which the study took place.

Once the school had agreed to participate, they were sent a consent form and asked to return it by post (See Appendix D1). Students were then identified to participate, and parents were sent an information letter by the school (supplied by the researcher, Appendix D2) which asked them to return a consent form if they agreed for their child to participate. Parents were also offered a meeting or a telephone call should they wish to discuss the research in person. None of the parents requested a meeting or a telephone discussion. When parents agreed to their children participating in the research, a simplified information sheet was sent to the homes of the children, for the parents to read to their child (Appendix D3). The information for students was also sent to the school, and a key member of staff was asked to read it through with the student. A date and location within the school was negotiated with the SENCo if the child agreed to participate.

Teachers, identified by the SENCo, who fit the inclusion criteria, were asked if they would be willing to participate in the research. The identified teachers were sent an information sheet (Appendix D5) and a consent form (Appendix D6) prior to their participation.

3.9.2 Right of Withdrawal

The information sheets sent to head teachers (Appendix D1), parents (Appendix D2) students (Appendix D3) and teachers (Appendix D5) contained details regarding the right to withdraw at any time. Participants were notified that if they withdrew from the study, the researcher reserved the right to use their anonymised data in the write-up of the study and any further analysis that may be conducted by the researcher.

3.9.3 Anonymity

Data used in the study was not collected anonymously from the students. They were aware, from reading the information sheet and signing the consent form prior to participating, that a teacher would be shown their work and would know that it belonged to them and they might share this with other adults in the school.

The students were assured that no-one would be able to identify them in the final write up, as their real first name, surname or school would not be included in the final write up. The real names of the teachers that participated in the research were not recorded anywhere within this thesis. To protect their anonymity, students (and any other names mentioned) are identified by pseudonym. Details about the data collected from students were shared with the teachers that took part.

The students' DIL were stored in a locked cabinet during the research process. Original copies will be destroyed once the research is complete. Recordings of the teacher interviews were kept in a locked cabinet and transcripts were stored on a password-protected computer system. Audio recordings will be destroyed once the research is complete. Anonymised transcripts may be stored in the event that any further analysis will be conducted by the researcher.

3.9.4 Protection of Participants

The researcher was sensitive to any emotions which surfaced through the research due to the sensitive nature of the research. Students were given the debrief letter (Appendix E1) and asked about whether they had any questions or would like to talk about the task they had completed.

Verbal feedback regarding the student's approach to the task and any concerns raised by the researcher were fed back to the participating teacher and recorded, if necessary, as per the school safeguarding procedure. Teachers were also given a debrief letter (Appendix E2).

3.9.5 Protection of the Researcher

Work with children all took place in the schools that the children attend. The work was conducted in a room with a window or a door with a window. Students were asked if they would

like to have a member of staff present, but all opted out. A member of the school staff was in an adjacent room while student participation took place, and they could be reached instantly if there were any concerns.

School safety procedures were adhered to at all times. Following their participation, participants were given an opportunity to ask any questions. Participants given a debrief sheet to take away with them (students Appendix E1, teachers Appendix E2).

3.10 Analysis of the Data

3.10.1 Transcriptions

The data was recorded on a digital audio recorder. Some of the transcripts were transcribed by the researcher, although due to time constraints, two of the interviews were transcribed by a transcription service. For the interviews that were transcribed by the service, the researcher read through the transcriptions with the audio recordings to ensure accuracy.

3.10.2 Thematic Analysis

To analyse the data collected from interviews, Thematic Analysis was used as informed by Braun and Clarke (2006). This method of analysis was chosen as it complements the epistemological social constructivist position, as through the use of broad and open ended questions the teacher participants were able to construct and explore their own meaning of the children's views and aspirations from DIL (Creswell, 2014).

This research is interested in the constructs that each teacher uses to describe the student, and the events and experiences that might have lead them to their current constructs, and the meaning they apply to each in the first interview. The purpose of the second interview was to determine whether constructive alternativism would begin to take place over the course of one week of reflection, in light of new information supplied by the students, and whether this would bring about new meaning to the actions of the students. The use of Thematic Analysis allows for this complex and detailed data to be synthesised into themes, without losing the richness of the data as a result of its flexible application (Braun & Clarke, 2006).

3.10.3 Recognising Themes and Developing Codes

The use of Thematic Analysis to explore the data was informed by the methodology in Braun & Clarke, 2006. The themes that developed were pertinent to the Research Questions looking at the constructs teachers elicited of students at risk of exclusion, both before and after sharing their views of DIL; whether DIL helped teachers understand the student better in terms of their

own learning and aspirations, and finally their perceptions of DIL as a tool to gain the views of students.

Braun & Clarke (2006) identify a theme as capturing “*something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set*” (p10). However, they also stress that themes should not merely be generated as a result of the number of instances within one data set, or across the whole data set (Braun & Clarke, 2006). Thematic Analysis emphasises flexibility, and while the occurrence of a theme across the data set may add weight, this should not be the sole method for identifying themes.

The researcher’s Thematic Analysis was based on the six phases listed below: (Braun & Clarke, 2006)

1. *Becoming familiar with the data:*

The researcher conducted each of the teacher interviews in person, and reflections were made after each of the interviews. Once each of the interviews had been completed, they were transcribed, and thoroughly checked by the researcher; during this phase further reflections were recorded. The researcher was further immersed in the data, through reading and re-reading each of the transcripts in turn.

2. *Generating initial codes:*

On the third reading of each transcript, initial codes were generated, where there was information relevant to the Research Questions within the data. This was initially done by hand by annotating on each of the transcripts using highlighters and pens (Appendix O). The researcher then spent a week reflecting on the codes that had emerged from the initial data, before using NVIVO software to compile the initial codes and further analyse the data and begin to collate each of the codes.

3. *Searching for themes:*

From the initial codes, the researcher then grouped the codes into wider themes, for example, behaviour and relationships. The themes in the data set refer to information that helped the researcher to answer each of the Research Questions (Braun & Clarke, 2006). To answer Research Question 1, the majority of the themes were generated due to the number of instances in which they occurred. These themes were reported as they were not only pertinent to each teacher, but also represented some of the behaviours

which lead to CYP being excluded from school (Cole, 2015). This helped to generate a comprehensive list of the data which comprised each of the themes.

4. Reviewing themes:

Once the researcher had identified initial themes within the data, the themes were further interpreted to determine how the descriptions and the constructs teachers used to describe the students would have impacted the students' overall school experiences by linking them to theory. Some of the themes were broken down into sub-themes and a thematic map was generated for each of the students to answer Research Questions 1-3 (Appendices F1-F10) and a further thematic map was generated to answer Research Question 4 (Appendix L).

5. Defining and naming themes:

In this phase the themes were refined to ensure that they were not too wide reaching or complicated and it was evident how each of the themes related to the initial Research Questions and that each theme was able to tell a story. Some themes were further broken down into sub-themes to allow for a structure to be created when reporting the analysis of the data.

6. Producing the report:

The final phase was writing up the findings chapter of this research. The researcher ensured that quotes were utilised within the chapter to provide evidence for how themes were decided upon through evidence from the data.

3.11 Chapter Summary

This chapter has identified the purpose and the methodology employed with this exploratory case study research design of the current research and its positioning within a social constructionist paradigm, with a transformative stance. The nature of language used within semi-structured interviews in qualitative research was identified in relation to this research. Furthermore, the importance of reliability and validity in qualitative research was discussed in relation to the current research, and an overview was provided of the ethical considerations taken by the researcher to minimise any distress that could have been caused to participants. Finally this chapter provided a summary of the data analysis technique used in this research. The subsequent chapter provides details of the findings obtained from the research, and the themes that were identified during the data analysis in relation to the Research Questions.

Chapter 4 – Findings

4.1 Overview

The purpose of the current research was to discover whether DIL was useful for teachers to learn about students at risk of exclusions and how best to support them as individuals in school. In this chapter the findings of the data that was obtained from interviewing the teachers of students at risk of exclusion will be presented. The data analysed was obtained from two semi-structured interviews with the participating teachers. The first interview was to ascertain the views and constructs developed by the teacher of the student since they started at the school. The Ideal Learner was shared with teachers at the end of the first interview.

The second Interview was held exactly 7 days after the first. During this semi-structured interview, questions were asked to establish whether teachers still held the same view of the student or whether DIL had offered any insights that might have altered their constructs of the students.

The data was analysed using Thematic Analysis (Braun and Clark, 2006), with further adherence to Miles and Huberman's (1994) recommended procedure for categorising data into themes. Mind maps of the themes generated from each of the students can be found in Appendices F1-F10.

Individual interviews were initially analysed by hand, to generate specific themes from each. The process of data analysis is shown in Figure 2 and can be summarised as follows:

1. The interviews were completed and transcribed by the researcher when possible, or thoroughly checked upon receipt. Firstly, the five initial interviews were analysed. These interviews took place before the student's DIL was shared with the teacher.
2. The researcher read through each interview twice to ensure familiarity with the material.
3. On the third time of reading, initial codes were identified by the researcher from the initial individual teacher interviews.
4. The researcher then searched for themes within each interview in turn.
5. The themes were then reviewed and revised, and each theme was named.
6. The themes from the data from the initial teacher interview were then compared using NVIVO software.

7. This method was then repeated for the second interviews with teachers. These took place exactly one week after the first interview.

Using NVIVO software, the themes generated during all the first interviews were compared, to establish whether there were any common themes between them. Two main themes were identified which demonstrate how some of the teachers' constructs of the students may have changed in light of the information obtained from DIL and how the teachers feel they can support the student in school. Some specific changes in the constructs the teachers held on each student will be discussed in this section.

Thirdly the theme of student aspirations will be discussed in more detail, the information obtained from teachers during the first interview will then be compared to any common themes generated by the second interviews.

Finally the teacher's experiences of using PCP as a tool to listen to the voice of children at risk of exclusion will be presented.

All quotes used in this chapter will be referenced by the name of the student the teacher was discussing and the relevant line/lines within the transcript. All names used within this section are fictitious and are not the real names of the participants.

In this section each of the Research Questions will be introduced and the findings presented to provide an answer for each of the questions. These findings were achieved through Thematic Analysis (Braun & Clarke, 2006). Figure 2 below shows the process of data analysis taken during this research, and how the researcher arrived at the themes described in this chapter.

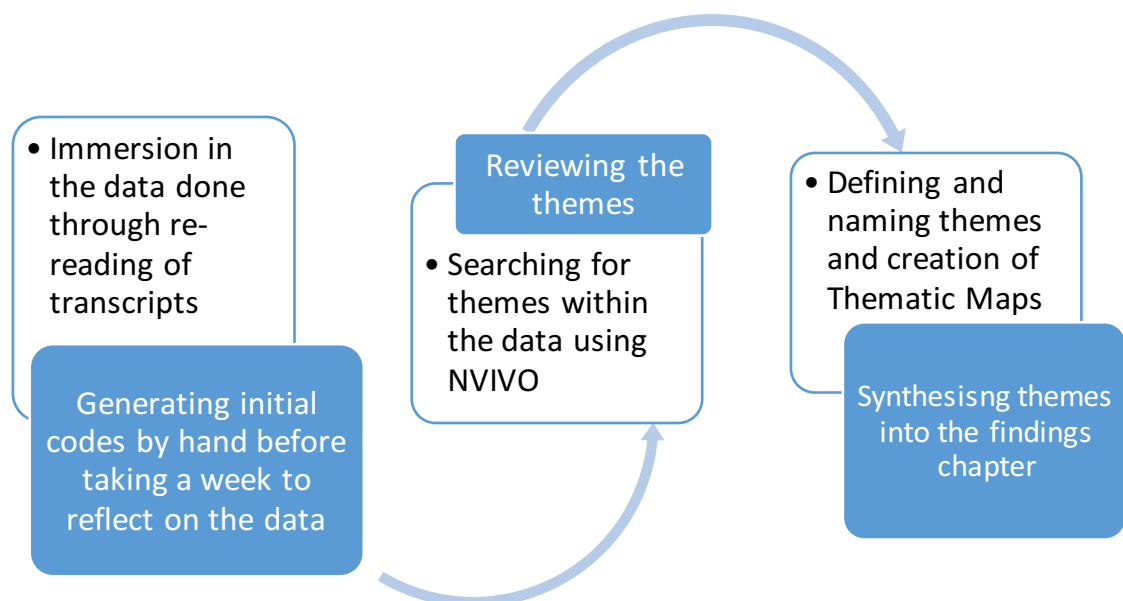


Figure 2 - Process of Thematic Analysis

4.1.1 Research Questions

In this chapter I will discuss my findings in relation to each of the Research Questions in turn:

1. What are teachers' perceptions of students at risk of exclusion?
2. What are teachers' perceptions of the same children at risk of exclusion after reflecting on the child's "Drawing the Ideal Learner"?
3. What are teachers' views on understanding the case study students' aspirations, both academic and otherwise, following the use of PCP?
4. What do teachers say about how PCP improves their understanding of the child?

4.2 Research Question 1. What are Teachers' Perceptions of Students at Risk of Exclusion?

In this section I will discuss the three main themes generated by the initial interviews with each teacher, to answer Research Question 1. The main themes identified were "behaviour"; "relationships"; and "strategies in place", as shown in Figure 3. These themes were generated following initial coding of the data, and the subsequent organisation of these codes into larger themes. In this section I will discuss each of these themes in more detail, including sub themes that were generated within each main theme. For the purpose of reporting, another theme which was identified as "aspirations" will be reported later in this chapter, within Section 4.4, answering Research Question 3.

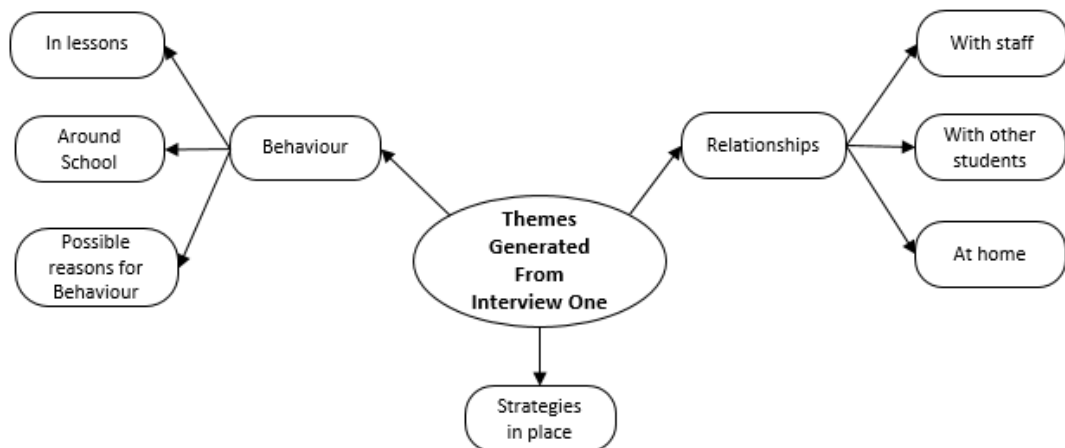


Figure 3 - Thematic Map of Constructs of Students at Risk of Exclusion

4.2.1 Behaviour

The first theme generated centres on the specific behavioural concerns that the teachers discussed that have previously contributed to the student's behaviour records and previous exclusions in school. The teachers described a number of behaviours that the students exhibit, as shown in Figure 3. These themes are described below within sub-themes. The information

collated in each section will be discussed in order of prevalence within each teacher interview. For an overview of the behaviour generated by all students, see the project map in Appendix G. All quotes used in Section 4.2 are taken from the first interviews with the teachers. For more information on the themes generated for each student in the first interviews, see Appendices F1, F3, F5, F7 and F9.

4.2.1.1 Negative Behaviour in Lessons

During the first interviews all the teachers described behaviours that are seen to be negative in the classroom. It seems apparent from the interviews that all the students were viewed as very disruptive in the classroom and this was having an impact on how well the teachers and other students could focus on the lesson. Sophie was described as being *“disruptive to everyone else’s behaviour”* (Sophie/120) and Sam can *“be very, very disruptive”* (Sam/30). Frankie’s teacher told how *“a lot of the time he always looks for the distraction or tries to distract others.”* (Frankie/48-49). It appears that some teachers feel that the behaviour may be a way to seek attention from the teacher *“are you being ignored because you’re being disruptive?”* (John/207-208). So in some cases it could be that the disruptive behaviour is part of a cycle of negative interaction between the student and the teacher.

This need for attention from the teacher was also a common theme across interviews. Teachers felt that a lot of the time the students were not able to or did not want to get the attention for doing their work or behaving in lessons. As a result they were often *“getting the attention for the negative”* (Sophie/121) and are perceived as *“hard work to teach, hard work to keep him under control”* (Sam/114). Frankie’s teacher was concerned that he would often refuse to enter the classroom and wondered *“is he putting it on because he wants the attention and wants to get out of lessons?”* (Frankie/173). It seems that the students like to gain attention from other students as well as from the teachers, *“he likes the attention from other people in the class”* (Frankie/176). This behaviour was sometimes done in a way to elicit what the student deemed to be a positive reaction from their peers, *“he likes it that other students will then be laughing at him, and then he feeds off that”* (John/43-44), although sometimes the behaviour was more concerning, *“in and out the whole time, physically hurting others, and saying horrible things”* (Alfie/99-100). Again this cycle of needing attention was raised by Sophie’s teacher who said *“if she doesn’t get that attention she doesn’t like...she kicks off”* (Sophie/107-108). Also recognised was the impact this behaviour can have on the other students, *“if you’re spending 20% of your lesson trying to deal with someone’s behaviour, that’s 20% of learning you’ve... the others have missed out on”* (Sam/116-118).

Among the other common concerns raised by the teachers in regard to behaviour in the

classroom, included the students' lack of focus during lessons. It appears that the students' lack of focus seems related to the work that they are being asked to do, *"she's not able to focus... because she's not able to engage with the work"* (Sophie/119). It appears that if the student is unable to focus on the work then this has an impact on their approach to learning, *"he's not very focused. He's not really got any enthusiasm to learn"* (Sam/11-12) and, *"unable to focus...seems unable to try"* (Frankie/202-203). One of the strategies that teachers are using to support the students to improve their work is by setting smaller goals, *"she becomes more focused and she seems to like going into lessons where she is given a target that she has to work towards"* (Sophie/23-24), and breaking the work down into smaller sections, *"we're going to spend 15 minutes on this bit of work, and then we're going to move onto this"* (John/338-339). It also seems that having *"someone working quite close to him. Being listened to"* (Alfie/115-116), students are more able to gain positive rather than negative attention in their lessons.

Not following the school rules and behaviour expectations was also an area that most of the teachers interviewed mentioned. The students were described as behaving in a way that gets them attention, for example, *"hanging out of the window"* (John/99) and *"running around the school"* (John/100). Although it seems that this behaviour is often a way of seeking attention and possibly gaining control because *"it always has to be on his terms"* (Alfie/10) of the situation. Teachers *"don't know if she's doing it because she doesn't know any different or because she thinks it's acceptable"* (Sophie/137-138) or the student simply *"doesn't like following rules"* (Frankie/16-17). It also seems that another concern that the teachers have for the students is their ability to regulate their emotions and deal with the consequences of their actions, *"when he gets removed from lessons, sometimes he's got to the student reflection room, which is next door, and sometimes he'll just go: no, I'm not coming in and walk off"* (Sam/83-85). It appears that students' *"complete refusal to follow instructions"* (Frankie/154) and *"lack of following the rules is why he's been excluded"* (Frankie 153).

4.2.1.2 Positive Behaviour in Lessons

The teachers did also raise some positives about the students and these often come from when students are engaged in their lessons *"on one of his good days, fine"* (Alfie/176). It appears that when a student enjoys a certain lesson their behaviour is more positive *"I love having her in PE. She's really strong...she gets on with all the girls...she's sporty"* (Sophie/148-149). It also appears that when the student feels more competent, they are more engaged with the lesson *"if you've got him on board and he understands it... he'll be focused and again I think it's what he's interested in"* (Frankie/238-239), or if it is a lesson where they are able to work more independently, *"he's very focused because it's him and the computer"* (Sam/8). Teachers also noted that at times *"he will ask for help"* (John/135) and *"when he's in a positive mood Frankie*

can actually be quite helpful and bubbly" (Frankie/35-36). This demonstrates that the teachers are able to recognise when the students are happier in school and the impact this has on their behaviour and their relationships.

4.2.1.3 Behaviour around School

It is not just the behaviour in lessons that has the teachers concerned. These students will also behave in ways that could be dangerous to themselves and others. This could be due to the peers they associate with in school and a possibility that they are easily influenced by others *"if there's any issues at social time with that group of girls, Sophie is always there"* (Sophie 134/135). The behaviour of students can also be violent at times, which can be directed at students, *"he physically assaulted another student"* (Sam/43-44), or school property, *"then he was trying to punch the walls"* (John/228). It appears that sometimes these acts may appear to be calculated, *"he told his mate to go and grab his tie, the victim's tie, and run him over to him so he could hit him"* (Sam/57-58), but may also be due to the student appearing to have a low mood when they are in school, *"at the moment we're seeing quite an unhappy negative person"* (Frankie/73-74).

4.2.1.4 Possible Reasons for their Behaviour

For some of the behavioural concerns that the teachers had, they were able to consider some possible reasons as to why the student may behave the way they do. One of the reasons that was discussed by several teachers was the student's desire to be seen as popular, *"she wants so badly to be cool, and she thinks that by being seen with the bad girls of the school, she's being cool"* (Sophie/73-74). The teachers report that the students seem to need friends, *"he definitely needs to be liked, and he wants to be liked"* (John/171-172), and often seem to behave in a way that they believe will win them friends, *"I think he definitely wants to be the popular one"* (Frankie 176-177). This can lead to them behaving in ways that can be socially unacceptable, *"he's picking up on that, because he wants to be more like them"* (John/177-178).

Teachers also felt that some students may find it difficult to express their feelings or are *"not being able to use the right strategies to tell people what he's feeling"* (Alfie/58). However, in some cases it seems that sometimes students are unsure of their own feelings, *"I got the feeling he didn't really know why he did it"* (Sam/53), or they might not be willing to speak to a certain teacher about their behaviour, *"he won't open up to me"* (Sam/128). It appears that students seem to get themselves in a cycle of negativity in school, *"but I don't think he knows how to stop it"* (Frankie 165-166). The challenges teachers face engaging with students at risk of exclusion may be as a result of their poor emotional literacy skills and thus their difficulties expressing themselves effectively when upset or frustrated.

Some of these students seem particularly sensitive to certain aspects of the learning environment, *"he doesn't like classrooms with lots of people in...he feels stressed"* (Frankie/15), which could include a particular member of staff, *"I don't like the teacher, don't like the lesson."* (Sam/71-72). The perceived expertise of a teacher can also be very important to students. Their teaching methods need to have strict boundaries which are consistent for all students, if this is not the case *"she would be very disturbing to a learning environment if she wasn't comfortable with the teacher she was with"* (Sophie/25-26). Certain lessons appear to be challenging for some students before they even begin and can impact their behaviour from the start of the day, *"if it's a lesson within the day that he knows he's going to have a problem with I think he gets a little bit anxious"* (Frankie/81-83).

One of the main possible reasons for the students' disruptive behaviour in lessons could be due to their attitude towards learning especially if one *"doesn't see the benefit of learning"* (Sam/12). However, it is possible that this could be due to challenges accessing the learning, *"he seem a little slower than other people...struggles even with writing his name down...doesn't like working independently"* (Frankie/27-28). If a student finds the work challenging in the classroom, *"she's not able to engage with the work"* (Sophie/119), and previous failures or a fear of failure might impact on the student's willingness to engage with support, *"he's got quite low resilience. He doesn't like... Well, he finds it really hard to get things wrong."* (Alfie/9-10).

Conversely, sometimes the students appear unable to complete work independently and need the support and guidance from a member of staff to enable them to engage, *"his behaviour would definitely change for the worst if you left him on his own...he wouldn't do any work"* (John/29-30). Staff members can be a source of comfort to students finding the work challenging, however sometimes their behaviour can be a barrier to them accessing support, *"they see it as behaviour, rather than really struggling"* (Alfie/25), and *"he finds the work really hard, and he doesn't understand why teachers don't help him"* (John/134-135). Other barriers to students receiving the support they require in the classroom could also be undiagnosed needs. These could impact on the student's focus during lessons, *"her mum seems to think that she's got ADHD...undiagnosed"* (Sophie/91-92), or their ability to access the learning, *"I wonder if there's a bit of dyslexia maybe there"* (John/15). Undiagnosed needs are likely to provide an additional challenge for students in the classroom to manage their behaviour and access the learning.

However, some barriers are easier to support if communication is consistent within schools. For one student, *"I know chocolate, anything like that, sends him absolutely barmy"* (John/153), his behaviour difficulties as a result of him eating chocolate were easily preventable. One of the teachers felt that their student was *"very disorganised...never has a pen"* (Frankie/202), which if

teachers are aware of could be easily prevented by lending him a pen to prevent the possible escalation of his behaviour. For a summary of all the barriers the teachers perceived the students to have, see Appendix H.

4.2.2 Relationships

In this section the second theme of the relationships that students at risk of exclusion have with members of their school community and at home will be discussed. During their first interviews, the teachers talked about their own relationships with the student as well as the students' relationship with other staff, students and their family.

4.2.2.1 Relationships with Staff

It appears that for the students at risk of exclusion in this study, many staff in school have formed opinions of them based on their behaviour. There is a perception amongst teachers interviewed that *"they do find him extremely difficult"* (John/41) and around school *"lots of people perceive him as being very difficult"* (Alfie/21). The students are aware of the teachers' perceptions of them, *"I think he'd be aware that some staff find him difficult"* (Alfie/34).

For some of the students, *"it seems to have gone into a bit of a cycle and he can't seem to get himself out of"* (Frankie/106-107). Students may behave in a way that gets them the attention in lessons they desire in a negative way, thus the teachers may perceive them as *"someone that doesn't want to learn"* (Frankie/40), and *"hard work. Hard work to manage his behaviour"* (Sam/115). Understandably, this can be a challenge for teachers if they feel that the students *"just want to mess about...you're just acting as a naughty boy"* (Frankie/41-42), and can leave them feeling *"a bit fed up"* (Frankie/213) when the students constantly disrupt their lessons.

The way in which the students speak to members of school staff, *"she is quite sharp with her answers"* (Sophie/46), also has an impact on how they are viewed, not just by their teachers but by other members of the school if their behaviour has escalated, *"one of the senior leadership team try to speak to him at all about his negative behaviour, he will literally just go off on one, literally be really, really angry"* (John/213-214). It is possible, as discussed earlier in this chapter, that the students may try to take control of situations in school that they find uncomfortable, and as a result it can often appear that *"everything's on his terms, his conditions"* (Sam/88). The teachers reported students will use language to refuse their instructions, *"you can't tell me what to do. I'm doing what I like"* (Sam/83-84), in a way to take the control of the situation away from the teachers. Even when their behaviour has escalated to a point when the teacher has given them a warning for a behaviour, *"someone always has to justify why he's got the warning"* (Frankie/204), and this can lead to further escalation, *"I think he wanted an argument"* (John/234), and for some of the students *"there's no self-regulation"* (Sam/186) which can be

very difficult for staff to manage.

A challenge mentioned by several of the teachers was that it often appeared that these students have different sides to their personality, *"Frankie almost has two personalities"* (Frankie/54), and they do not always know which side they will see, *"she looks sweet and innocent...but when she goes, she just... is not so sweet anymore"* (Sophie/43-44). The students can appear very different at times, and while one side of their personality can show their potential both academically and socially, the other side is perceived more negatively and this appears to be the side of their personality that fuels their overall reputation, *"you get two sides to Sam. If he's really on form, he'll... He's a very intelligent lad... If he can't be bothered, he's hard work to teach"* (Sam/101-103). It appears that different learning environments, where the student feels comfortable can mean *"we see a completely different student"* (John/96). For staff that know the student well they may also be aware of their triggers and how to best support them, *"if they know her, they know what works for her...if they don't know her they can't cope"* (Sophie/59-60).

It is likely that some of the opinions held by the teachers about students at risk of exclusion can precede them and new staff may not take the time to try and develop a relationship with these students. It appears that teachers have a perception that the students will not communicate with them, *"he won't open up to me"* (Sam/128). This would understandably be very difficult for teachers if *"he won't even look at you...he'll refuse to talk to you"* (Frankie/63). It is possible that when the students do not want to interact with teachers, they will physically distance themselves from the situation, *"he walks away, and he won't give you eye contact"* (John/214), which might be a way that they prevent further arguments.

However, when staff are able to put time into their students, they might see a different side to them, *"some members of staff seem to have better relationships with him than others do"* (Alfie/22). It seems that the teachers with whom these students are able to build a relationship with have attributes that the students like: Trust, *"he trusts some members of staff more than others"* (Alfie/22-23); Getting to know them, *"if she knows you on a personal level, she finds it much easier to relate to you than she would if you were regimented in the routines"* (Sophie/39-40); and teachers making time to hear them, *"he likes someone to listen to him"* (Alfie/116). It seems that these characteristics of teachers help students feel more comfortable in their presence and this can lead to more cooperative relationships forming.

Once a relationship is established with the student, this can lead to opportunities for positive interactions and experiences for both the students and the teachers, *"I loved having her in PE because she was really good"* (Sophie/56). From building a relationship with the teachers, a

more mutually respectful relationship can grow, *"I've got the really respectful John, and he will go out of his way to make sure I'm okay, and help me"* (John/326-327), and can help the students feel relaxed with staff, *"he can have us laughing in here"* (John/308). It will also help develop the communication with members of staff, *"he can be really engaging and really lovely"* (Frankie/58-59), and can help the student begin to develop skills to manage their own behaviour, *"she is remorseful in what she does, and she always improves her behaviour"* (Sophie/139-140).

4.2.2.2 Relationships with Students

The teachers interviewed were also aware of some of the challenges that students at risk of exclusion face with their peers. It appears from the interviews that most of the students having friends and being seen with them is very important, *"he wants to have friends"* (John/167-168). However, sometimes their behaviour can seem to make relationships with their peers more challenging. Some students may have opinions based on their behaviour in lessons, *"probably find him quite irritating"* (Sam/108), or their behaviour more generally, *"students would be scared of her"* (Sophie/66-67).

The teachers felt that the students would look to role models that behaved in a way similar to them who they feel might offer a suitable friendship group, *"Sophie really doesn't have many friends in her year group she's friends with older years, and the people that she's friends with and she's hanging around with are not a good influence"* (Sophie/69-71). It seems likely from the teachers' opinions that these students are often a negative influence for the students, *"he's picking up on that, because he wants to be more like them"* (John/178), and consequently the students will adapt their behaviour to try and fit in with them, *"he has to be naughty to get the popular boys to like him"* (John/168-169), by emulating their behaviour, *"they would be the ones causing similar problems around the whole school"* (Sophie/132-133).

Teachers feel that due to the students' behaviour they can in some cases ostracise themselves from their own peer group, *"a lot of the girls especially don't like her, she's really intimidating to them"* (Sophie/68-69), or in an attempt to be seen by the students they deem popular, *"he misbehaves, because he wants them to... he doesn't want to be known as a geek"* (John/160-161).

The behaviour of the students can also be violent or threatening at times, which may exclude them further from their peer group if other students are scared of them. One of the teachers described how the student was often *"the aggressive one that will happily go up to a Year ten or eleven student that's a lot bigger and argue with somebody"* (Frankie/181-183). Another of the students *"physically assaulted another student"* (Sam/43-44), while a different student had previously been seen *"physically hurting others, and saying horrible things"* (Alfie/99-100).

Despite the students behaving in ways that might be intimidating to their peers, it seems that they enjoy the attention from their peers, *“he likes to be that centre of attention with the boys”* (John/158-159), and they can be amusing to their peers, *“he’s a bit of a source of entertainment”* (Sam/109). As a result the students do manage to establish friendships, *“he does have quite a lot of friends”* (Frankie/21-22), with some of their peers, *“she’s very popular. The boys like hanging out with her”* (Sophie/67-68).

4.2.2.3 Relationships at Home

Another theme that many of the teachers discussed was the relationships that students have with their families. Some of the teachers felt that there might be some reasons why the students would behave the way they do in school, which could be influenced by family dynamics at home. There was a sense from some of the teachers that the relationships between the student and their parents are not always conventional. The roles of the parent/child relationship do not seem to be established, *“I’d say that she rules the roost at home, massively”* (Sophie/98-99), and the parents are not always able to control their children’s behaviour, *“they’re more friends than they are parents”* (Sophie/104). Teachers feel that the students can be let down by their parents, *“relationship with dad isn’t great...or dads not there a lot to give him the um praise and the love and the encouragement he needs all the time”* (Frankie/89-91), and sometimes will try to support the other parent to make up for this, *“I think he believes that if his dad isn’t there that he should be at home helping mum”* (Frankie/100-101).

Three of the teachers were also concerned about the boundaries that are in place in the students’ home and the activities they may be involved with. Some of these are known to the teachers, *“she hangs out on the estate until god knows what time every night”* (Sophie/102). Some of them are not known and are a cause of potential concern for the teachers, *“I couldn’t fathom an idea what he does outside of school, I dread to think, to be honest”* (Sam/152-153). However, some teachers have not yet considered exploring the family dynamic and the impact it could have on the students’ behaviour, *“I don’t know enough about his background, home background, I don’t know how he is at home”* (John/269-270).

4.2.3 Strategies Already in Place

Four of the teachers interviewed described some strategies that are already in place for the student that they felt were supporting them in school.

For two of the students, their teachers felt that at times their work could seem overwhelming to them. However, *“she becomes more focused and she seems to like going into lessons where she is give a target that she has to work towards”* (Sophie/23-24), and for another student it also helps having smaller targets that he can work towards, *“you’ve got an hour, we’re going to spend*

15 minutes on this bit of work, and then we're going to move onto this" (John/338-339). Breaking the work down into smaller pieces helps the students to experience some success in their work. But it is very important how the work is presented to the students, *"you have to be really calm, and very clear on what you're asking him"* (John/340), so that they do not feel overwhelmed and ensuring the students' *"understanding the lesson content from the beginning"* (Frankie/234-235) appears was also very important.

It appeared that for several of the students, they might be experiencing anxiety before or during lessons. At these times *"she likes to have the same routine so she knows exactly what's going to happen"* (Sophie/32) and staff *"have to be really...really consistent"* (Sophie/31) can help to reduce the anxiety for the students. Students also seemed to benefit from having additional *"support"* (Frankie/234) in lessons, which could be from staff or students depending on the student and the work, but it appears important that there is *"someone working quite close to him"* (Alfie/115-116). These students seem to benefit from high levels of *"encouragement, praise"* (John/337) when they complete their goals and achieve in lessons. It seems that this provides the student with the attention they require, *"getting praise... getting attention really"* (Alfie/119-120), however they are receiving the attention for positive rather than negative reasons.

Some of the teachers interviewed were from the same school. In this school there is a separate area for inclusion where students come for additional support and where they can spend their breaks if they decide to. For several of the students this is a place that they can come and work with a higher level of support, if they are finding a particular lesson or topic more challenging. This can offer the student some respite, *"she could come into inclusion plus where she would spend one lesson per week in here"* (Sophie/179-180), in a place where they feel more relaxed, *"he does really love it if sometimes we say let's go and work in the cottage"* (Frankie/121). This could be because *"there aren't as many students"* (John/69) and the students seem to form a good relationship with the staff, which could be due to *"the consistency of the same members of staff"* (John/69-70).

Other strategies that are in place for the students to support their independent working include: *"she has signed a homework contract where she needs to go to homework club"* (Sophie/183-184); and one student is *"on a part-time timetable at the moment"* (Sam/42) with the hope that by reducing the amount of time he is spending in school, the experiences he has can be more positive, which might increase his engagement with school, teachers and his learning.

From Interview One, the three main themes the researcher identified in the data were the student's current behaviour, their relationships, and interventions currently in place to support

them in school. Behaviour was divided into negative behaviour in lessons, positive behaviour in lessons, behaviour around school, and possible reasons for their behaviour. The second theme of relationships was split into relationships with staff, relationships with students and relationships at home. The next section will look at the constructs of students' obtained from interview two.

4.3 Research Question 2: What are Teachers' Perceptions of the same Children at Risk of Exclusion after Reflecting on the Child's DIL?

In this section I will discuss the relevant themes generated from the second interviews with students to answer Research Question 2. Thematic maps for each teachers' second interviews are shown in Appendices F2, F4, F6, F8 and F10. Thematic maps showing the changes in constructs that teachers had of each student are shown in the Appendices K1, K2, K3, K4 and K5, and are referred to throughout this section. Changes in the teachers' perceptions will be discussed in turn regarding each student. Figure 4 shows a map of the main themes obtained from the analysis for Research Question 2.

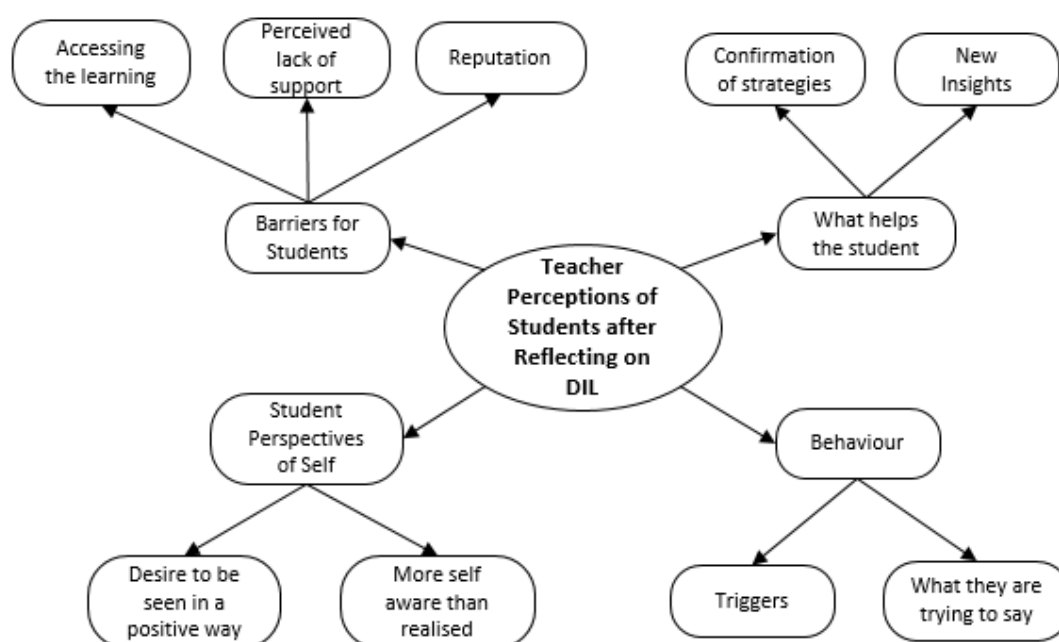


Figure 4 - Thematic Map for Research Question 2

4.3.1 Changes to the Teachers' Perceptions of the Student

From the second interview, each of the teachers felt that they had gained some new insights into their students and/or had strategies confirmed that the student felt were helping them. Although from most of the interviews it was not evident whether their perceptions of the student had changed, it was apparent that the new information obtained could offer some

explanation for the students' behaviour, and helped the teachers to understand the student better.

4.3.1.1 Alfie (Appendix K1)

Alfie's teacher felt that DIL offered her the confirmation that some of the strategies that were being used were helpful, *"I was pleased to know that some of the things that I had been doing were things that Alfie liked, like talking at the beginning of the day about maths"* (Alfie2/17-18). Although, she felt that there was still some aspects to Alfie that she was finding more difficult to manage, *"he's very inconsistent and that's something that I struggle with"* (Alfie2/31), and there does not appear to be a clear answer, *"it's hard to find time to think about why that is"* (Alfie2/35-36). She felt that from DIL she was able to reflect on her own practice with Alfie, *"you've just got to remember that if I want him to be consistent, then I need to be"* (Alfie2/125-126), and consider how he might be feeling at different points of the day, *"I'm just aware that he can get a bit more on edge when thinks that there are people around that might be looking in at him at his desk."* (Alfie2/93-95). So while her overall perceptions of Alfie as a learner or otherwise might not have changed solely through DIL, she found the task to be helpful as a part of the school's assessment over time.

4.3.1.2 Frankie (Appendix K2)

Frankie's teacher was able to change some of her perspectives of him, due to the information obtained through DIL, *"he does see himself like that and wants to change"* (Frankie2/12). One of the most central learning points for her was about Frankie's anger which he described in DIL as *"blank out"* (Frankie2/15). This offered her an insight into why he may behave the way he does sometimes as *"I knew he got angry but not really to that scale...I didn't realise he got as angry that quick"* (Frankie2/16-17). This is an area that she felt required some more work from herself and her colleagues. Another key learning point was that she *"probably didn't really understand that he struggles as much as he does in lessons"* (Frankie2/19-20). She believed that Frankie is able to *"make people think he understands but deep down he probably doesn't which is why he so angry and all these frustrations and anxieties come out"* (Frankie2/25-26). It appeared helpful to think about Frankie's desire to keep his emotions hidden regarding his learning, but that he is unable to restrain his emotions indefinitely and his anger could be how he expresses all of his emotions. A possible trigger for Frankie seemed to be his disorganisation, *"I think that would cause him to get angry and anxious if he knows he is going to go into a lesson and he doesn't have the right thing"* (Frankie2/68-69), and the atmosphere of a classroom appeared to be some of the reasons for his avoidance of lessons, *"he doesn't like stressy people and he doesn't like anger and negativity"* (Frankie2/142-143). For Frankie's teacher, she was able to gain some dear insights into the reason behind some of Frankie's difficulties in school and DIL helped her

consider some strategies.

4.3.1.3 John (Appendix K3)

John's teacher found it very helpful to learn *"he has got such a good relationship with his history teacher"* (John2/12) and further investigation into his lessons could provide them with additional insight into what helped John to learn best. His teacher found it helpful to see how aware John is about his behaviour, *"it's quite interesting to see that he's aware that actually what he is doing is not an ideal learner, but he still seems to be doing it, which is something that will help us with target-setting"* (John2/26-28). An area of concern was that he seems to be very easily influenced by his peers, *"it was listening to the friends, and what they tell him to do, that stood out for me, massively"* (John2/37-38), and this was a concern as she noted previously that he was trying to behave in ways that he felt would make him appear more popular. It seems evident that for her, some of her previous perceptions of John were challenged by DIL, *"I've seen a totally different side"* (John2/63), and a possible trigger was identified for that behaviour, *"he's mentioned quite a lot about anger, hasn't he, and he gets annoyed"* (John2/72-73). There were some positive insights that she gained from John's work, which included: some confirmation, *"he says he loves his praising"* (John2/104); his approach to the task, *"how grown up he's been, how honest he's been"* (John2/130-131); and his ability to articulate his feelings, *"I love the idea that he can say, actually no, I don't like this bit, and I do like that bit"* (John2/186-187).

4.3.1.4 Sam (Appendix K4)

For Sam's teacher a new insight was Sam's past and what might have triggered a change in his behaviour while he was still at primary school, *"Year four may have been bullied and things started to go slightly wrong"* (Sam2/15-16). Through the use of DIL he felt that *"we're able to see a little bit of his background, and where he's come from and maybe why he's in this situation"* (Sam2/55-56) and how his *"mum may have given up on his education"* (Sam2/42). He reflected on the importance of sharing information with staff *because "if you know about that student, you know that student's going through a tough time at home, you do adapt your teaching to that student"* (Sam2/60-62). More encouragingly from DIL it was apparent that Sam was aware of his successes in school, *"he knows when he's having a good day. And so it's kind of reignited us to put the extra effort in again"* (Sam2/24-25), which appeared really important to share with staff and help them to recognise his positives. From Sam's DIL, his teacher felt that *"he can really clearly see where he wants to be. And that, where he wants to be is really positive"* (Sam2/27-28) which changed his perception of Sam as a learner. His teacher recognised that there was still a barrier for Sam that might be more challenging for this which is *"the family, they don't support his studying, they don't support anything he does"* (Sam2/38-39). But, his teacher appeared very positive and describes Sam as *"he's a bright lad"* (Sam2/195) who is more self-aware than was

previously considered, *“he knows who he is as a person and his qualities as well”* (Sam2/253-254).

4.3.1.5 Sophie (appendix K5)

Sophie’s teacher was able to gain some insights from DIL about some of the reasons that Sophie may feel that she is criticised by teachers. Her teacher appeared surprised that *“she’s not the most confident when she comes to education”* (Sophie2/36-37) and *“in terms of her learning it was quite interesting to see how she is quite nervous about it”* (Sophie2/40-41). Previously, it was considered that Sophie did not have considerable difficulties with her learning, but from this information it seems possible that her academic self-esteem is a barrier to her learning. In lessons Sophie explained that when she is *“speaking to someone it’s usually about work”* (Sophie2/21), which was often something that she was told off for. Her teacher felt that *“people know her as being a little bit naughty...they might be quicker in going through the different strategies ... than they would with another student”* (Sophie2/22-25) rather than talking to Sophie about her behaviour. Overall the information obtained in Sophie’s DIL appeared to highlight many aspects of Sophie’s life that may contribute to her learning, *“when you see it written down and in front of you...it’s quite evident what things are really like”* (Sophie2/120-122), however her teacher felt that one area for further development was *“home...they need to start engaging her a little bit more”* (Sophie2/79-80).

4.3.2 Next Steps

For each of the students the teachers had begun to develop a plan to increase understanding about the student and strategies that could be put in place to support them. The next steps that teachers explained during the interview are presented below. The next steps for all students are summarised in Appendix J. More information on individual students is referenced throughout in Appendices F2, F4, F6, F8 and F10.

4.3.2.1 Alfie (Appendix F2)

As Alfie’s teacher felt that she had developed a better understanding of him over the course of the academic year, and Alfie confirmed that he benefitted and enjoyed many of the strategies she had in place, there were not many new strategies that she would implement, however, she felt disseminating the information was very important, *“we’ve got a Department meeting tomorrow, so I’m going to also share it with the rest of the Department”* (Alfie2/130-131). She felt that this would help *“to get people to think about his perspective of things will help them even if they don’t really realise it”* (Alfie2/135-136), there were also a number of the strategies she was using that she was hoping other staff would find helpful.

4.3.2.2 Frankie (Appendix F4)

Frankie's teacher had many practical strategies that she felt could be implemented immediately. After a discussion with Frankie about which staff members he had a good relationship with, *"I'm putting Miss Smith (Inclusion teacher) in place as a key worker"* (Frankie2/59) at Frankie's request. There were also practical strategies to help him communicate more effectively, *"he's got a new time out card and a new toilet pass as well"* (Frankie 2/64/65). His teacher felt that she would like to meet with Frankie in the mornings to *"check that he's got all the right equipment"* (Frankie2/67) and see how he is doing each day. This information can then be shared, *"I can email the teacher and let them know"* (Frankie2/72). Prior to the second interview she had already shared some of her key findings about Frankie with some suggestions based on the information obtained from Frankie's DIL, *"I have emailed all the teachers to obviously explain to them that he is struggling in lesson understanding... give him a little bit of extra time...repeat what it is that he needs to be doing and making sure that he is understanding or at least sitting with someone who can maybe support him"* (Frankie2/79-83). She also felt that there were ways that Frankie's positive behaviour could be further enforced through *"giving him jobs"* (Frankie2/83) and *"putting in place some visual things...whether its stickers or its marbles in a jar or something that he can see I've been a good boy"* (Frankie2/103-105).

4.3.2.3 John (Appendix F6)

John's teacher felt that by listening to John's voice acquired from DIL she would be *"using some strategies on here from what his responses have been"* (John2/9-10). To determine more about the specific strategies that help John learn *"we are going to go and observe that lesson with that history teacher, to find strategies that he's using, that we might be able to then share with other teaching staff"* (John2/13-15). Previously, John did not seem to have a relationship with many members of staff except those in inclusion so *"we're going to organise, that there's a meeting with the head of year, and John, and us... try and build a relationship, before we get halfway in the year"* (John2/45-48). She also felt that John *"needs some anger management course"* (John2/74) and further support in September to *"work on confidence"* (John2/78-79).

4.3.2.4 Sam (Appendix F8)

For Sam's teacher DIL seemed to serve as a benchmark for how they perceived Sam and how he perceived himself and use it as a way to help Sam consider his behaviour, *"I think it's something I will be able to bring out when next time he gets removed from a lesson"* (Sam2/72-73). He recognised that even if Sam's behaviour improved *"mentoring still needs to continue"* (Sam2/129) to ensure that he still received positive attention and recognition. Prior to the second interview Sam's DIL had *"been shared with everyone in my department"* (Sam2/79-80).

and specific strategies were still being considered but *“we just try to put things in place for him to be good. We try at the moment, with the reduced timetable”* (Sam2/202-203). During the interview Sam’s teacher also thought that it would be helpful to share some of their positivity and enthusiasm with his mother, *“maybe I should encourage mum in that direction as well”* (Sam2/211/212).

4.3.2.5 Sophie (Appendix F10)

Sophie’s teacher was very enthusiastic about some strategies that she had developed and already emailed out to teachers, *“I’ve shared it...I’ve shared all of it...I went through it with her tutor teacher”* (Sophie2/91). Some of the strategies to support her learning included: *“moving her to the front”* (Sophie2/97); *“directing work to her”* (Sophie2/97); *“making sure she’s got her worksheets”* (Sophie2/97); *“giving her direct eye communication when you’re talking to her so she knows exactly what’s expected of her”* (Sophie2/98-99); and *“giving her a little bit of take up time if she is speaking it’s not just jumping to the first warning”* (Sophie2/99-100). All of these strategies were developed from information obtained through Sophie’s DIL.

4.4 Research Question 3: What are Teachers’ Views on Understanding the Case Study Students’ Aspirations, both Academic and Otherwise, following the use of PCP?

In this section I will use the findings to answer Research Question 3. Figure 5 shows a simple thematic map of the teachers’ understanding of student aspirations before and after DIL. More detailed concept maps for each student showing the changes in perceptions of each teacher are displayed in Appendices I1 and I2.

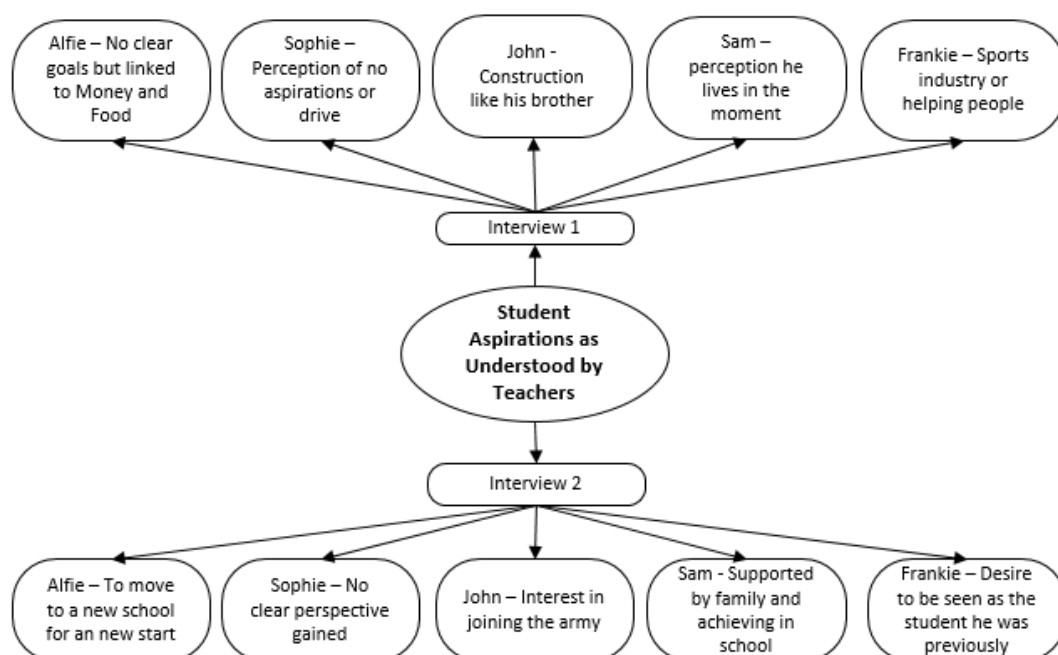


Figure 5 - Thematic Map to Answer Research Question 3

4.4.1 From Interview 1

From the first interviews with teachers, their perceptions of the students' aspirations were very mixed. In this section the quotes are demarcated by the student's name and the subsequent number tells whether the quote is from interview 1 or 2. Line numbers showing the location of the text within the transcript are also shown. Appendix I1 shows an overview of what teachers considered to be the aspirations of students in the first interviews, and Appendix I2 shows an overview of what teachers considered to be the aspirations of the students in the second interviews.

For some of the students their teachers were able to identify a particular skill or area of interest that they felt would be beneficial for the student to pursue in the future as it could help them consider some possible career choices. Frankie's teacher felt that he would be good at *"I'd say football...anything sporty"* (Frankie1/145). His teacher felt that he would be better suited to a career that was more *"a hands on person than an academic person"* (Frankie1/146). Furthermore, she viewed his helpful side to his character as a real strength to his personality and felt he would be suited to *"working with people that type of thing...or anything in the sports industry"* (Frankie1/147-148).

John's teacher felt that he was very influenced by his older brother who *"must be his role model"* (John1/276). His brother, who previously attended the same school, is now working in construction and his teacher felt that John *"wants to be like his brother"* (John1/284-285).

Alfie's teacher felt that he was mainly motivated by "*money and food*" (Alfie1/49). Although she was not sure what future career he might have, she felt that both money and food would play a role. Another aspiration she felt that Alfie might have is to remain close to his family, particularly to "*keep seeing his dad; keeping in touch with his dad*" (Alfie1/52) which Alfie might see as a challenge in the future.

Sam's and Sophie's teachers were less clear on what their aspirations might be. Sam's teacher had not previously had a discussion with him about the future and felt that he was more focused on what was happening to him at that moment in time, "*I don't get the impression he works at more than an hour at a time. There isn't a plan for tomorrow, there isn't a plan for next week, there isn't a plan for the future*" (Sam1/129-131). Similarly, Sophie's teacher said "*she doesn't really think past the weekend...or that day even. She doesn't have any aspiration to what she wants to do when she's older or anything...there's no drive*" (Sophie1/81-83). Although not all students will have a clear aspiration when they are in Year 7 or 8, it seems likely for both of these students that they might be lacking role models at home, who can instil in them the importance in their education and their future. Sam's teacher questioned "*does he get that sense of feeling from home that school is really important?*" (Sam1/160), while Sophie's teacher felt that she may not have experienced a parent with a stable career and may not realise that there are other options available to her, "*I don't think her mum has had a very stable work life...and I think now Sophie's aspiring to that*" (Sophie1/86-87).

4.4.2 From Interview 2

During the second interview, there was a shift in the perceptions of what the students' aspirations might be for four of the five teachers.

4.4.2.1 John (Appendix F6)

For John's teacher she felt that she "*can tell some more of what he is interested in learning*" (John2/125), which is important for understanding times when he may feel less secure in school and identifying possible behaviour triggers. Previously, she felt that he would be interested in construction, however from John's work she noted "*he's mentioned the Army...I will definitely work with him on that one*" (John2/137-138). As John mentioned an aspiration that his teacher was previously unaware of, she was able to consider further ways to provide him with more information and encourage his interest, "*we can get Army careers people come in to talk to him, if he's interested*" (John2/141-142).

4.4.2.2 Alfie (Appendix F2)

Alfie's teacher had not had a conversation with him specifically about the future and careers,

although *“I mentioned that, yes, you need to learn some things so that you’re able to get a good job when you’re older”* (Alfie2/64-65). It seemed from using the technique she became more aware of his desire to move to a different school, *“I’d like to know what he thinks being at BTT would be like for him”* (Alfie2/67), although she was worried that he was not yet ready for the move as the school is far larger and less supportive than where he currently is. However, she did feel that *“it would be good to show him what the expectations were at other schools”* (Alfie2/81-82) and helping him understand what the other school was like, she may be able to motivate him by giving him a behaviour goal to work towards.

4.4.2.3 Sam (Appendix F8)

For Sam’s teacher the impact of aspirations was far more immediate. The teacher felt that their role was helping his aspiration to become what he perceived to be the ideal learner, *“we’ve seen where he wants to be, it’s fantastic”* (Sam2/72). There was a recognition that Sam’s aspiration would need to be continually reflected back to him to remind him of his own goals *“this is not me telling you where to be, this is you telling me where you want to be... I can help you get there. And it’s completely changing the language that we’re able to use. We’ve got this massive positivity going on”* (Sam2/75-78). Sam’s teacher felt more positive about Sam being in school and how the school community would be able to support him to reach his goals. He also recognised that that Sam’s family was very important to him, *“my mind goes straight to the family... they support him, they love him, they’re proud of him”* (Sam2/82-83). His teacher recognised that school staff would benefit from sharing some of Sam’s goals with his mother to help her understand the learner he wants to be and encourage him.

4.4.2.4 Frankie (Appendix F4)

Frankie’s teacher was motivated by the new understanding that there were aspects of the way he was that he was not happy with and he *“wants to change”* (Frankie2/12). Although they had not had a chance to discuss his aspirations in the preceding week, they had a conversation in which Frankie *“said to me I want to be back to that person I want to be the person that I used to feel like in Year 6”* (Frankie2/46-47). Again this will enable Frankie to work with his teachers and set goals for himself to achieve his desire to become that student again.

4.4.2.5 Sophie (Appendix F10)

Sophie’s teacher was the only one to not feel that she gained any insight into Sophie’s aspirations, *“she doesn’t know what her aspirations are”* (Sophie2/45). She recognised that it would be helpful to have more of a discussion with Sophie about her future, but felt that this could be difficult *“if we all had time we’d be able to sit down and go through things with her”* (Sophie2/45-46). Sophie’s teacher reiterated that it is important to *“make sure that she’s*

working towards something” (Sophie2/47-48) and she also felt that ensuring Sophie’s family were supportive of her was very important.

4.5 Research Question 4: What do Teachers say about how PCP Improves their Understanding of the Child?

In this section I will answer Research Question 4 by looking at the evidence for the teachers’ perception of DIL as captured during their second interviews. Figure 6 summarises the themes that will be further explored in this section.

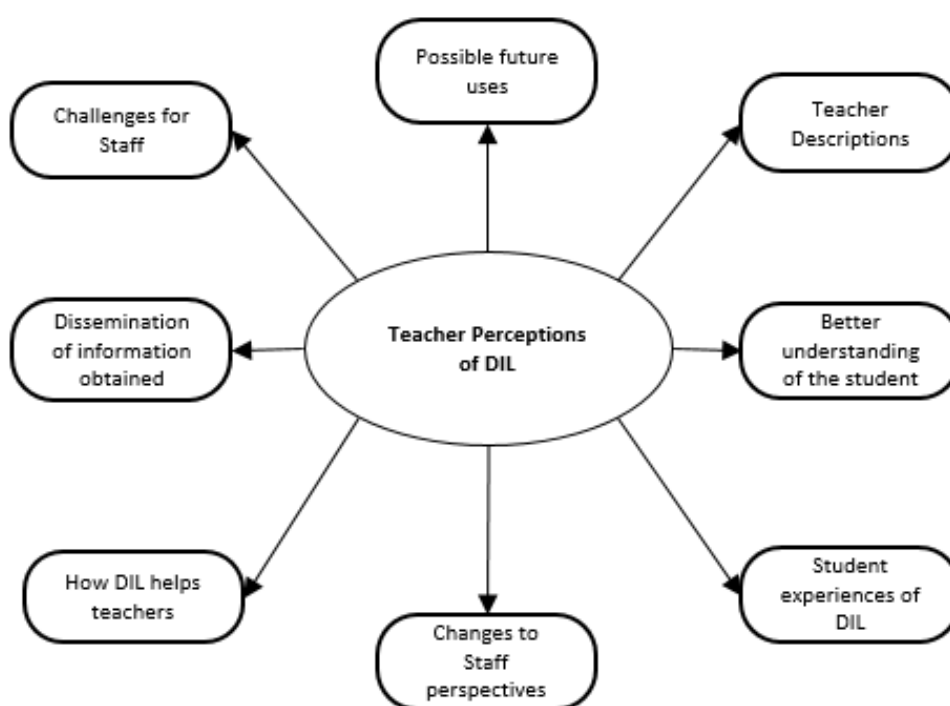


Figure 6 - Thematic Map for Research Question 4

4.5.1 Teacher Perceptions of DIL

Finally, in this section I will discuss the teachers’ perceptions of DIL and how they found it a useful tool to listen to the voices of students at risk of exclusion in their schools. All the teachers felt that DIL was helpful, either through confirming information about the student that they already knew or suspected, or through offering insights into the student that they were not already aware of. Overwhelmingly, the feedback was positive; *“it was brilliant”* (Sophie2/16); *“really helpful...very good...really interesting”* (Frankie2/12-13); *“I found it really interesting”* (Alfie2/8); *“I can only see positives with this”* (John2/151-152); *“this is amazing feedback”* (John2/158); and *“absolutely outstanding”* (Sam2/10). However, for some teachers learning more about the student’s challenges was *“really sad”* (Sam2/33) as they had not understood what the student was managing outside school (An overview of the teachers’ perceptions of DIL, can be found in appendix L).

4.5.2 Better Understanding of the Student

For some teachers it was helpful *“knowing that some of the things that we’re doing that he likes”* (Alfie2/88-89). But for others they gained a much wider insight into the student, *“more than just a learner”* (Sam2/50). This in turn has helped them understand *“his needs are and what he wants from people”* (Frankie2/29-30). DIL also helped the teachers understand the student as an individual, *“it lets us see how Frankie views himself”* (Frankie2/9), and that they would like to make positive changes, *“really seeing him that he does see himself like that and wants to change”* (Frankie2/11-12).

The teachers felt that by giving the students this opportunity, *“this has made him had a good think about what the right thing is to do I think”* (Frankie2/221), and providing teachers with specific strategies that can be used to support the student, *“we can definitely use here to his advantage, to help him”* (John2/90) by using their examples *“we’re definitely going to be using some strategies on here”* (John2-10).

4.5.3 Student Experiences of Completing DIL

It seems that DIL was not only beneficial for the teachers, but several of them felt that there were considerable benefits from using this type of approach with students at risk of exclusion, *“engaging with them a little more... rather than you just telling them what they need to do”* (Frankie2/266-267). This offers a more subtle way to ask the students questions in a way that might be less stressful for them, rather than *“I’m here to talk to you about your future, your home life, I think they’re like, aargh! They don’t like it, they do shut down. However, I think this way, he’s done it kind of without realising it”* (John2/277-279), and through DIL *“he obviously felt comfortable”* (John2/92) and one teacher felt *“it’s good for her to be able to... articulate it in a different way”* (Sophie2/15-16).

From the students’ feedback to their teachers about the experience *“she was really good, I enjoyed that....”* (Frankie2/48-49), and from discussions the teachers had with the student, it seemed that there were several benefits, including: Creating a visual record of their work, *“I think he enjoyed putting it down in writing”* (Frankie2/51), which can then be shared with others, *“I think he’s got that off of his chest as well and being able to share that with people...because he knows that we’re all party to it and we’ve all seen it”* (Frankie2/55-56). This would mean that students would not be subjected to the same conversation several times as there is evidence of their views.

4.5.4 Changes to Staff Perspectives

The first interviews with the teachers showed how difficult the teachers can find supporting

students at risk of exclusion. However, the information obtained can help motivate them, *“I’m actually really positive about this”* (John2/153). The teachers were able to see small changes that could make a big difference to the student: *“I think her tutor teacher would spend more time with her”* (Sophie2/116) and recognising that *“happier people are going to make him happier”* (Frankie2/43-44). While giving student’s opportunities for positivity in school *“he feels like he’s being helpful to someone, that’s what he wants”* (Frankie2/179).

DIL has enabled one teacher to create a new perspective, *“I’ve just seen him in a completely different way”* (John2/185-186). During this research the student was spending some respite time at the Pupil Referral Unit (PRU). By sharing John’s DIL with his teacher she was able to develop and embed some strategies for when he returned and she acknowledged that this approach gave her some hope and *“I’m looking forward to the fresh start”* (John2/168).

4.5.5 How DIL has Helped the Teachers

For many of the teachers the insights gained into the student were the most helpful to them, *“you’ve picked up a lot more than we have for the last two years”* (John2/270), and this has led to a greater shared understanding of the student and their behaviour choices, *“it’s probably helped us understand him a bit better...rather than just thinking he’s doing it on purpose or he’s acting up”* (Frankie2/184-185). Even when DIL did not directly reveal some information about a student, it helped teachers to reflect *“there must be some sort of reason for the behaviour”* (Alfie2/151-152). This was helped by information about the student’s past, *“it’s given us a massive insight into Sam, into Sam’s history”* (Sam2/211-212), and how this could impact on their decisions now, *“get people to think about his perspective of things”* (Alfie2/135-136).

A shift for many of the teachers was to *“change the language that I’m using with him”* (Sam2/102-103). Teachers felt that their new understanding might change *“the way I speak to her”* (Sophie2/75). This shift in language appears to have become more of a shared ownership of the aspirations of the child, and helping them to feel more supported in school. This opened the opportunities for discussion with students about the information they shared *“with the scaling...how can we work on getting you more towards there”* (Frankie2/205-207), and there was an emphasis on the teachers still learning more about the student, *“learning to understand his anxiety and his anger and what we can do to keep it there rather than just exploding”* (Frankie2/124-125), and overtly supporting the student in school, *“we’re here for you, you as an individual”* (John2/292).

4.5.6 Dissemination of the Information Obtained

All the teachers interviewed recognised the importance of sharing the information gained from

DIL with members of the school community, to ensure consistency for the student, *“well, all this is going to be shared”* (Frankie2/286). The teachers recognised the importance of learning from each other, *“I really want strategies from teachers, of who worked well with John”* (John2/118-119), and regular communication to see what is working for students, *“I emailed them to see if there are any changes in the next week”* (Sophie2/95-96).

Some of the teachers felt that there was still some work to be done engaging the students’ families, *“there’s no one at home to make her go”* (Sophie2/100), and there is a role for the school in this, *“just encouraging her”* (Sam2/213). One teacher from her discussion with the student said *“I think mum’s doing things at home”* (Frankie2/102), which she felt contributed to the student’s more positive behaviour, alongside the student benefitting from the task and a shift in teacher attitude.

Some teachers also wanted to reflect on DIL with the students, *“I’ve chatted with Frankie...I’ve spoken to him again this morning”* (Frankie2/160-161). For John’s teacher this would need to happen when he returned to school, *“we’ll go through this with John anyway when he comes back”* (John2/53). By talking through the students’ DIL with them, the teachers felt that they could ensure that the student knew that teachers had listened to what they said and consider the strategies in place to support the student.

4.5.7 Challenges for Staff

As with any technique there are some challenges that mean DIL cannot be used as frequently as the school would like in the future. One of the main challenges was teacher time, *“there is not often that you are able to sit down on a one to one basis with a student”* (Sophie/68-69). DIL takes approximately one hour to complete, which is often time that teachers do not have. There is also a feeling that although all the information obtained is helpful, *“there’s only so much as teaching staff that you can do”* (Sophie2/80), and as teachers, they are reliant on their colleagues, the families and the student themselves to all make the positive changes required, *“whether he chooses to change will be the key for Sam”* (Sam2/196).

4.5.8 How DIL may be used again in the Future

All the teachers felt that DIL was something that they would use again in the future, *“it’s a technique we would definitely use going forward”* (Sam2/172). Several of the teachers mentioned students that they felt the technique would be useful for, including: *“valuable to our vulnerable children who are at risk”* (Sophie2/55-56); *“key students that we have highlighted we can use these already when they start in Year 7”* (Sophie2/138-139); students requiring behaviour support *“any student that is heading towards pathway 3”* (Frankie2/206-261);

students where there appeared to be a barrier to their learning “*maybe students similar to Alfie who have very low resilience*” (Alfie2/145); and some students with ASC would “*probably would love the attention side of it*” (John2/261-262). By using DIL students are provided with a way to indirectly think about their values and “*they are thinking about the person that I want to be*” (Frankie2/201-202) which can be shared with them and important people in their lives.

Some of the teachers had already started to consider how they could be using the technique during the next academic year, “*I could do something very similar now to the students I work with over here*” (John2/199-200). Some teachers thought about ways that they might be able to save time, for example “*I’ve actually already drawn up a template*” (Sam2/243-242). The teachers felt that this technique offered a way to get to know new students better, “*I’m going to implement these with my Year 7s*” (Sophie2/126), and how the information obtained would be shared and employed for the student, “*use them in terms of our behaviour strategies*” (Sophie2/125). Overall DIL seemed to offer insights into the students at risk of exclusion, that teachers found valuable and thus felt that using the technique would be a way of accessing the voice of other students in school.

4.6 Chapter Summary

In this chapter I first discussed some of the constructs that teachers held of students at risk of exclusion and some of the daily challenges that schools face when supporting these students, including with their behaviour and their relationships with staff. Secondly, I looked at some of the changes in views the teachers shared during the second interviews and how new insights gained through DIL has helped them to understand their students better. I then demonstrated how DIL has the potential to help teachers understand more about students’ aspirations and consider their role in helping students achieve this. Finally, I revealed some of the teachers’ views of DIL as a technique to access the views of students at risk of exclusion and how schools might implement DIL in the future. In the next chapter I will discuss the implications of the findings of this research in light of previous research, as well as some of the strengths and limitations of this study.

Chapter 5 – Discussion

5.1 Overview

This chapter will discuss the implications of the findings of this research with reference to previous research in this area. The research took place in three Phases, as demonstrated with Figure 1 below.

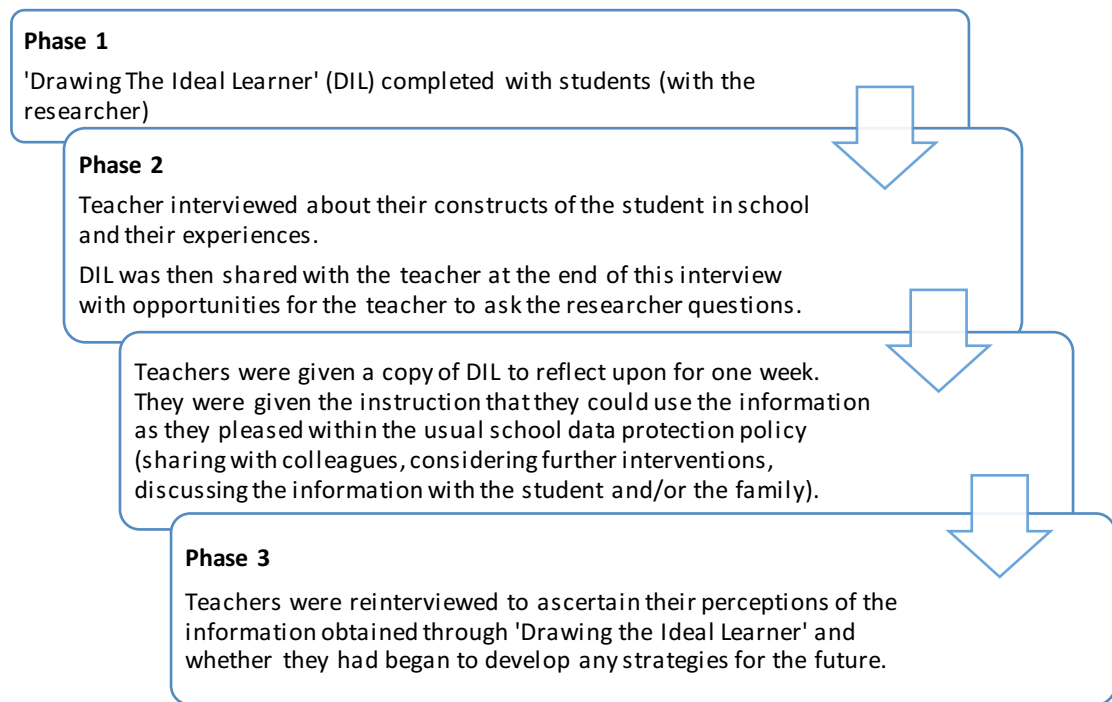


Figure 1- Phases of the Research

The findings will also be discussed in reference to available literature, in the second chapter, on the use of PCP to elicit the views of students, specifically those at risk of exclusion, and whether hearing the voices of these students can enable teachers to alter their perceptions of these students, thus addressing a gap in the available literature to date.

This study will be evaluated with regard to ethical considerations and reflections on the research process, including the role of the researcher and adherence to the paradigm specific criteria for the validity of qualitative research, as previously considered in Chapter Three. Finally some limitations of the current study will be discussed with implications for future research.

5.2 Discussion of the Findings

In this section I will discuss the findings related to each of the Research Questions. This will build upon the previous chapter in which these were described, in relation to the findings obtained from interviews with teachers.

5.2.1 Research Questions

As previously stated in Section 1.9.4, the current research looked at providing answers to the following questions:

1. What are teachers' perceptions of students at risk of exclusion?
2. What are teachers' perceptions of the same children at risk of exclusion after reflecting on the child's "Drawing the Ideal Learner"?
3. What are teachers' views on understanding the case study students' aspirations, both academic and otherwise, following the use of PCP?
4. What do teachers say about how PCP improves their understanding of the child?

5.2.2 Research Question 1 - What are Teachers' Perceptions of Students at Risk of Exclusion?

The ontological position of this research is social constructionist, and assumes that reality is socially constructed through shared experiences and discussions (Mertens, 2010). An initial objective of the project was to identify the constructs teachers use to describe students at risk of exclusion. To answer the first Research Question, several important themes were extrapolated from the interviews with teachers during phase two of the research. The most notable of these was the behaviour of the students and their relationships with other members of the school community.

5.2.2.1 *Behaviour*

All of the teachers in this research reported that one of the most challenging aspects of the students' behaviour was their persistent disruptive behaviour, and their propensity towards distracting other students. Previous research into the behaviour of students at risk of exclusion, has found that there are links between students' disruptive behaviour and SEMH needs (Cole, 2015) and low self-esteem (Wearmouth, 2004). Teachers in this research indicated a range of behavioural and SEMH needs that they felt their students would benefit from additional support with, including anxiety and anger. The findings in the current research are consistent with the findings from previous studies (Burton, 2006; Hardman, 2001), that staff can learn valuable information about students through the use of PCP, but that the level of engagement from school staff will be critical in recognising and supporting any progress made by the student.

It was an encouraging finding that the teachers interviewed were already trying to make sense of the students' behaviour, even though it appeared challenging and extreme to them. By hypothesizing what the meaning was for the behaviour, teachers were starting to consider what was important to the student (Butler & Green, 1998). The teachers realised that when they

looked at the possible meaning behind a particular behaviour, for example, a student that refuses to complete the work in a lesson may not understand what the task expectations are, then they are more likely to be able to help prevent the behaviour from being repeated, if the work is differentiated to ensure the student understands what they need to do and the student is supported appropriately in lessons (Truneckova & Viney, 2012).

Sophie's teacher felt that she presented with symptoms of ADHD. This was supported by her mother's explanation of Sophie's previous needs in primary school, although the current school held no evidence of a diagnosis. ADHD shares some similarities with some conduct disorders as there is a link with disruptive behaviours in the classroom and social isolation due to difficulties with peer relationships (Cole, 2015). Both of these are difficulties that Sophie's teacher felt that she presented regarding behaviour in the classroom that was *"disruptive to everyone else's behaviour"* (Sophie1/120) and *"intimidating"* (Sophie1/69) to her peers.

Two thirds of excluded students have a diagnosis of SEN (Cole, 2015). Some teachers' perceptions of the students' behaviour were that it arose from a "within child" difficulty, such as their personality or temperament (Sophie and Alfie), rather than realising the range of environmental factors that could be influencing the child. The rate of excluded students with SEN is a concerning statistic as it suggests that schools may not be sufficiently understanding students' barriers and consequently are unable to effectively meet their needs, which is resulting in behaviour that eventually leads to their exclusion (DfE, 2012a). Both Alfie's and Sam's teachers discussed previous episodes of violent behaviour and such behaviour may cause frustration and anxiety for teachers, especially if there appears to be no clear explanation for the behaviour (Moran, 2014).

John's teacher felt that he may have dyslexic tendencies due to his difficulties with reading and spelling. For students with literacy difficulties, PCP, particularly tools including DIL, offer them an alternative way to express their views which can lead to a greater understanding of the way they construe themselves (Moran, 2012). PCP can be used to facilitate discussions with CYP of school age, by adapting it to their particular needs, and providing a permanent record of these discussions (Maxwell, 2006). By placing the researcher in the role of scribe, during DIL, the need for students to write down their thoughts was eliminated and students were reassured that their language was recorded correctly as the researcher read what had been written verbatim (Moran, 2012).

The findings about the behaviour of students at risk of exclusion in this research link with national exclusions statistics, that persistent disruptive behaviour is the leading cause of exclusion from school in England, followed by physical violence against a student or adult and

verbal abuse (National Statistics, DfE, 2017). This section demonstrated a range of behaviours that the five students at risk of exclusion in this research presented with, including disruption, attention seeking, a need for control and violence towards students, but also identified by teachers were a number of SEMH needs, which teachers felt could underlie some of their behaviour. SEMH, including ADHD, anxiety, depression and conduct disorders, affect approximately 10% of children aged 5-16 in the UK (Young Minds, 2017).

All of the teachers discussed students' possible SEMH needs and the behavioural challenges that unmet SEMH needs present to them as teachers, which, as the next section will discuss, is likely to impact on the student/teacher relationship (DfE, 2012a). Teachers who perceive students as disruptive and unmanageable are unlikely to be able to form mutually trusting and communicative relationships with their students, moreover students are more likely to be excluded from schools and reportedly do not feel that their views are listened to by their teachers (Cefai & Cooper, 2010).

5.2.2.2 Relationships

For John, Sophie, Alfie and Frankie, the relationships with both staff and their peers in school seemed especially important. Maxwell (2006) reported that social aspects of school are seen by students to be more important than their learning in primary school. For students in Year 7 and 8, it is possible that the social aspects of fitting in with a new peer group and having friends are equally, if not more, important for adolescents.

All of the teachers, during their first interview, commented on the students' family. Sophie's and Frankie's teacher both commented that there appeared to be confusion regarding roles at home. Sophie "*rules the roost*" (Sophie1/98), while Frankie believes "*he should be at home helping mum*" (Frankie1/101). For Sam, his teacher questioned, "*is school important to home life?*" (Sam1/159), and John's teacher felt that "*none of us really know the facts*" (John1/126). This suggests the teachers' awareness of the family system impacting on the student and their behaviour and approach to school (Bronfenbrenner, 1979). It is worth noting that the participating teachers in this research were all linked to the inclusion teams within their schools and consequently may have had time to consider possible factors that may have an influence on the students' behaviour, even if they do not have all the details available. However, not all teachers will have the opportunity to learn about the students in this amount of detail and may evaluate the student on the behaviour they witness during their lessons and not as a product of their environment.

Ravenette (1988) suggests that adults often find the behaviour of CYP difficult when they are unable to make sense of the behaviour, hence it challenges their "knowingness" and as a result

teachers can become intolerant of student behaviour. It appeared that when teachers took the time to learn about their students and build a relationship, *“if she knows you on a personal level”* (Sophie1/39), the students were more likely to be responsive to teachers' requests and the teachers were able to see the pro-social elements of the students' personalities, *“he’s a totally different student over here to what I see in lesson”* (John1/72-73). It is important to recognise that students and teachers are unequal, by the nature of their roles in school, however this does not justify disrespect or devaluation of either party (Pomeroy, 1999). When teachers are caring and attentive, this can impact positively on the students' academic records, assuming they attend school regularly (Johnson and Howard, 2007).

Developing effective relationships, with both adults and peers in school, is critical to one's sense of connectedness to the school system and is a critical part of the school experience (Pomeroy, 1999). Creating and sustaining cooperative friendships with peers is fundamental in the development of resilience in school (Axford, Blyth and Schepens, 2010). Furthermore, having a feeling of connectedness is a crucial element in developing resilience and well-being (Werner, 2004). For students who feel a sense of connectedness within their school, there is evidence of improvements to their academic performance, pro-social behaviour and their psychological well-being (Roffey, 2017). Hence, for John, when he works in inclusion, it is likely that he feels a sense of connectedness to the staff there, and consequently is able to cope with the challenges that he may find more difficult in a classroom environment where he does not experience the same sense of connectedness.

By building interpersonal relationships with students, specifically those at risk of exclusion, it is likely that the students feel that the teachers respect them as individuals. Sophie's teacher, who taught her PE, commented on her strengths, being *“strong”* (Sophie1/48) and *“sporty”* (Sophie1/49), and recognised her skills, thus communication in these lessons was likely to be more positive as Sophie's efforts and competencies were valued. It is interesting that during the PE lesson Sophie *“gets on with all the girls”* (Sophie1/48), while at other times she was described as being *“intimidating”* (Sophie1/69) to them. This demonstrates that in an environment where Sophie feels respected and valued she is able to engage in positive communication with both adults and peers and participate in the lesson (Roffey, 2017). By listening to the voice of the students, teachers can explore how the students *“hear”* their teaching and ensure their credibility (Maxwell, 2006).

5.2.3 Research Question 2 - What are Teachers' Perceptions of the same Children at Risk of Exclusion after Reflecting on the Child's "Drawing the Ideal Learner"?

The social constructionist paradigm assumes that reality is socially constructed (Mertens, 2010). The previous section of this chapter described the pre-existing constructs that had been developed about each of the students in the first interviews with teachers. In this section the views of the teachers in the second interviews will be explored to examine the transformative nature of this research and the power to generate change, through collaboration and the sharing of student views (Creswell, 2014; Yin, 2009).

All of the teachers in their second interview reported at least one thing they had learned about the student from their DIL. Teachers will have formed their own constructs of the students based on their own experiences and those shared with other members of staff. From the second interviews with teachers, it appeared that there was an element of previous misinterpretation of the students' views as a result of their behaviour (Ingram, 2013). From the students' drawings of the learners they would not like to be, the teachers were able to identify features of their current behaviour which was likely applied both consciously and subconsciously to their DIL task by the students (Green, 2014; Ravenette, 1999). From DIL, teachers were able to gain an understanding of what is important to the students with their learning and "*beyond just learning*" (Sam2/50), consequently empowering the students and teachers towards change, by providing students with a means to communicate their views effectively to teachers (Ingram, 2013).

By learning about the students using DIL as a guide, teachers were able to find answers to some of the reasons behind the challenging behaviour the students exhibited at times (Kelly, 1991). Through the different questions posed through DIL, teachers were able to make sense of how the students construed their world and make sense of their previous experiences (Kelly, 1955). From this information, teachers could begin to make sense of some of the behaviour through the development of an improved understanding of how the students perceive themselves and others (Moran, 2012).

From the information obtained from DIL, it appeared that there was a level of constructive alternativism (Kelly, 1955). John's teacher reported, "*I've seen a totally different side*" (John2/63). Alfie's teacher said, "*I'm more aware of the fact that he can get really quite insecure*" (Alfie2/92-93), and Sophie's teacher was more aware of her academic and social self-esteem being markedly different, and she developed an understanding, along with Frankie's teacher, that both students are struggling with their work more than they previously realised. This new

information helped the teachers to consider alternative constructs about the students and their behaviour, which could lead to interventions to support the students (Beaver, 1996). Furthermore, Frankie's teacher gained an insight into his levels of anger and how it felt for him to experience these. As a result she felt it necessary to investigate what may be triggering his anger and how they could help him manage his anger, rather than seeing his anger as a way to cope with a challenging situation.

As any interventions and strategies implemented after DIL were created with the students, or from the constructs elicited by the students during DIL, it is expected that the students would be able feel a sense of control and ownership of the strategies, which would empower them to make a change to their behaviour as they have been listened to (Cefai & Cooper, 2010; Hapner & Imel, 2002). Teachers were able to consider creative ways to change the students' core constructs of themselves, and as a result possibly how they were construed in school (Butler and Green, 1998).

However, any future change for the student needs to ensure that all elements of the system, including the student, are working together. Sam's teacher was concerned that, despite what he had said during DIL, changing his behaviour and reactions would also be important. One can consider theories of motivation, for example, Self-Determination Theory (Ryan and Deci, 2000). In order for change to occur for Sam he needs to develop a sense of autonomy, relatedness and competence in school. It is hoped that his teachers will continue to support Sam, and over time will be able to develop these three psychological needs, by recognising his strengths and needs from his DIL, and consequently this is likely to have an impact on his response to challenges and his academic performance (Dweck, 1986). Sam's teacher described how positive he felt about supporting Sam moving forwards and felt it important to share some of this positivity with Sam's mother, so if this positivity is fed back to Sam, through a focus on his effort and achievement in school, it is likely that any positivity he experiences in school and at home will drive his motivation to succeed (Roffey, 2017).

This section has demonstrated how a PCP tool, such as DIL, has the power to develop an agenda for change and recognises the importance of social justice for all CYP in schools to have a voice in their education (Mertens, 2010). Students at risk of exclusion represent a self-marginalised group as they may be unwilling to engage with adults within the school due to their perceptions of unequal power (Creswell, 2014). This research has demonstrated that when students are given the appropriate tool with which to have their voices heard, they can offer teachers insights into aspects of their lives that can be used to inform the development of strategies and interventions, which could lead to an increased sense of connectedness within their school

(Werner, 2004). If teachers are able to utilise Positive Psychology to help the students focus on their strengths and achievements, the capacity for change through the development of motivation and self-determination for change is increased (Roffey, 2017; Ryan and Deci, 2000).

5.2.4 Research Question 3 - What are Teachers' Views on Understanding the Case Study Students' Aspirations, both Academic and Otherwise, following the Use of PCP?

The third Research Question in this research was to ascertain whether teachers were able to learn more about the aspirations of students at risk of exclusion following the use of PCP. As already discussed there are long term risks for CYP excluded from school, for their education, and their social and emotional development (Cole, 2015). The long term outcomes for students with behavioural difficulties, especially those at risk of exclusion, can cause concerns for parents and teachers alike (Moran, 2014). Students that are poorly behaved and are not engaged with their learning, as a result of SEMH, are likely to have poor prospects for success and are likely to develop problematic behaviour and psychological distress later in life (Ford, Parker, Salim, Goodman, Logan, & Henley, 2018).

In order for any student's aspirations, and the staff aspirations for them, to be recognised appropriate support and intervention needs to be in place as early as possible in their school careers, to offer them the best opportunities for success (DfE, 2012b).

All the teachers, except for Sophie's, felt that they had a new understanding of what the student aspires to achieve, thus they considered different interventions to support their student to achieve their goals. For John, Alfie, Sam and Frankie, their teachers all felt that they had a better understanding of their goals as a learner and, consequently how they needed to be supported to achieve their goals. It is possible that the behaviour they were previously displaying in school was as a result of unmet needs (DfE, 2012a).

Schools need to be aware of how to best support all their students, especially those from more disadvantaged backgrounds. The DoH issued the Positive for Youth Programme, which was designed to improve outcomes for young people through increased support for families (DoH, 2011). The aim of this was to ensure that students were accessing an effective education, to reveal their potential which could be fostered by supportive relationships.

The only teacher to mention resilience was Alfie's teacher. Resilience can be described as the capacity to cope with adversity that could impact psychological, social and physical well-being and to successfully use resources available to them (Ungar, 2010). The interpretation that each

student places on their circumstances will have an impact on their levels of resilience (Rutter, 1993). So, the students who feel that teachers do not listen to them, like Frankie and Sophie, may have lower levels of resilience, as they feel that there are external barriers preventing them from succeeding. But by supporting the social and emotional development of these students, we can have a positive impact on their academic outcomes, and thus their future trajectory (Dix, Slee, Lawson and Keeves, 2012).

There is growing evidence for the use of Social and Emotional Learning (SEL) programmes within schools which are delivered by school staff. An American meta-analysis showed that students who completed a SEL programme showed significant improvements in their social and emotional behavioural skills, their attitudes within school, as well as a significant improvement in their academic achievement and more positive outcomes in early adulthood (Durlak, Weissberg, Dymnisi, Taylor & Schellinger, 2011). However, evidence for SEL interventions is less robust in the UK and usually relies on the self-evaluation of participants rather than validated outcome measures (Barry, Clarke, Morreale & Field, 2018).

Weare & Grey (2003) suggest that some features of positive emotional well-being include being happy, calm, confident and open. For children at risk of exclusion, they may not manage to achieve this emotional well-being due to difficulties with becoming effective learners, building friendships, efficient problem solving skills, conflict resolution skills and the ability to manage feelings including anger and anxiety (Cole, 2015). These are all skills which require developing and nurturing in schools to ensure that students are mentally healthy and able to participate fully in their schools, socially and academically through fostering effective relationships and being able to access the work (Cole, 2002).

Most of the teachers in this research realised the impact of parenting style on the outcome of students' education and career development (Zahedani, Rezaee, Yazdani, Bagheri & Nabeiei, 2016). CYP whose parents notice their children's talents and guide them towards career paths that are suitable for them are more likely to have successful career outcomes. Sophie's teacher felt that her mother did not provide her with an effective career role model, whilst Sam's teacher was concerned that his mother had disengaged from his learning. Teachers perceived that both Sophie and Sam appeared to have a number of family risk factors that could place them at a disadvantage with both their education and their future careers, including inconsistent discipline, failure to adapt to the developmental needs of CYP and relationships that can appear inconsistent, hostile or rejecting at times (Cole, 2015).

The findings in this section demonstrate the ideas of constructive alternativism (Kelly, 1955), as from information obtained from DIL, teachers were able to gain a better understanding of the

learner the students wanted to be and recognised their perceived current challenges to achieving this. As a result, the teachers appeared enthusiastic to support their students, by considering support to develop their learning, resilience and emotional well-being, to improve their chances of a positive academic outcome.

5.2.5 Research Question 4 - What do Teachers say about how PCP Improves their Understanding of the Child?

The present study was designed to determine whether DIL was an effective tool to improve the understanding that teachers have of students at risk of exclusion, by assessing how the students perceive themselves and their world, their academic career and their future. Enabling all students to have a voice in their academic journey and aspirations is a fundamental practice as stated in the CoP (DfE, DoH, 2014). DIL provides tool a to elicit the views of children as the 'experts' in their own world, and enable further understanding to be generated from their experiences and their constructs through developing an improved understanding of themselves in a collaborative process (Kelly, 1991). As demonstrated in this research, from the information obtained in the task, therapeutic interventions specifically for that student can be generated. The flexibility of this technique makes it ideally suited for most students, including those at risk of exclusion (Moran, 2006b).

From the results obtained by Maxwell (2006), students can be a powerful source of information into the aspects of school life that are important and help meet their needs. The findings from this research demonstrate that teachers found DIL an overwhelmingly positive task, from the confirmation of existing strategies making an impact on students, to information that inspired them to generate new strategies and implement new interventions. This information from DIL helped teachers create new links and connections between information already known, and new information obtained, to alter constructs of the students and their needs (Ravenette, 2008). In this research it was likely that some of these altered constructs were generated through discussion with other members of staff about the students' DIL, as well as directly from the teachers' reflection on DIL (Mertens, 2010).

The findings observed in this study mirror those of the previous studies that have examined the impact of PCP, specifically utilising the concepts of the "Ideal" for eliciting information from students (Green, 2014; Moran, 2001). However, it must be recognised that successfully obtaining the views of students to answer questions relating to their needs requires selection of the most effective tools for each student (Gersch, 1996). This research recognises that DIL may not be an effective tool for all students at risk of exclusion to express their views, and the

information obtained is likely to be depended on factors including their mood, recent events and whether the student has a relationship or feels secure with the adult facilitating DIL.

The unique contribution of this exploratory research was to obtain feedback from teachers about the impact of DIL on their construct of students at risk of exclusion, and how this could be used to inform intervention (Moran, 2006). This was included to ensure the proposed transformative process of this research (Williams & Hanke, 2007). This was based on reports of the value of previous case studies into the impact of sharing the views obtained from students with their teachers and key adults (Green, 2014; Ravenette, 2008).

Several of the teachers felt that the students enjoyed and benefited from the experience of completing DIL. Although detailed information was obtained from each of the students, it is possible that the nature of the task creates a relaxed atmosphere, as the students begin by drawing the learner they would not and would like to be, and are not initially talking about themselves directly (Morgan-Rose, 2015). Through the creation of the Ideal and not Ideal learner the student offers “clues” into their world (Green, 2014). However, the inclusion of the scaling task at the end enables the teachers to recognise how the student perceives themselves and their interactions and relationships with others within the school context (Ravenette, 2008). It appears from the interviews with staff they were able to understand some of the constructs the students held of themselves which helped them to recognise how they might need to adapt their practice to support the student (Ravenette, 2008). For some of the students DIL may be the first time that they have had the opportunity to talk about themselves and their worries in such detail. By creating a tangible end product that could be shared with key people in school and at home, they might have enjoyed the process as they felt listened to and valued (Hardman, 2001).

As previously mentioned, the staff members that participated in the research were all members of the inclusion team or senior leadership team (Heads of House) in the school, so possibly have more of a vested interest in the students as they saw them on a daily basis. Although the inclusion criteria stated that the member of staff had to teach the student at least once per week (or fortnight if the school operated a two week timetable), often they taught the students in smaller groups and so their views may not be reflective of all other teachers. However, all the teachers who participated had shared the students’ DIL with their colleagues, and some were planning on doing lesson observations when the positive impact of specific teachers was highlighted by the students, in order to pass on strategies to other teachers and to create better communication within the school.

In this study DIL was used as a way to gain the views of students already at risk of exclusion due to their behaviour over time. Through discussions with the staff that participated in this research, staff also saw the value in using this tool when teachers noted a change in student behaviour or before behaviour reached a level whereby students were put on report. Although school staff were keen to develop their own worksheets as part of their induction for Year 7 students and as a proactive way to obtain the views of students, a level of training was agreed before they utilised the tool independently. These worksheets were to form a template based on the questions asked during DIL, and designed using the finished product of DIL. A one hour training session was offered to all three schools, with two schools accepting. This was to ensure that the technique was used with integrity and to ensure that the views of students were accepted and not challenged in the drawing stages, and appropriate questioning was used in the scaling element of the work as advised by Moran (2012).

5.2.5.1 Developing this Tool for more Widespread use in Schools

This is small scale piece of case study research and it acknowledges, in line with a social constructionist ontology, that the results do not necessarily capture a reality that is generalisable to how all teachers gain insight into the constructs of students at risk of exclusion or could use this to inform their practice. Rather, this research offers the teachers' perceptions of the importance of the information obtained and how this helped them to better understand their students as individuals and how this understanding can be used to co-construct strategies with students and their colleagues to support students (Mertens, 2010).

One reason for the research having been successful is that when the students participated they were in a perceivably calm state, i.e. nothing had "gone wrong" for them so far that day. In my experience working in schools, teachers are often trying to talk or reason with students once a situation has already escalated, and do not take the time to get to know the students when they are feeling more calm and happy, so that they have clear evidence of students' constructs that can be presented back to them when required. Several of the teachers in this study said that they would be using DIL to reflect back to the students over time, and consider how their views might have changed, thus keeping the student at the centre of their practice.

5.3 Links to the EP Role

As reported in Chapter One, the incidents of exclusions in schools are currently increasing each year. As part of the EP role, it is critical that the views of students are sought and incorporated into school-based interventions with the aim of reducing this number (DfE, DoH, 2014). One of the issues that emerges from these findings is how feasible schools perceive the use of DIL with their students who find it more difficult to share their voice. EPs can often act as an advocate

for students, if they are referred to the Educational Psychology service, however it is important for schools to also equip their staff to obtain the voice of their students, and act as advocates for them, if the students are not, or do not feel, able to do so for themselves (Wearmouth, 2004).

It is hoped that from the current research, the students that participated felt that their voices had been heard, and in turn the teachers felt more empowered to work with and support the students. Listening to the voice of CYP and being able to advocate for them when necessary is a key part of the role of the EP (DfE, 2014). EPs, in their unique role, are able to introduce schools to psychological techniques to access the voice of young people, for example, PCP (Kelly, 1955). Through learning about the students' past, present and their ideal future, strategies and interventions can be implemented to ensure the students have access to opportunities that will enable them to reach their full potential (Farrell, et al, 2006).

While PCP is a tool used by many EPs, this study has demonstrated the potential for a tool to be employed within a school to improve communication and pre-empt potential challenges for a student, or to reignite the teacher's motivation to work with a student (Gillham, 1978). Furthermore, involving school staff with an established relationship and rapport with students can be fundamental in bringing about change (Beaver, 1996). This is especially true for students with MH and SEBD difficulties and are at risk of exclusion, for whom finding a productive way to share their views can be a challenge (Cefai & Cooper, 2010). Although none of the students were formally identified with any MH needs, constructs such as "anger", "anxiety" and "attention-seeking" could indicate that they would benefit from support to manage these needs and to develop their self-esteem.

5.4 Reflections on the Current Research

As previously discussed, the decision was made to exclude students with a diagnosis of ASC from the current research. However, when recruiting participants for the study, it was surprising that many of the students identified as at risk of exclusion from their school had a diagnosis of ASC. It is known that two thirds of excluded students have a diagnosis of SEN (Cole, 2015). However, this highlighted to me that it is important to consider how secondary schools are supporting their students with ASC, to ensure they are not at risk of exclusion due to ineffective management of difficulties associated with ASC.

Despite the enthusiasm of individual teachers it appeared that a lack of time and resources within schools would still be a barrier to students accessing the appropriate support they require in order to make social, emotional and academic progress (Burton, 2006). However, many of the suggestions that students made in their DIL were small changes that require no planning, other than communication, for example, Sophie wanting teachers to check why she was talking in

lessons as she felt that teachers unfairly criticised her for disrupting, when she was trying to understand the learning.

All the students that participated in this research were told that if they did not want to draw they could select a picture provided by the researcher or direct the researcher to draw. All the students were happy to draw their own initial pictures but refrained from contributing any further pictures, despite being given the choice. Students all seemed able to articulate their views, and when there was any uncertainty on the behalf of the researcher, clarification was sought and the product of the session was read to each student for them to check.

5.4.1 Role of the Researcher

Empathetic neutrality was critical in this research, as it was important that students did not feel their behaviour was being criticised and teachers did not feel judged for finding the behaviour or a student challenging, but rather that the researcher was part of their journey into discovering more about the student. Also fundamental was the need for reflexivity (Kelly, 1955) as the purpose of PCP is to gain insights into interpersonal understanding. Through the research, the researcher was aware of the impact of her role in relation to the students and the teachers. Although the students who participated were not personally known to the researcher at the start of them completing DIL, the researcher was aware that they were participating in the research as the school had identified them as being at risk of exclusion. (Moran, 2012). It was important therefore to be aware of possible previous experiences that these students may have had with other adults external to the school, and ensure that the students were comfortable, informed and happy to participate in the research and did not feel that participation was a punishment for their behaviour. With the teachers being aware of shift in roles from EP to researcher, this was a challenge at times for the researcher and it was important to ask questions that may help the teachers consider alternative constructs and subsequent strategies, rather than engage with them in a process of joint problem solving.

5.4.2 Reflexivity

Remaining neutral during the process of interviewing teachers, and the data analysis, was at times challenging. As a result, reflexivity was crucial throughout the research (Willig, 2013). I had to ensure that my own personal views and biases did not impact on the data obtained, and the findings were wholly as a result of my interpretation of the data obtained through the teacher interviews and not the student's DIL (Berger, 2015). During the research it was important to reflect back on my own motivation for developing research in this area and the impact that could have on the data obtained from teachers if I had engaged in a process of co-construction of meaning with them (Lietz, Langer, & Furman, 2006). Therefore, I had to critically engage with

the process of analysis through reflexivity and remain objective through an awareness in my own role of producing knowledge (Braun & Clarke, 2013).

When embarking on this research I hoped that it would provide an agenda for change for both the student and the teacher that participated. Throughout my time as a TEP, I have developed my own style of consultation, drawing on a number of techniques, including solution-focused questioning and Socratic questioning, to facilitate a joint hypothesising process and the co-creation of strategies to support students. As a result, it was crucial that upon meeting the teachers I clarified my role as a researcher to eliminate misconceptions. Teachers were told that my role as a researcher was to explore their views of one specific student at risk of exclusion in the first and second interviews, and in the second interview to also explore their views of DIL as a PCP tool. It was made explicit that the interpretation of student work was the role of the teacher and the colleagues that they shared the work with, in line with the schools data protection policy. In this instance I did not have a role in assisting their interpretation of the student's work. The role of researcher and not practitioner psychologist was easier in two of the schools with whom I did not have a prior relationship with the school or the teachers. The third school I had experience of, but I had not previously met the teacher who participated in the research and I had to maintain professional boundaries to ensure that I did not influence their interpretations (Berger, 2015).

At times, especially in the second interviews, there were key points in the students' DIL, which the teachers did not appear to notice or engage with. Following each interview I made a note of these points and considered how to support teachers' interpretation of DIL in the future, when I provided the training to schools following the completion of the data collection (an example of which can be found in Appendix M) .

A reflexive attitude was kept throughout the research, which was maintained through a reflexive diary, supervision and engagement in professional support groups and peer supervision with my colleagues at university to discuss interpretation of the data and the development of key themes, as well as an awareness of my own limitations at times.

5.4.3 Opportunities for Further Research

Due to the time constraints of a thesis, I was unable to revisit the participating students to ascertain whether the alternative constructs generated by their teacher had been upheld, and whether the research had led to further intervention for the students. None of the students that participated in the study were permanently excluded in the 5 months after the intervention, although one student moved school due to a change in family circumstances and it was not known how he was managing in his new school. It would be interesting to do a more structured

longitudinal approach to this intervention, and interview the students themselves to establish whether they felt participating in the study made a difference to their daily life in school and if so, how.

It was interesting to hear from the teachers that participated in the study that they were going to be using the intervention with their incoming cohort of Year 7 students, initially those highlighted by their primary schools as requiring further support and those who struggle to settle in during the first few weeks at secondary school. I would have liked to have the opportunity to observe exactly how this was being implemented in the schools and whether other teachers felt that it was a helpful technique for them.

It would be interesting to develop ways to adapt this technique for students with visual or auditory impairment. Although much of the information gathering process can be done through discussion, the interpretation would be limited when it came to the drawing of the learner I would like to be and not like to be. Similarly, the scaling element requires the use of the visual scale, so adapting the technique, possibly through the use of Lego or a more flexible medium like modelling clay, would open it up to an even greater population of students (Morgan-Rose, 2015).

5.4.4 Co-formulation of Strategies

A further step for the current research, could be to measure the impact of a collaborative session between the key members of staff, the student and anyone else that it may be necessary to involve, following DIL. During this meeting the key constructs of the students could be further explored and Specific, Measurable, Achievable, Relevant and Timely (SMART) targets be agreed between all members, similar to the format of a PSP meeting. By using the current study as a way of information gathering prior to the PSP process, the voice of the child could be heard more clearly and staff would have a chance to reflect on these views in advance, thus making the PSP a more efficient and purposeful process.

5.4.5 Limitations of the Current Research

Although the study has successfully demonstrated that PCP, specifically DIL, can be effective in obtaining novel information about students at risk of exclusion to enable constructive alternativism (Kelly, 1955), it has certain limitations. One of the limitations that as a researcher was most difficult was that I did not have the opportunity to meet with the students prior to them completing the Ideal Learner task. This would have impacted on the therapeutic alliance that was created between the researcher and the students. However, it is not possible to predict how the results would have been different, had the students been given the opportunity to

familiarise themselves with the researcher. During the DIL task students accepted the researcher as a stranger and appeared happy to talk and spend time completing the task - perhaps this could have been due to the transparency of the study and explaining what the goals of the research were.

One of the questions that came about through the literature review, was whether assigning bipolar constructs was too limiting, and might limit the information provided by students. There is a risk that the use of a structured task (for example, DIL), could have restricted the themes discussed by the students, and it is important to note that there may have been other things that they wanted to discuss but did not have the opportunity to do so within the scope of this research.

A further limitation of this research was the small sample size, therefore the findings cannot be generalised. However, the purpose was to ascertain whether this technique was one that challenged the constructs that the teacher held about their students, and whether this could lead to intervention to reduce the risk of exclusion for that student. The technique will elicit differing responses from every student due to their own needs, experiences and culture.

An additional limitation of this study was that the findings were not triangulated with parent views to ensure the research was systemic in nature (Gillham, 1978). Although several of the teachers felt that talking to the students' parents would be helpful, they had not had the opportunity to do this in the time between the two interviews and it was not clear whether they were able to do so after the second interview.

One of the students that participated in the research (John) was currently attending a PRU for respite in between the first and second teacher interviews. Consequently, there was no opportunity for the participating teacher to meet with John before the second interview. Sam was also on a part time timetable, as a result *"there's not been much impact in a week"* (Sam2/119). From other students like Frankie, having the feedback of their experiences of using DIL, was helpful for the teacher to see the benefits of the technique in action.

Thematic Analysis was conducted for this research in line with the guidelines to ensure integrity and empathetic neutrality (Braun & Clarke, 2006). Further consideration was taken throughout the research to ensure that criteria to ensure reliability and validity were upheld (Morrow, 2005; Patton, 2002). Although, the researcher made every attempt to remain unbiased, including through the use of a reflexive diary, data, by its social constructionist nature, is subject to interpretation and this may impact on the findings and results of the study.

It is unfortunate that the study did not include a longitudinal element tracking the behaviour and progress of these students during their next academic year. It would have been interesting to ascertain whether the teachers felt as positive about their role in supporting the students, and whether the students were able to work towards their goals, the following year.

5.4.6 Strengths of the Current Research

One strength of this research was the inclusion of the teachers as participants taking an active role in the analysis of the data obtained from the students. Had the researcher analysed the data and then fed the analysis back to the teachers, it is likely that some of the richness of the data would be lost. Furthermore, by giving the teachers a week to reflect on the data, the process of constructive alternativism (Kelly, 1955) was not influenced by the researcher.

By giving teachers a week to reflect on the work, this gave them an opportunity to consider ways that they could act upon the information obtained from the students, and check with colleagues to gain further information. For example John's teacher deciding that she would observe the lessons that were working well for John and share techniques and strategies with other colleagues in the week she was given to reflect on his DIL.

I chose to initially engage with the Thematic Analysis of the data by hand, to allow for full immersion in the data and for the themes to be extracted in a more naturalistic manner. I then used the data analysis software, NVIVO, to enable me to group the data according to the themes generated and develop project and mind maps of the key themes generated from the data.

Many of the teachers reflected that the work the students had completed would serve as a way to monitor progress of the student moving towards the Ideal Learner over time (Moran, 2001). Therefore, the tangible nature of the completed DIL could serve as a voice for the student to reflect upon over time (Hardman, 2001). Finally, the research took place in a naturalistic setting for the student, their school, in a room they had all used previously (Maxwell, 2006). It is hoped that this allowed the students to relax, as they knew where the adults they knew could be found if they needed a break.

5.5 Concluding Remarks

This exploratory study set out to determine whether teachers in secondary schools felt that DIL was a useful PCP tool for obtaining relevant information about students at risk of exclusion. The transformative potential of DIL was demonstrated as teachers' constructs of the students were altered through insights they obtained. As a result interventions and management solutions were proposed to support the students, which were grounded in the information obtained from students. Research to date has found a link between MH difficulties, behavioural difficulties,

SEN and poor outcomes for students including exclusion (Gutman, Brown, Akerman, and Obolenskaya, 2010), and the long-term risks for students excluded from school (Cole, 2015; Daniels et. al., 2003, Ford et al, 2018).

While the current study found that overwhelmingly the teachers interviewed felt that they would use DIL again, due to the effectiveness of the information obtained, these findings cannot be extrapolated to all students at risk of exclusion. The current study employed a small sample size, and subsequently caution must be applied. The use of PCP can be limited by the participants' (both students and teachers) inclination and motivation to participate, thus the result is not necessarily transferable to all. However, the research is indicative that PCP, specifically DIL, can be used as part of a transformative process (Williams & Hanke, 2007). Furthermore, although the specific findings of this research are not transferrable, the technique is transferable to other students at risk of exclusion (Maxwell, 2006, Thomas, 2011b).

The relevance of PCP, specifically DIL, to elicit the views of students at risk of exclusion is clearly supported by the current findings. A key factor in the students' school experience was their relationships with staff, as well as students, and by learning the teaching qualities that the students value, and teachers recognising the positive qualities of students, a more mutually respectful relationship can be established, despite the power imbalance (Pomeroy, 1999). PCP offers a differentiated approach to hearing the voice of students at risk of exclusion (Burton, 2006).

This work contributes to existing research into the use of PCP for students for whom self-expression may at times be difficult, by providing evidence directly from DIL which the students completed. When this information was shared with teachers, the teachers were able to generate appropriate interventions which were determined by the information obtained from students' DIL (Beaver, 1996). By allowing the teachers to reflect on the students' DIL and determine what they felt would be beneficial for the student, they are engaging directly with the problem-solving process and therefore would be more likely to suggest interventions which they could ensure would be underway in a timely manner (Hardman, 2001). However, the enthusiasm of teachers is likely to be impacted by the non-teaching time they have available for direct work with students (Burton, 2006). For example, Sophie's teacher felt that it was important to spend time with her discussing and developing her aspirations, but was aware that this could take more time than would be available to her.

This study serves to highlight the importance of understanding individual constructs about a student at risk of exclusion, thus revealing why they may present with certain behaviours, and the transformative potential this information has for teachers and students. This research

demonstrates that DIL has the potential to enable teachers to understand their students better and consequently adapt the learning environment to suit their needs and provide additional support to meet needs that may previously been unrecognised. If students feel supported and included in school, and are able to work with teachers to create a productive learning environment, then it is more likely that students will flourish and achieve in schools and exclusion can be prevented.

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Appendices

Appendix A – Literature Search

Appendix A1 – Initial Literature Search

The search engine EBSCO was used to access the following databases: Academic Search complete, Child Development & Adolescent studies, ERIC, PsychINFO, PsychARTICLES and Education Search complete. For the inclusion and exclusion criteria of each search, see Table A1-1.

In Searches One and Two I have chosen to exclude studies where the participants have a diagnosis of ASC. This decision was made, as the in the current research CYP with a diagnosis of ASC have not been included, as these students' experiences are explored to a lesser extent in the literature to date. The effectiveness of PCP for CYP with ASC has been established Moran (1996b). Research using the Ideal Self (Moran, 2001) and adaptations of this PCP tool have been critically analysed in Search Three. A summary of the three searches is shown in Figure A1-1.

The first search, conducted on 27/10/2017, was to obtain literature where PCP has been used to elicit the voice of students at risk of exclusion from school. From this search, using the search terms "Personal Construct Theory" OR "Personal Construct Psychology" OR "PCP" AND "teenagers" OR "adolescents" OR "young adults" OR "teens" OR "youth" OR Students OR Students AND exclusion OR Suspended, 92 articles were generated. Of these 92 articles 89 were excluded as they did not fit the inclusion criteria or they included participants with a diagnosis of ASC.

The second search, conducted on 27/10/2017 was generated to establish the link between the use of PCP within schools to elicit the voice of students that are less commonly sought or heard. From this search using the search terms "Personal Construct Theory" OR "Personal Construct Psychology" AND "children" OR "adolescents" OR "youth" or "child" OR "teenager" OR "teens" OR "young people" AND "school" NOT "autism" OR "ASD" OR "autism spectrum disorder" OR "ASC". From this search, 21 articles were generated with six being relevant to the current research.

The final search was conducted by hand to review the origins of the specific tool adapted for this research, and to review previous adaptations and how this research could contribute to the current literature available. Table A1-1 includes the restrictions imposed within each of the searches.

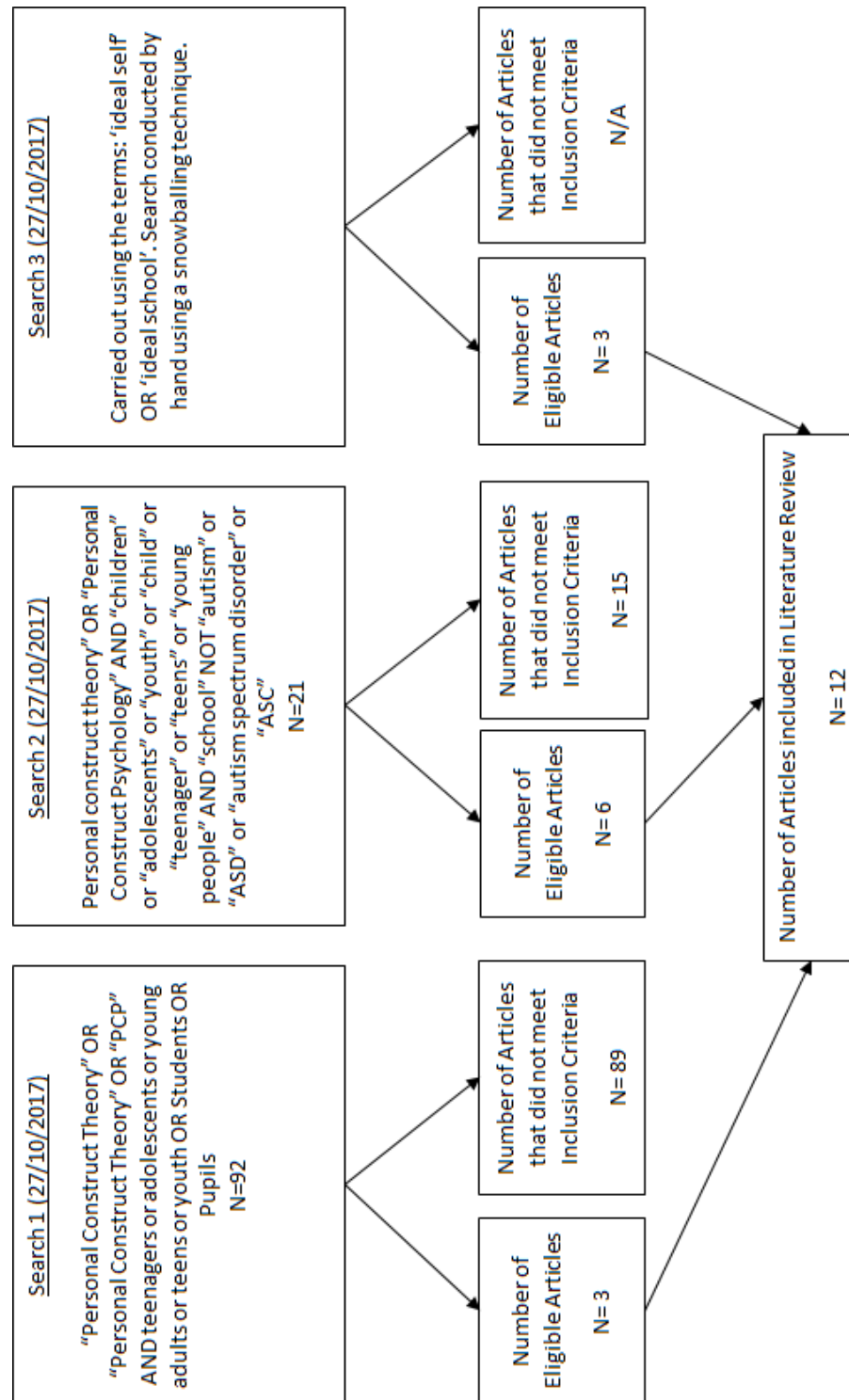


Figure A1-1 - Map of the Literature Review

Appendix A2 – The First Literature Search

The first search was generated to establish whether there was a specific link between the use of Personal Construct Psychology for children and young people at risk of exclusion from school. The search terms used were “Personal Construct Theory” OR “Personal Construct Psychology” OR “PCP” AND “teenagers” OR “adolescents” OR “young adults” OR “teens” OR “youth” OR Students OR Students AND exclusion OR suspended. From this search 92 articles were generated, but three were selected for use in the literature review. Due to the inclusion criteria, articles that were excluded from this used a population of CYP with a previous diagnosis of ASC, Articles in which participants had a diagnosis of ASC/Autism or did not include participants at risk of exclusion or already permanently excluded from schools. A further article was obtained through snowballing. The generalisability of much published research on this issue is problematic due to the challenges of accessing students at risk of exclusion in schools, and often small sample sizes. The summary of Search One is shown in Table A2-1.

Table A2-1 - Summary Table of Search One

Author	Summary	Findings	Critique
Burton (2006)	Group intervention delivered in Secondary school with students currently at risk of exclusion. School based co-worker assisted in the delivery of the intervention.	Took quantitative measures from teachers. Improvements recognised by both students and staff immediately following the intervention, and were maintained seven months after the intervention ceased. Effectiveness of intervention depends on the facilitator of the group and their rapport with students.	Small sample size. Does not contain a parental element. There is no indication in the study whether behavioural changes seen in the students continued to be upheld over time.
Hardman (2001)	Eight week intervention with one	Questionnaire used to gain positive views of	Single case study design.

Author	Summary	Findings	Critique
	<p>Year 10 student at risk of exclusion.</p> <p>Individual work with the student as “researcher” to explore his own worldview.</p>	<p>the student and what works well, which was then summarised and disseminated to all staff.</p> <p>Staff perceptions of Daniel’s views were not sought and it is unclear how the changes made by Daniel were fed back to staff.</p> <p>Daniel was still in school 4 months post intervention.</p>	<p>Although the results of the intervention was feedback to school staff and parents, their views are not shared in the study.</p>
Pomeroy (1999)	<p>In depth semi-structured interviews with 33 young people all permanently excluded from school and attending Behaviour Support Service Centres.</p>	<p>Highlights the importance of student voice in decisions</p> <p>Views of student-teacher relationships were predominantly negative.</p> <p>Students felt it was important for their teachers to listen to them and for their views to be valued.</p> <p>Students recognise the need for teachers to</p>	<p>Self-selection may account for an over representation of female participants.</p> <p>The findings of this research were not able to lead to change for the participants as they had already been excluded.</p> <p>The experiences, both positive and</p>

Author	Summary	Findings	Critique
		control student behaviour fairly and educate all.	negative of students at risk of exclusion will be unique and cannot be generalised to all.

Appendix A3 – The Second Literature Search

The second search, conducted on 27/10/2017 was generated to establish the link between the use of Personal Construct Psychology within schools to elicit the voice of students that are less commonly sought or heard. From this search using the search terms “Personal construct theory” OR “Personal Construct Psychology” AND “children” or “adolescents” or “youth” or “child” or “teenager” or “teens” or “young people” AND “school” NOT “autism” or “ASD” or “autism spectrum disorder” or “ASC”. From this search 21 articles were generated. Once duplicates from the previous search were removed, and articles that did not meet the search criteria were excluded, six articles remained. The summary of Search Two is shown in Table A3-1.

Table A3-1 - Summary Table of Search Two

Author	Summary	Findings	Critique
Thomas (2011b)	The use of PCP tools to elicit the constructs of 59 adolescents attending a SILC. Students interviewed individually and 4 different PCP tools and techniques were used to elicit their constructs.	All the participants were able to elicit construct about themselves 47% were able to offer views of how others might see them. PCP can be used as an effective method to elicit the views of adolescents with cognitive and verbal learning disabilities.	It is unclear if participants attended the same SILC. There is no evidence of how the constructs obtained were used, rather the focus is on how many constructs were elicited and the complexity of the language used.
Ravenette (2008)	Using a Personal Construct framework for intervention with a 15 year old boy presenting with problems to teachers, care staff	Looking at opposing descriptions can help elicit constructs through the language people use.	Single case study design. The study was within a residential unit, rather than a

Author	Summary	Findings	Critique
	and others in a residential setting.	By questioning one's sense of reality through shared understanding we can begin the process of exploring alternative constructs which may eventually lead to constructive alternativism to recognise and support the needs of young people.	mainstream school environment.
Truneckova & Viney (2012)	School counselling using a PCP framework for students in secondary school with SEMH.	The methodology focuses on four propositions and four strategies which enable a client-centred approach to counselling.	The effectiveness of the counsellor and the willingness of the student to develop a cooperative relationship may make this approach difficult to generalise.
Wearmouth (2004)	Talking Stones used as a way to seek the view of ten Year 10 students. A technique to promote self-advocacy in disaffected students.	One of the students selected stones which he used to describe himself, teachers and his work. The student was able to describe why he selected each stone, his reasons for each selection offered	It is unclear why the constructs of only one of the students was discussed in depth. The outcomes of the intervention were not overtly shared.

Author	Summary	Findings	Critique
	Students are presented with stones of varying size, colour and texture and are asked to select stones that represent themselves and other key people in their lives.	insights into his self-esteem, relationships and academic progress through projection techniques.	
Maxwell (2006)	Case study design to seek the views of 13 junior school aged children with SEN about school.	PCP offers a non-directive way of seeking the views of children. Drawing can offer a way for students with SEN to share their views and provides a tool for further conversation and exploration.	Case study design with 13 students so the results may not be generalizable.
Maxwell (2015)	Use of drawing to elicit the constructs of primary school aged children.	Larger scale research with one entire year group enabled common themes to be drawn.	The drawings were analysed by the researcher and thus there is scope for misinterpretation of the meaning placed on the pictures by the children.

Appendix A4 – The Third Literature Search

The summary of Search Three is shown in Table A4-1.

Table A4-1 - Summary Table for Search Three

Author	Summary	Findings	Critique
Green (2014)	<p>The Ideal Learner, a case study design with a student at a school for students with moderate and complex learning difficulties.</p> <p>This student presented with attachment disorder following abuse and trauma and epilepsy.</p>	<p>The student completed the task over a number of sessions.</p> <p>The tool was able to bring about a shift in constructs of staff relating to the student and the development of tools for long term support.</p>	<p>Some of the information which was most meaningful was obtained after completing the task, using the task to decipher the possible meaning behind subsequent behaviour.</p> <p>The interpretation was continued overtime allowing for a richer picture of the student to be created.</p>
Morgan-Rose (2014) (Doctoral Research)	Building the Ideal Classroom out of Lego.	<p>Used to elicit the views of children in a nurture group, within a school for students with learning difficulties.</p> <p>Participants responded to the construction activity and utilised it to describe their classrooms.</p>	<p>This research did not share the student's work with their teachers to discuss the practicalities of their suggestions.</p> <p>The research did not include the scaling element and thus may be considered reductionist.</p>
Williams and Hanke (2007)	The Ideal School used for children aged 6-14 with ASC.	Students were able to express their views of their Ideal School	There is a risk of subjective interpretation.

Author	Summary	Findings	Critique
	This technique was used to elicit the construct of students to inform ways that mainstream schools could better support them, and to inform the possible development of a school specifically for students with ASC.	through drawing, writing and talking. Themes were interpreted which included environmental concerns, ethos and policies and adult roles and relationships within a school.	It was not clear what, if any, differences were made from students of a primary school age, compared to those of secondary school age.

Appendix B – Questions from the Ideal Self (Adapted by Green, 2014 from Moran, 2012)

The students were asked to do a quick sketch of their perception of “The Learner I would not like to be”. They were then asked each of these questions in turn (as listed in Table B-1). Their responses were transcribed verbatim around their sketch in their clear view of the student.

The procedure was then be repeated. However, the secondtime students were asked to sketch and answer the questions relating to “The Learner I would like to be”.

Table B-1 - List of Questions to Investigate the Students’ Constructs

Construct	Questions Used to Investigate the Construct
Person	What are they like? How would you describe them?
School Bag	What would it look like? What would be in it?
Book	What books would they read?
Teachers	What would they say about them? How would they describe this person?
Spare Time	What would they do in their spare time?
Friends	What would their friends say about them?
Family	What is their family like?
In Class	What would they be doing in class?
History	How did they get to be like this sort of learner? Were they always like this?
Future	What will they do when they leave school?

After completing both sketches and questions, they were asked to complete a short scaling exercise. The student’s drawings of “The Learner I would not like to be” and “The Learner I would like to be” representing either end of the scale.

They were asked to rate where they see themselves on the scale: now, in Year 3; on their best day; on a bad day; and where they would like to be. They were also asked to identify their own strengths that help them learn on their best day, and how their teachers help them learn best.

Appendix C – Semi- Structured Interview schedule for Teachers

Interview 1 – Before the “Drawing the Ideal Learner”

Warm up activities:

1. Tell me a little bit about X as a learner
2. How do you think other teachers/support staff perceive X as a learner?
3. What do you think that X would say about how he/she is perceived in school?
4. What do you think is important to X in the future?
5. What do you feel has contributed to X having been excluded from school previously?
6. What do you think makes them behave in that way?
7. How do you feel about having X in your lessons?
7. Have you had a student previously that reminded you of X? Tell me about them.
8. When X is focused in class, what do you feel helps to facilitate this?

(Show the students work at this stage)

Interview 2 – Questions following “Drawing the Ideal Learner” and 1 week to reflect.

1. Did you find the use of “Drawing the Ideal Learner helpful?” If so, how?
2. Did you gain any new insights following the explanation of X’s “Drawing the Ideal Learner”?
3. Do you feel that you now understand X better as a learner? If so, how?
4. How do you think about X with regard to their aspirations? Do you know what their aspirations are?
5. This particular technique to gather the views of students is called Personal Construct Psychology. Do you think the use of Personal Construct Psychology has affected your practice with the young person (positive, negative, relationship, outcomes)?
6. Has this particular approach had an impact on the way that you reflect on your own practice?
7. Have you learned anything about X that you feel it would be helpful to share with your colleagues?
8. Would you consider using this approach yourself to gain the views of other children in the future?

Appendix D – Consent Forms & Information

Appendix D1 – Consent for Schools

Dear (Head Teacher)

My name is Rebecca Connelly and I am a second year Trainee Educational Psychologist working within the Local Authority Educational Psychology team.

As part of my Doctoral Training I am required to do a research project for my thesis. The aim of my research project is to help children at risk of exclusion tell their views, with the aim of providing teachers with new information from the child's perspective.

The Education Welfare Officers have identified a number of children that attend your school who would fit the criteria to participate in this study. I would like to obtain your consent to carry out part of this research project in your school.

The research will involve a one hour session with the child and then two thirty minute interviews with a teacher who knows the child well. I will need to work with the children first, and the two teacher interviews will be one week apart.

Once the research is over, I hope that this will offer you a new insight into the child. I would also be happy to come and offer staff training on the method I am using to elicit the views of students, if you feel it would be beneficial to you.

Members of the school are not obliged to take part in this study. The school, students and teachers are all free to withdraw at any time. Should any party choose to withdraw from the study they may do so without disadvantage and without any obligation to give a reason. Should anyone withdraw, the researcher reserves the right to use anonymised data in the write-up of the study and any further analysis that may be conducted by the researcher.

I would be very grateful if we could arrange a time to meet in person, or over the phone, to discuss this further and I can answer any questions that you may have.

Thank you very much for your time

Rebecca Connelly

.....

I give consent for the above research to be carried out in my school
..... (name of school).

I understand that the identified student(s) will participate in a one hour session with Rebecca Connelly. Following this, one of their teachers will participate in two, thirty minute interviews with Rebecca.

Signed.....Head Teacher

Date.....

Appendix D2 – Parental Consent Form

Dear X,

My name is Rebecca Connelly. I am a Trainee Educational Psychologist at the University of East London, I am writing to you to invite your son/daughter to take part in an exciting research project as part of my Doctorate thesis in Educational and Child Psychology. The head teacher at the school has given permission for this research to be conducted in the school.

I believe in the importance of recognising the voices of children and young people with regard to their education. Through this study I hope to help teachers understand the views and aspirations of children that have previously received a fixed term exclusion from school, in order to support their learning in the future.

I will be asking your child to complete a short drawing and talking task, which will last approximately one hour. During this task, they will be asked to draw and discuss some of their views about school and how they see themselves as a learner. I will then share this with a teacher who knows your child and ask them to consider your child's views.

If you have any further questions. Please feel free to contact me on rebecca.connelly@surreycc.gov.uk or 01372 833588, or my supervisor, Janet Rowley, on J.E.Rowley@uel.ac.uk.

Please be aware that I will also be explaining the study and seeking consent from your child before they participate in the study. They will also be made aware that they can withdraw from the study at any stage if they wish to, with no consequences to them. Should they withdraw, the researcher reserves the right to use their anonymised data in the write-up of the study and any further analysis that may be conducted by the researcher.

Please complete the form below if you have understood the information above and give your permission for your child to take part.

Thank you.

.....

Igive permission for my child to participate in Rebecca Connelly's research.

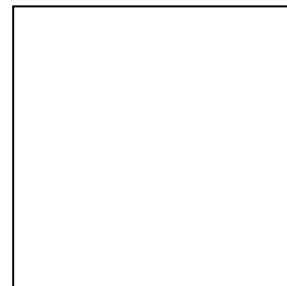
I understand that my child will be asked to complete a task at school, lasting approximately one hour, which will then be shared with one of their teachers.

Signed.....Relationship to child.....Date.....

Appendix D3 – Information for Children

To be read to the children by a parent and/or familiar adult at school before they participate, and again, by the researcher at the beginning of the study.

Hi!



My name is Rebecca. This is my photograph.

I am a Trainee Educational Psychologist. Part of my job is listening to young people and what is important to them.

As part of a project I am going to be working with some children in schools in this area and I would like to invite you to take part.

We will only need to work together for about an hour. I would like to know from you what you think makes a good learner and also what might make it more difficult for some people to learn. I will ask you to do two quick drawings and then talk to me about them afterwards. We will then think about what and who helps you in school.

Next, I am going to show your drawings to one of your teachers, to help them get to know you better and think about how you can best work together at school. This will help them to think about how you learn best, what helps you to learn and what you do not find helpful.

I can come and meet you at school before we work together, if you would like meet me or you have any worries. You can also bring an adult from school into the session with you, if you would like to.

If you have any questions or you would like to meet me you can contact me, or ask an adult to do it for you, on

It is your choice to take part or not. If you decide that you would like to do it, and change your mind, that is also fine. You will just need to tell me when I see you or contact me to let me know.

If you decide not to do this, or if you change your mind nobody will be cross with you and you will not get in trouble.

Thank you!



Appendix D4 – Child Informed Consent Form

Thank you for coming today to help with my research. Before we start, please can you tick each statement to say that you agree them. Please ask if there is anything that is not clear.

1. I have read or an adult has read to me the information sheet and I understand what it said
2. Any questions I have were answered and I am happy with the reply
3. I understand I can stop for a break at any time
4. I know that if I want to ask any more questions after today I can call Rebecca about them.
5. I understand that if I change my mind later, I can call Rebecca and let her know.
6. I understand that other people might see my work, but, except for my teacher, nobody will be able to trace anything I have said back to me.

Iam happy to take part in the research.

Signed..... Date

Appendix D5 – Teacher Information

UNIVERSITY OF EAST LONDON

School of Psychology

Stratford Campus

Water Lane

London E15 4LZ

The Principal Investigator

Contact Details: Email u1529175@uel.ac.uk and Telephone number: 01372 833588

Consent to Participate in a Research Study

The purpose of this letter is to provide you with the information that you need to consider in deciding whether to participate in a research study. The study is being conducted as part of my Professional Doctorate in Educational and Child Psychology at the University of East London.

Project Description

The aim of the current research is to explore your views about how to best support the learning of students at risk of exclusion.

You will be asked to participate in two interviews, each lasting 30-45 minutes, one week apart, at a time suitable for you. During these interviews you will be asked to consider the identified student's approach to learning in school and how you perceive them as a learner.

Prior to the first interview I will spend some time with the student identified to gather their views of themselves as a learner using a technique called Personal Construct Psychology. This will be shared with you at the end of the first interview, for you to take away and reflect upon in the week before the second interview.

The purpose of the research is to consider how we obtain the voice of students at risk of exclusion, and ascertain whether the method used in this research is helpful for you to understand the views the student has of themselves as a learner and their future aspirations.

Confidentiality of the Data

To protect your anonymity, you will not be identified by name or from any other information in the final thesis. Each of the interviews will be audio recorded. Recordings of the interviews will be kept in a locked cabinet and transcripts will be stored on a password-protected computer system. Original recordings of interviews will be destroyed once the research viva and any amendments have been completed, and anonymised transcripts will be kept for further analysis.

Location

The Research will take place at your place of work (School)

Disclaimer

You are not obliged to take part in this study. You are free to withdraw at any time. Should you choose to withdraw from the study you may do so without disadvantage to yourself and without any obligation to give a reason. Should you withdraw, the researcher reserves the right to use your anonymised data in the write-up of the study and any further analysis that may be conducted by the researcher.

Please feel free to ask me any questions. If you are happy to continue you will be asked to sign a consent form prior to your participation. Please retain this invitation letter for reference.

If you have any questions or concerns about how the study has been conducted, please contact the study's supervisor [Janet Rowley, School of Psychology, University of East London, Water Lane, London E15 4LZ. J.E.Rowley@uel.ac.uk]

Thank you in anticipation.

Yours sincerely,

Rebecca Connelly

January 2017

Appendix D6 – Teacher Consent

UNIVERSITY OF EAST LONDON

Consent to participate in a research study

I have read the information sheet relating to the above research study and have been given a copy to keep. The nature and purposes of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what is being proposed and the procedures in which I will be involved have been explained to me.

I understand that my involvement in this study, and particular data from this research, will remain strictly confidential. Only the researcher(s) involved in the study will have access to identifying data. It has been explained to me what will happen once the research study has been completed.

I hereby freely and fully consent to participate in the study which has been fully explained to me. Having given this consent I understand that I have the right to withdraw from the study at any time without disadvantage to myself and without being obliged to give any reason. I also understand that should I withdraw, the researcher reserves the right to use my anonymous data in the write-up of the study and in any further analysis that may be conducted by the researcher].

Participant's Name (BLOCK CAPITALS)

.....

Participant's Signature

.....

Researcher's Name (BLOCK CAPITALS)

.....

Researcher's Signature

.....

Date:

Appendix E – Debriefing Sheets

Appendix E1 – Debrief for Students

Thank you for participating in my research study. I am very grateful for the time that you have given me and for your honesty in this process.

If you would like to contact me with any concerns or questions following our session today, please feel free to contact me, or my supervisor using the details below.

Rebecca Connelly – rebecca.connelly@surreycc.gov.uk or 01372 833588

Janet Rowley (Supervisor) – J.E.Rowley@uel.ac.uk.

Please also find below the websites of a number organisations that might be useful.

Thank you again

Rebecca



<https://www.actionforchildren.org.uk/>

<https://www.nspcc.org.uk/>

<https://childline.org.uk/>

http://www.youngminds.org.uk/for_children_young_people

Appendix E2 – Debrief for Teachers

Thank you for participating in my research study. I am very grateful for the time that you have given me and for your honesty in this process.

If you would like to contact me with any concerns or questions following our session today, please feel free to contact me, or my supervisor using the details below.

Rebecca Connelly – rebecca.connelly@surreycc.gov.uk or 01372 833588

Janet Rowley (Supervisor) – J.E.Rowley@uel.ac.uk.

Thank you again

Rebecca

<http://drawingtheidealsself.co.uk/drawingtheidealsself/Downloads.html>

Appendix F – Mind Maps of Themes Generated from Interviews

Appendix F1 – Themes Generated from the First Interview with Alfie's Teacher

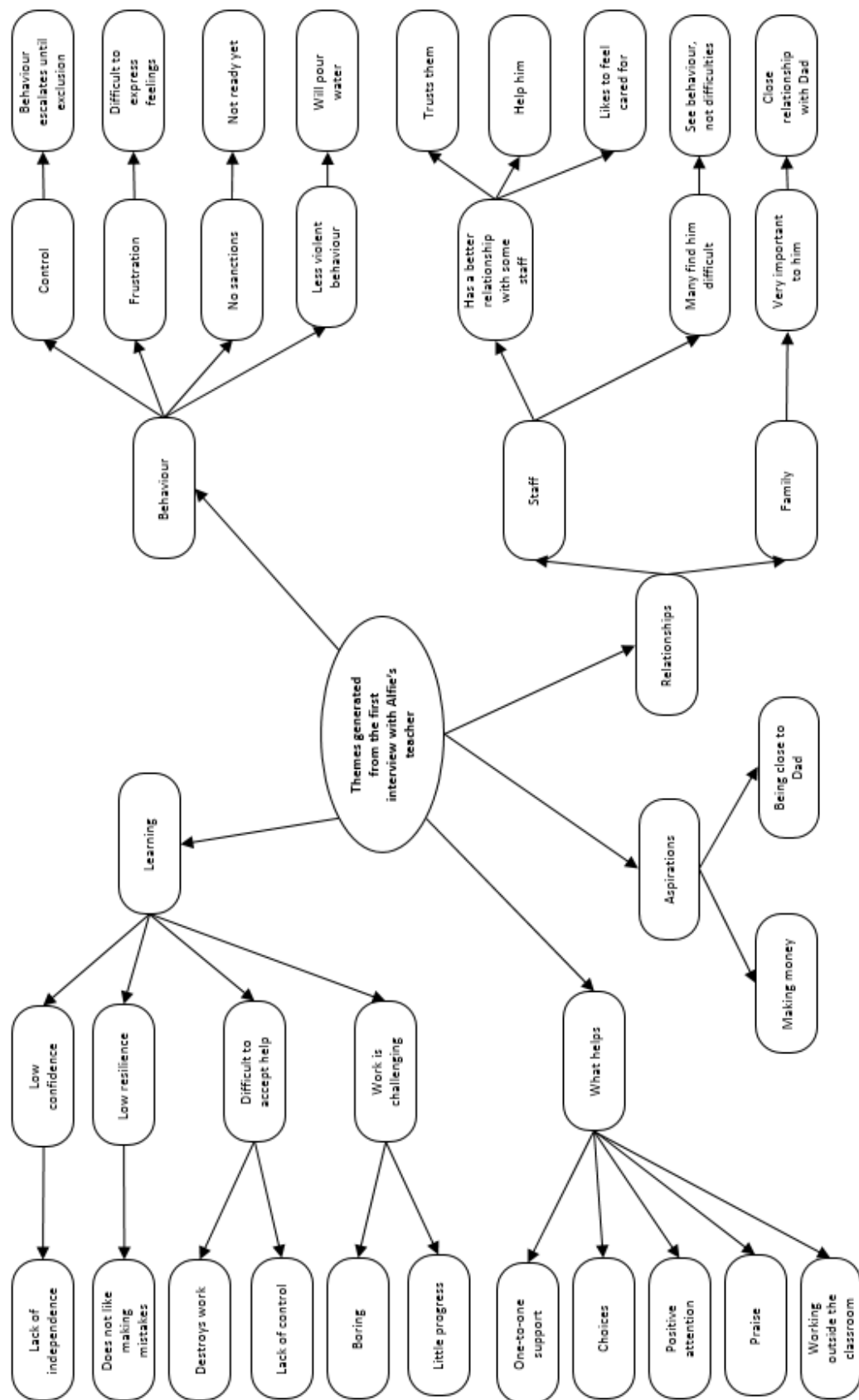


Figure F1-1 - Themes Generated from Alfie's Teacher's First Interview

Appendix F2 – Themes Generated from the Second Interview with Alfie's Teacher

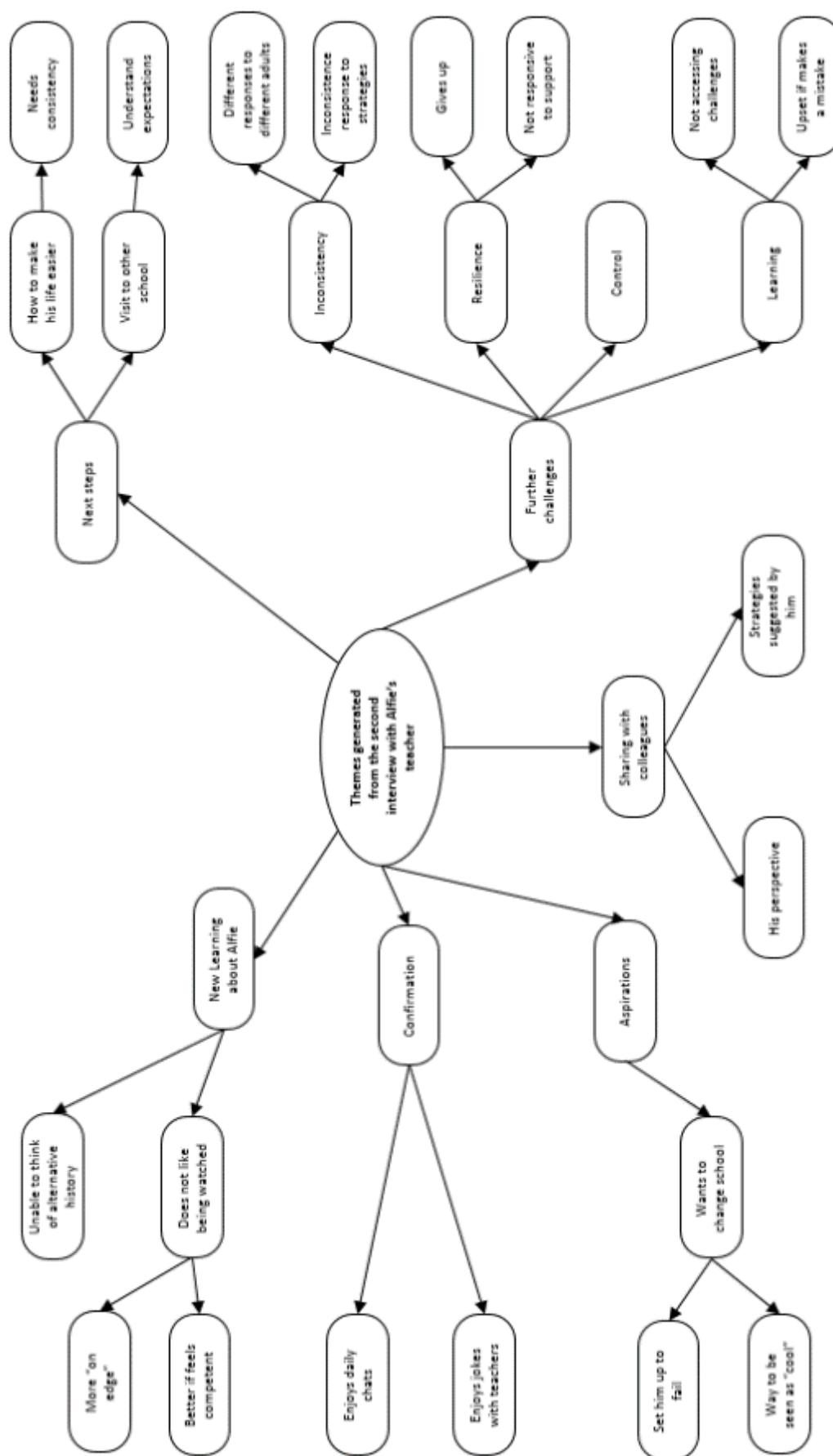


Figure F2-1 - Themes Generated from Alfie's Teacher's Second Interview

Appendix F3 – Themes Generated from the First Interview with Frankie's Teacher

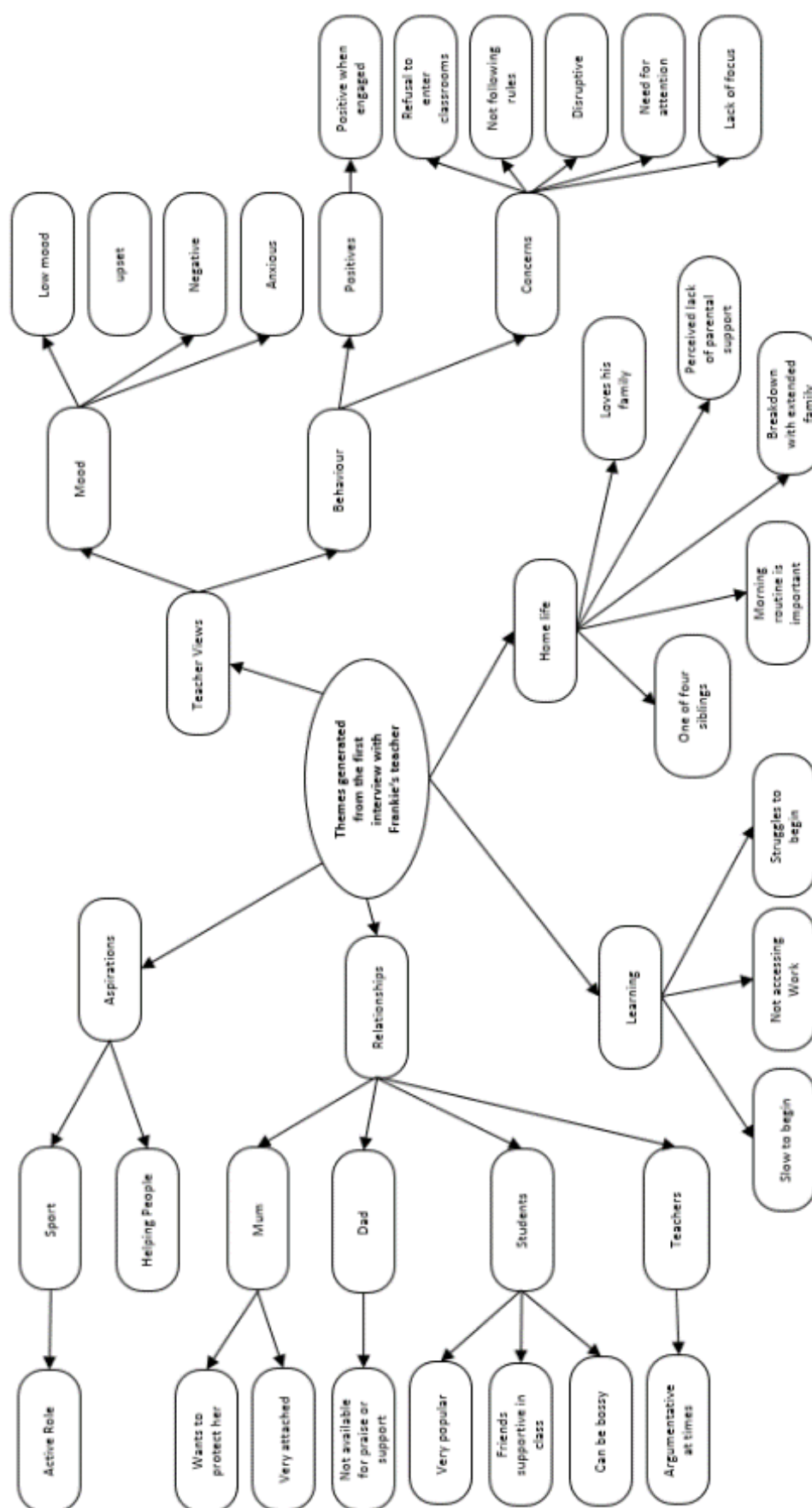


Figure F3-1 - Themes Generated from Frankie's Teacher's First Interview

Appendix F4 – Themes Generated from the Second Interview with Frankie's Teacher

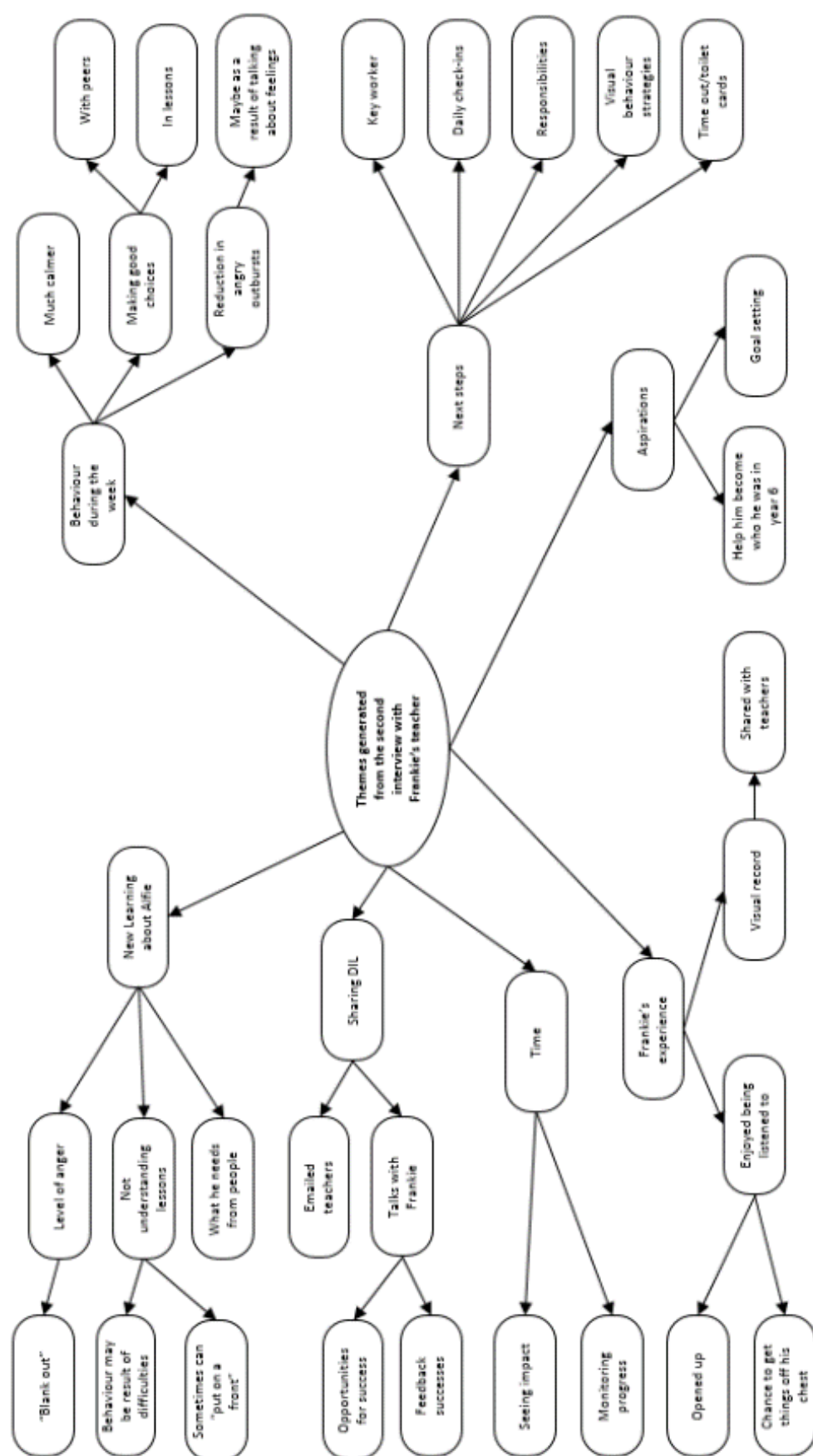


Figure F4-1 - Themes Generated from Frankie's Teacher's Second Interview

Appendix F5 – Themes Generated from the First Interview with John's Teacher

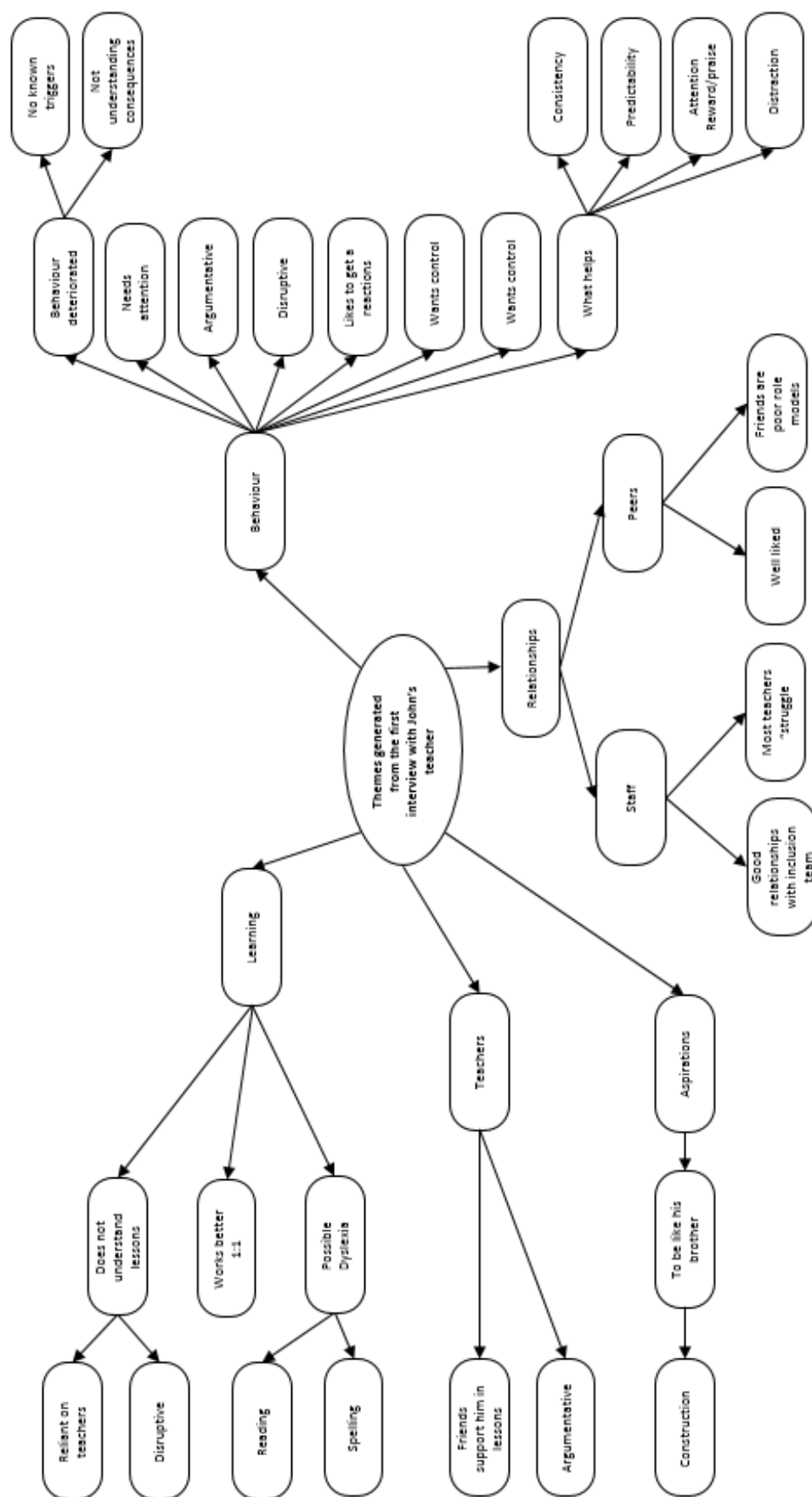


Figure F5-1 - Themes Generated from John's Teacher's First Interview

Appendix F6 – Themes Generated from the Second Interview with John's Teacher

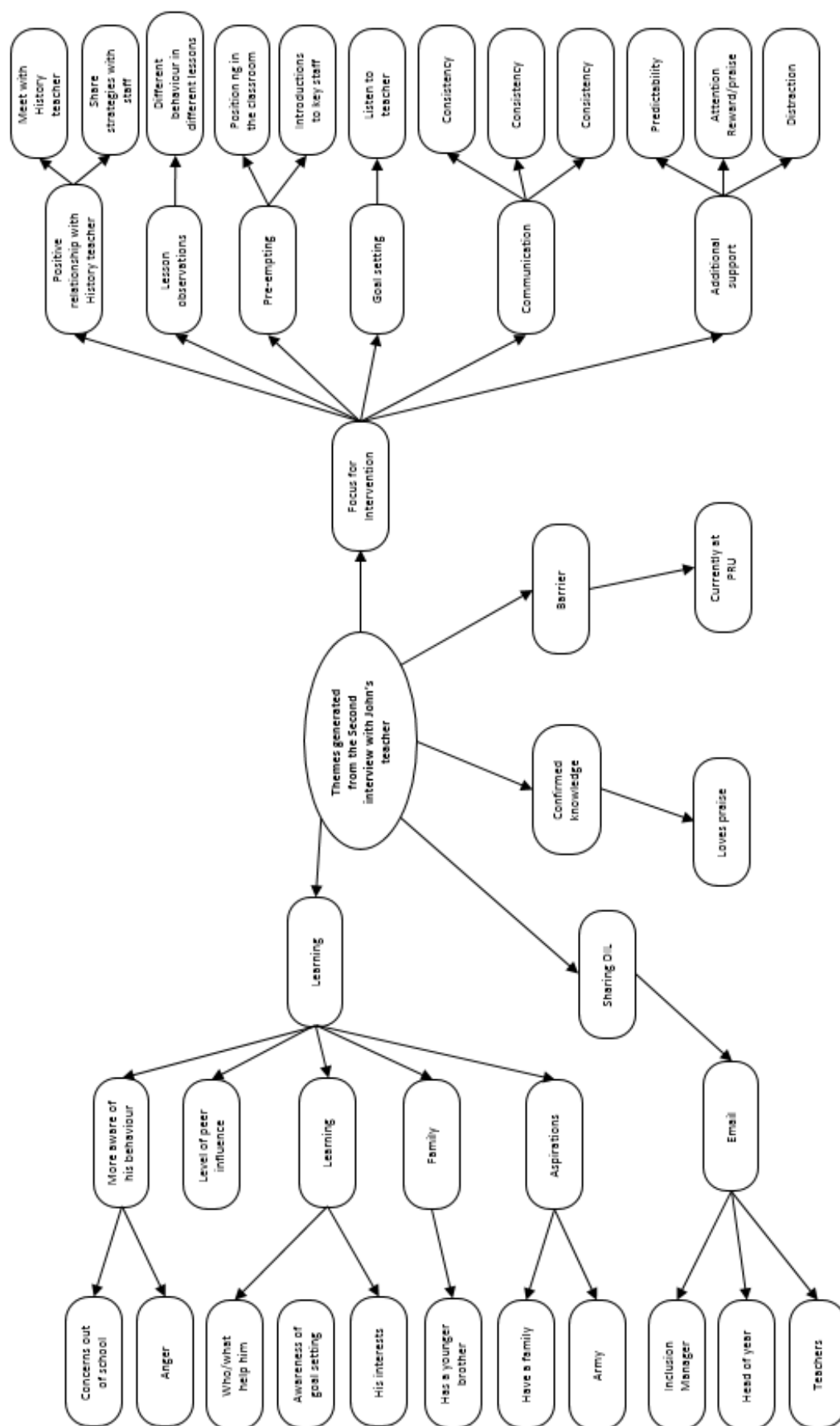


Figure F6-1 - Themes Generated from John's Teacher's Second Interview

Appendix F7 – Themes Generated from the First Interview with Sam's Teacher

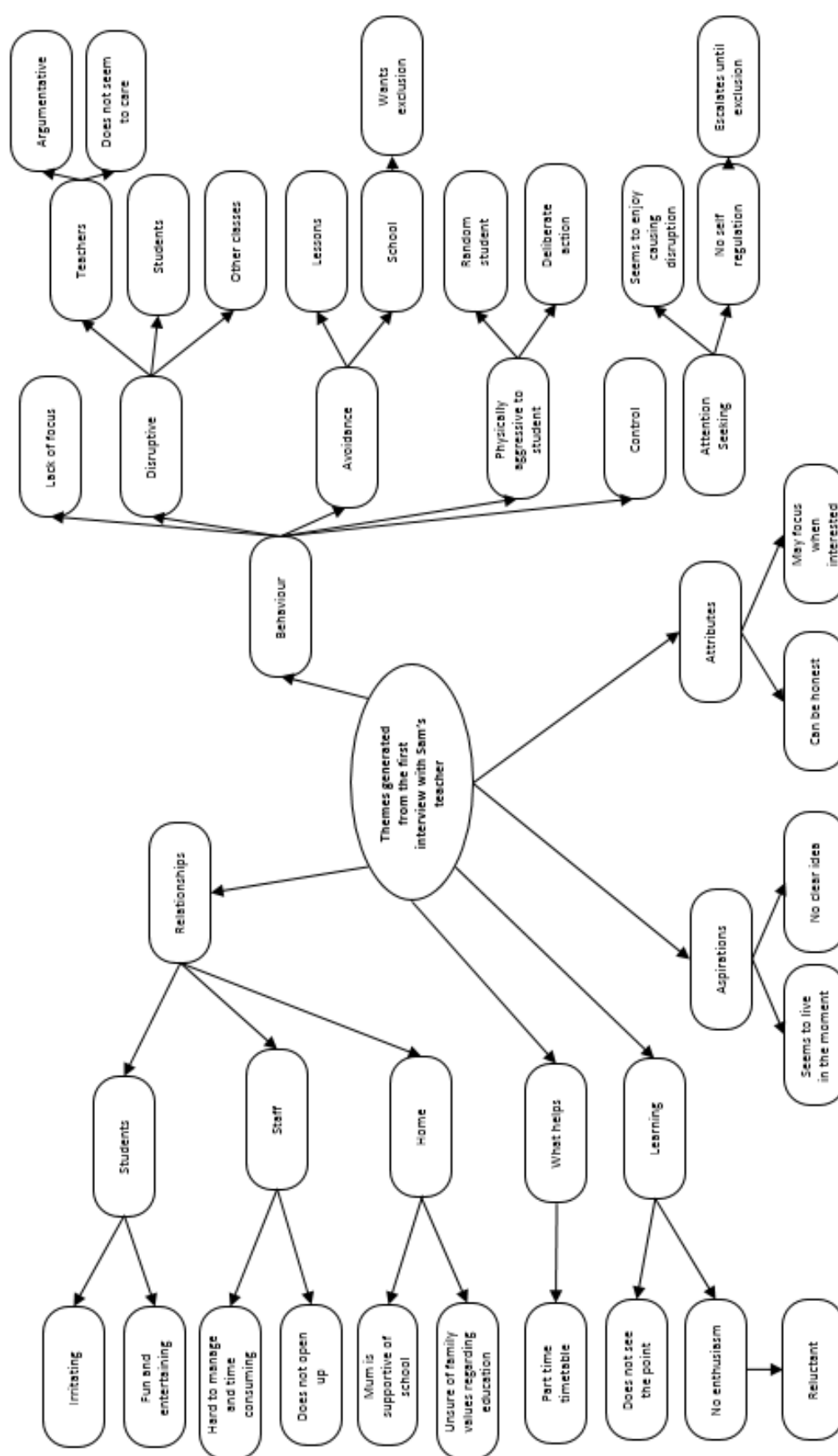


Figure F7-1 - Themes Generated from Sam's Teacher's First Interview

Appendix F8 – Themes Generated from the Second Interview with Sam's Teacher

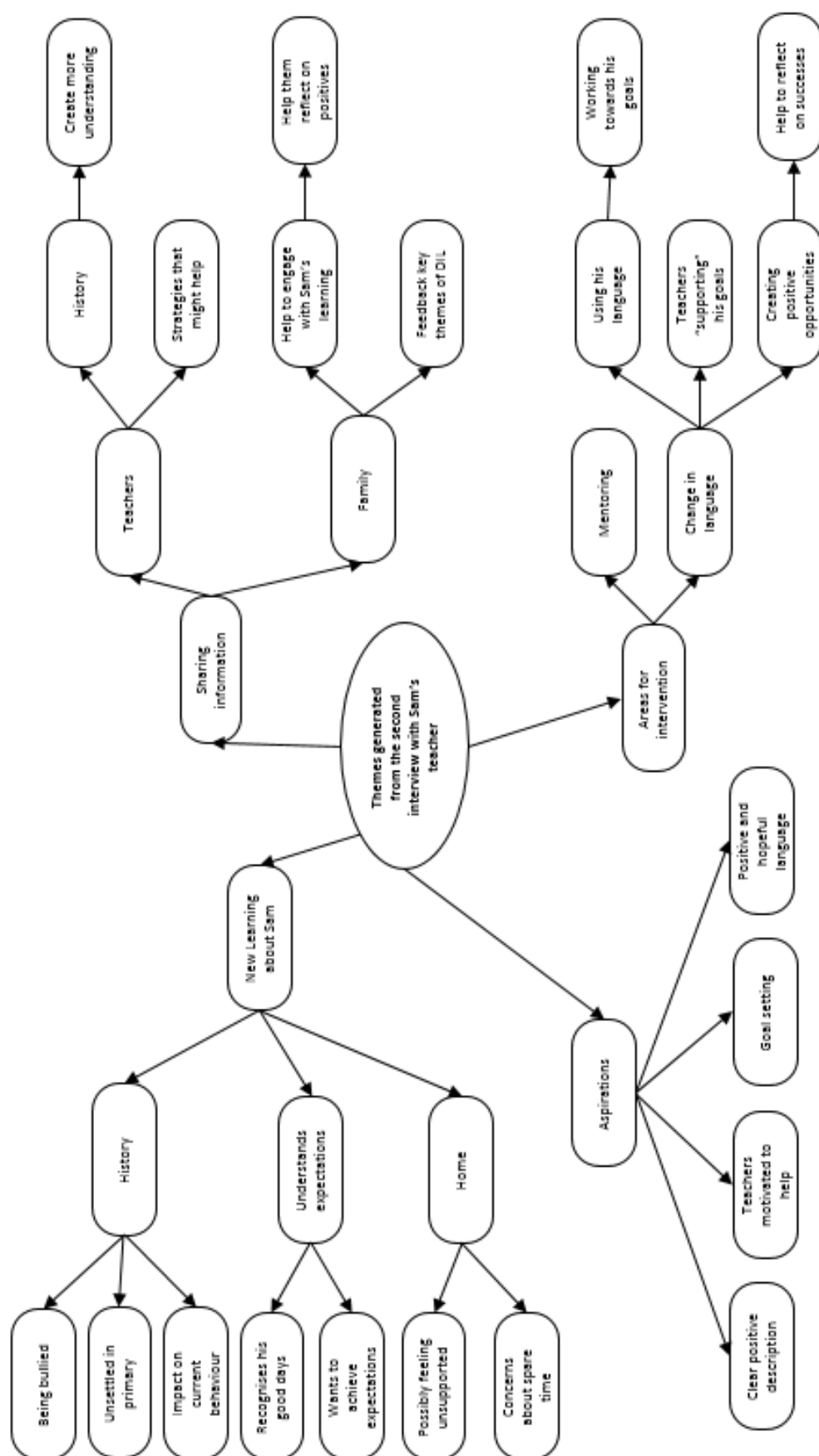


Figure F8-1 - Themes Generated from Sam's Teacher's Second Interview

Appendix F9 – Themes Generated from the First Interview with Sophie's Teacher

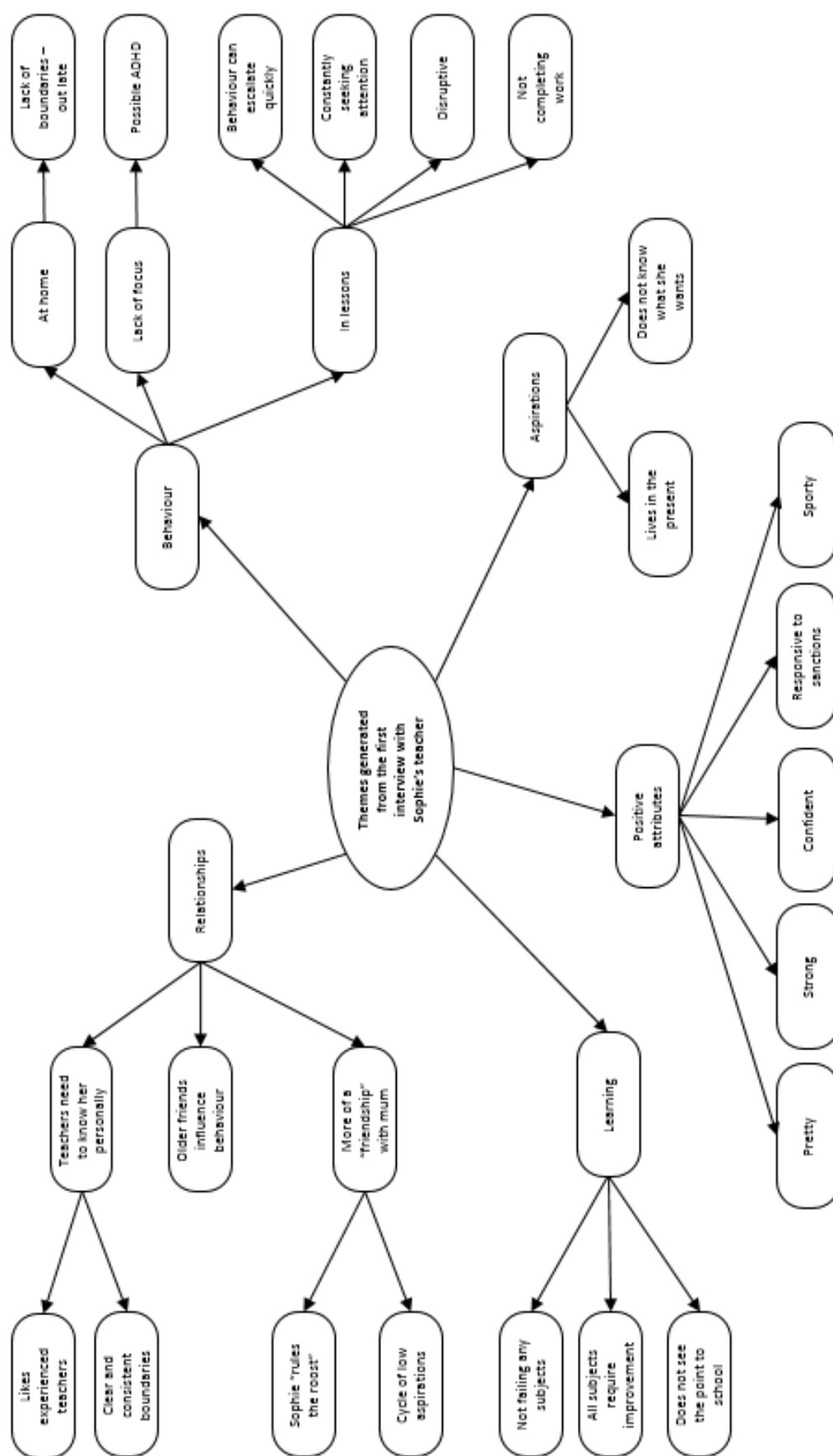


Figure F9-1 - Themes Generated from Sophie's Teacher's First Interview

Appendix F10 – Themes Generated from the Second Interview with Sophie's Teacher

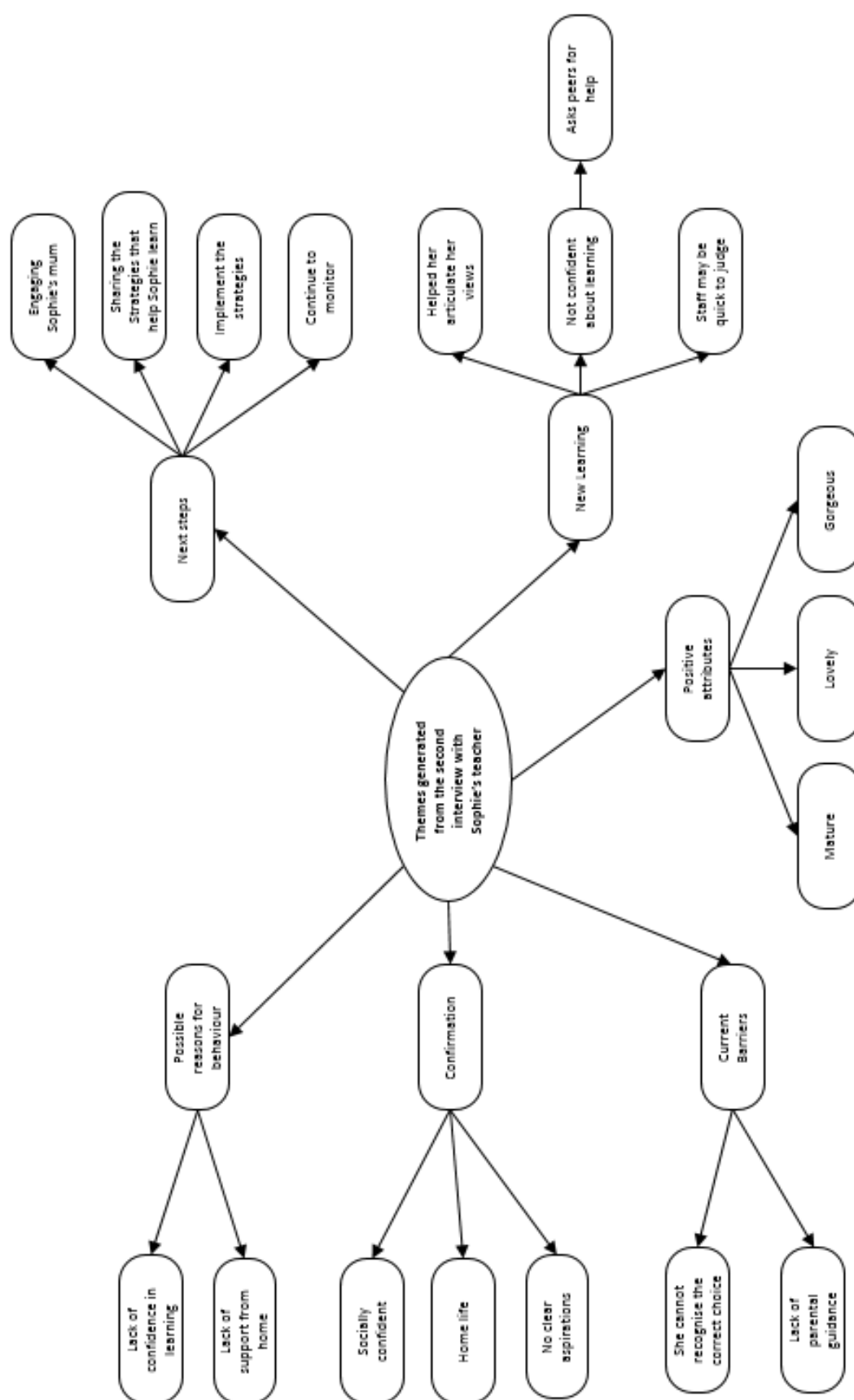


Figure F10-1 - Themes Generated from Sophie's Teacher's Second Interview

Appendix G – Summary of Behaviours Discussed by Teachers during each of their First Interviews

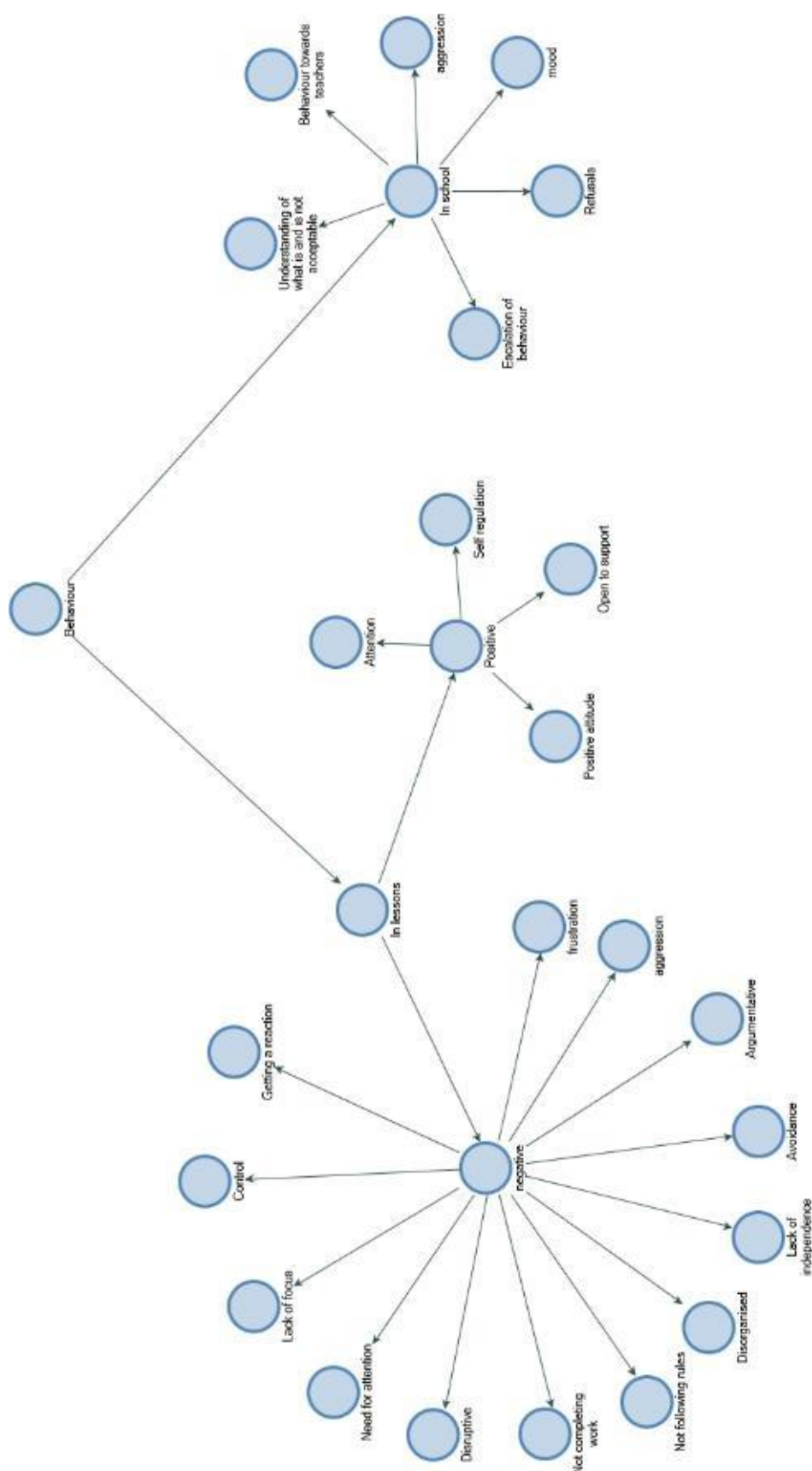


Figure G-1 - Behaviours Discussed by Teachers during First Interview

Appendix H – Teacher perceptions of Students’ Barriers to Learning as Discussed by Teachers during each of their First Interviews

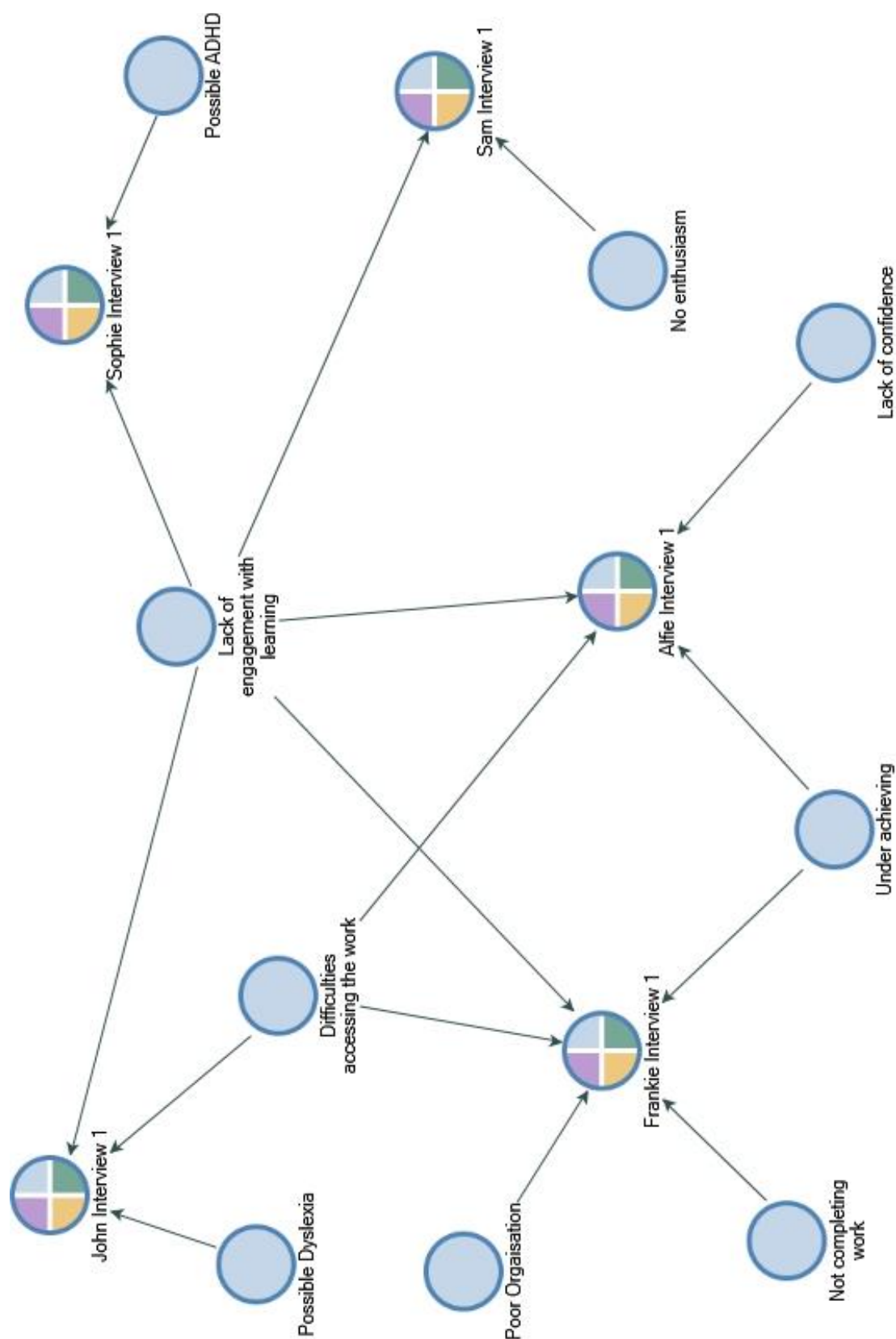


Figure H-1 - Teachers’ Perceptions of Students’ Barriers to Learning during First Interview

Appendix I – Teacher Perceptions of Student’s Aspirations

Appendix I1 – Teacher perceptions of Students’ Aspirations as Discussed by Teachers during each of their First Interviews

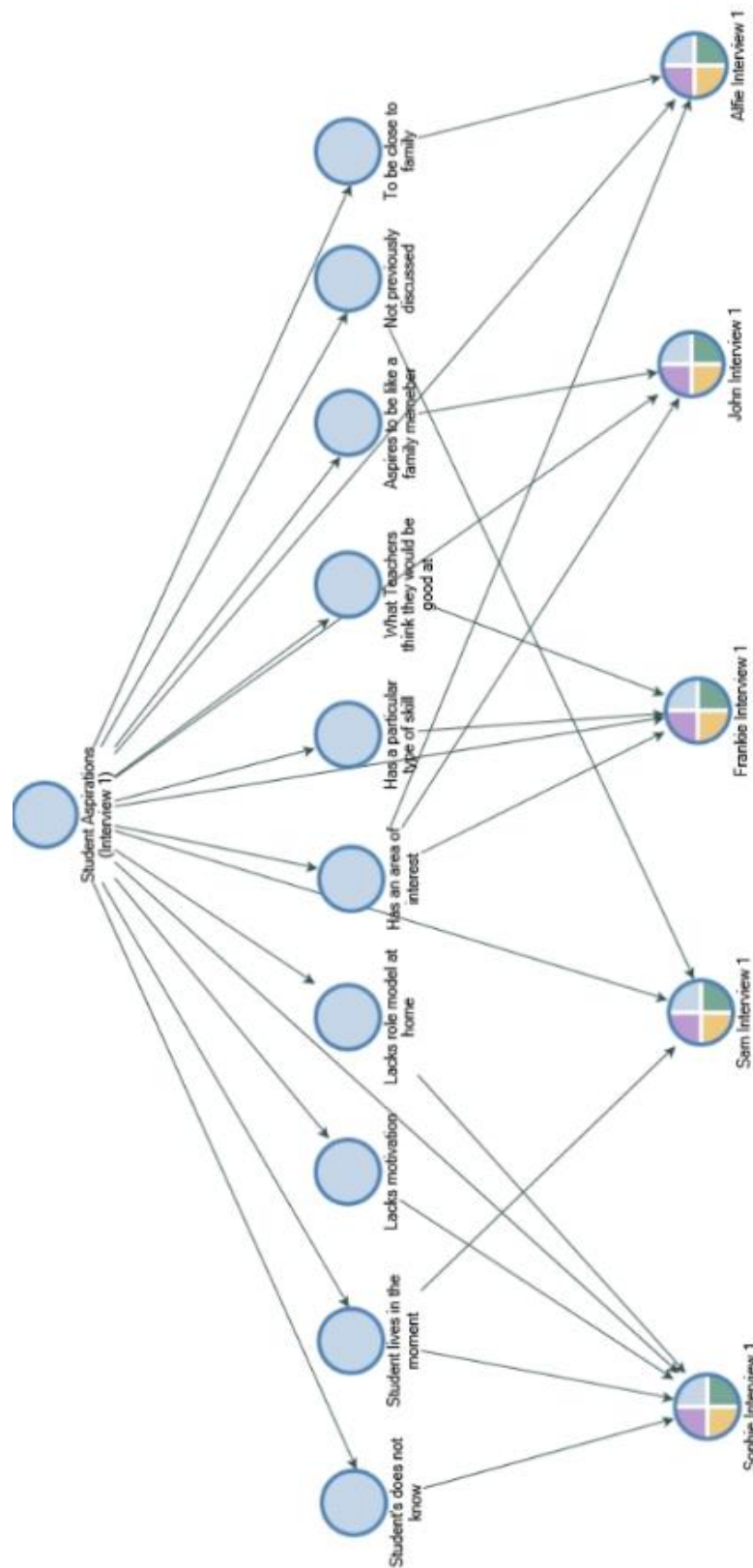


Figure I1-1 - Teachers’ Perceptions of Students’ Aspirations during First Interviews

Appendix I2 – Teacher perceptions of Students’ Aspirations as Discussed by Teachers during each of their Second Interviews

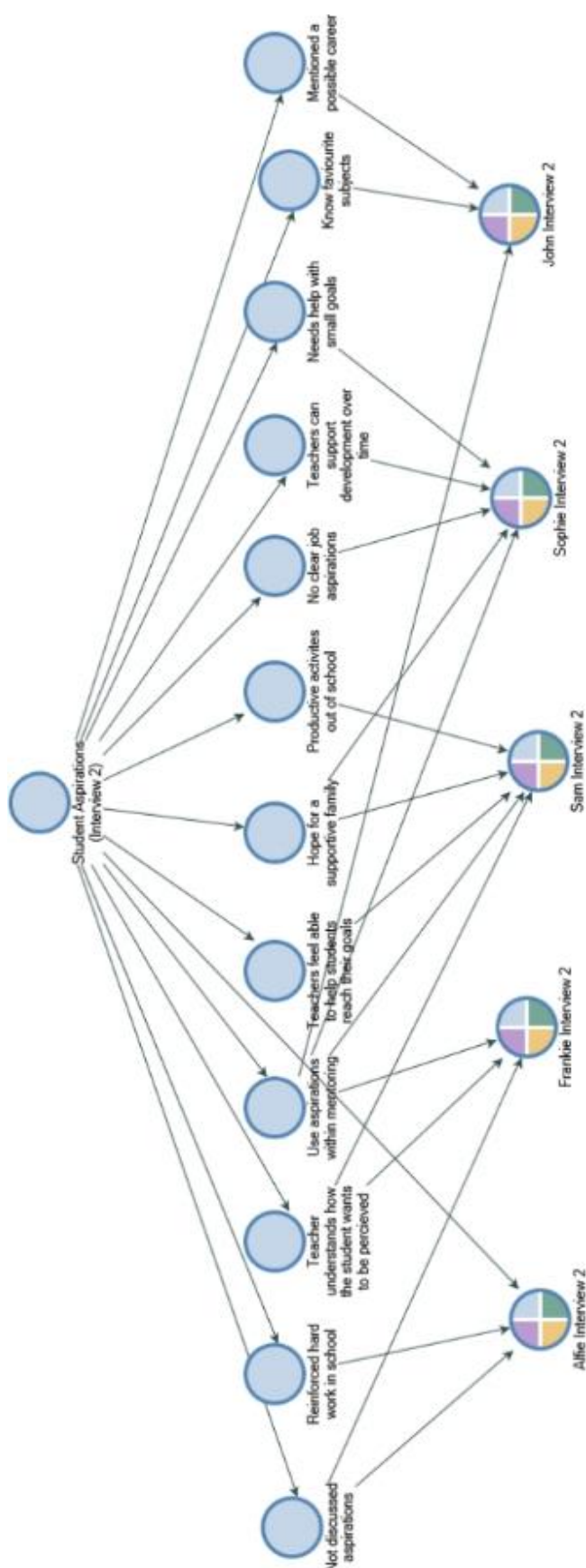


Figure I2-1 - Teachers’ Perceptions of Students’ Aspirations during Second Interviews

Appendix J – Teacher Views on Appropriate Next Steps as Discussed during each of their Second Interviews

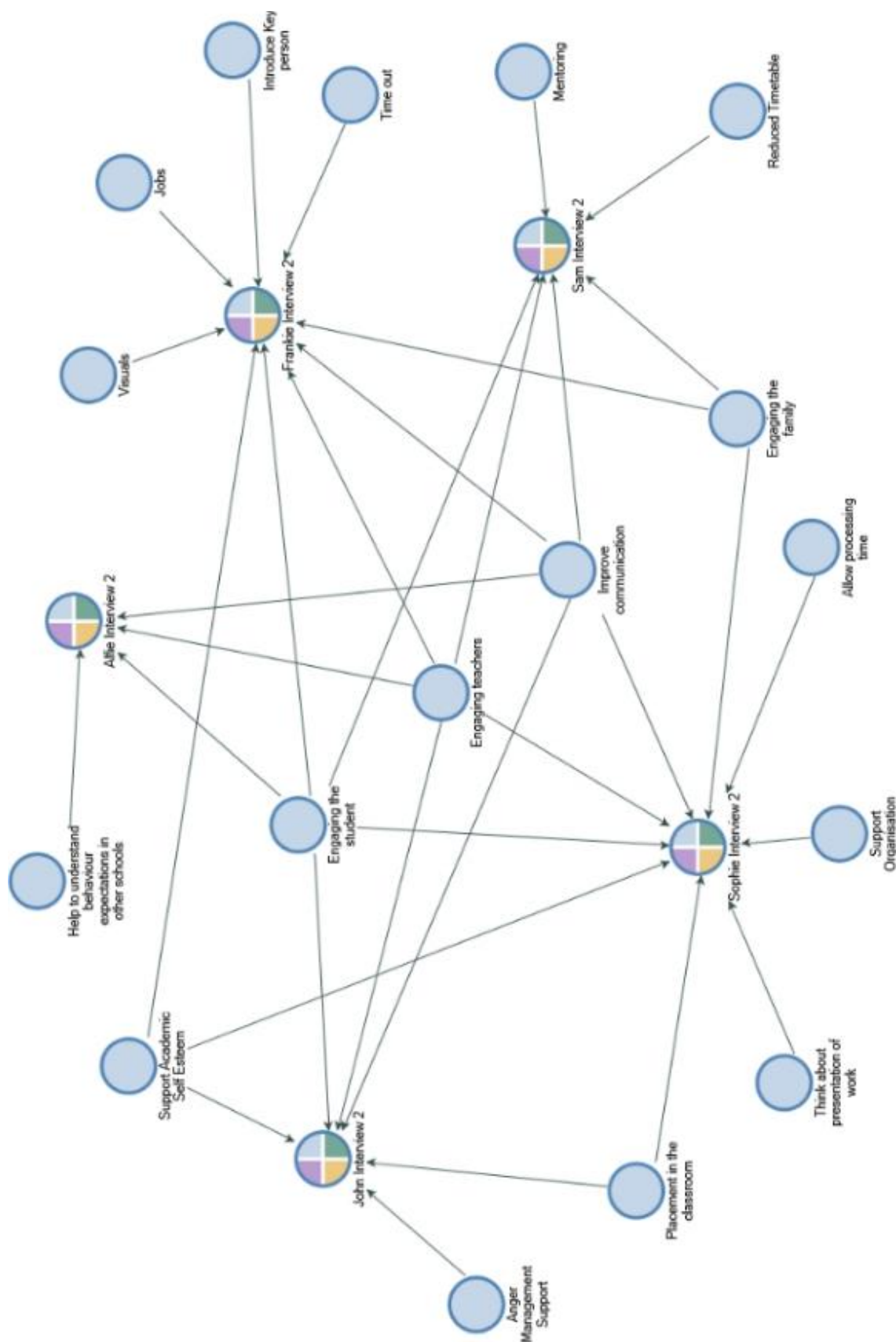


Figure J-1 - Teachers' Views on Appropriate Next Steps

Appendix K – Changes in Construct

Appendix K1 – The Changes in Constructs Elicited from Alfie's Teachers between Interview 1 and Interview 2

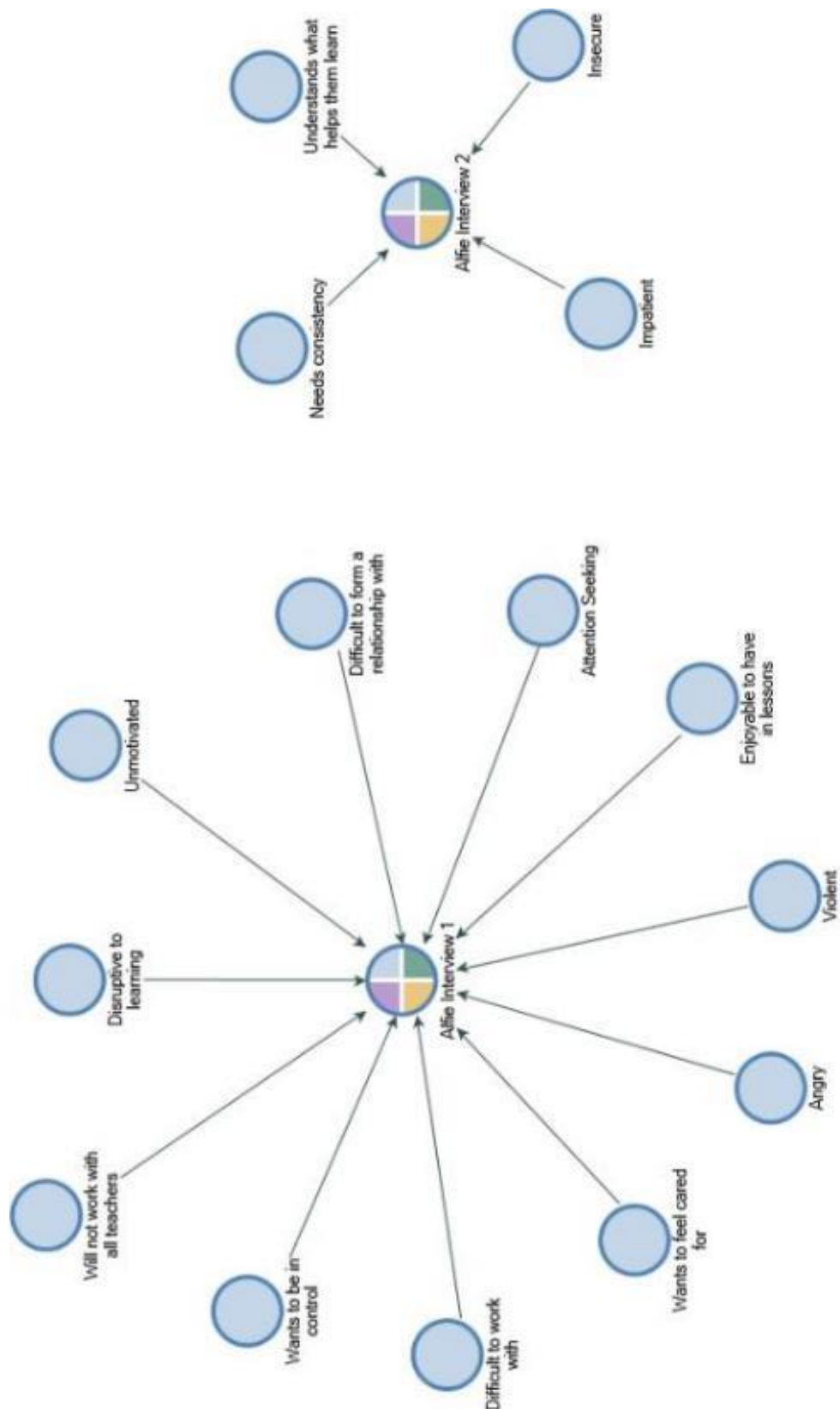


Figure K1-1 - Changes in Construct Elicited from Alfie's Teacher

Appendix K2 – The Changes in Constructs Elicited from Frankie’s Teachers between Interview 1 and Interview 2

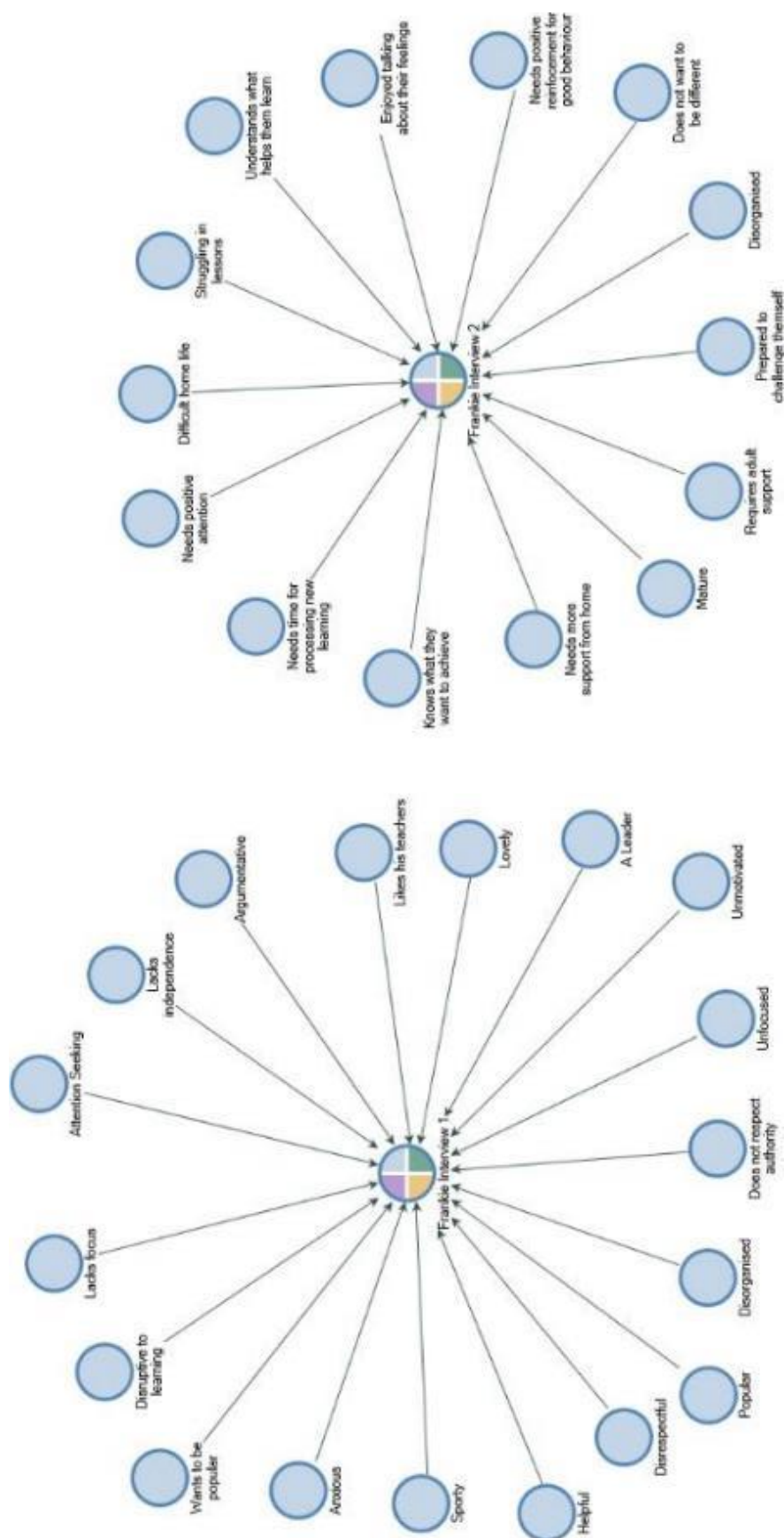


Figure K2-1 - Changes in Construct Elicited from Frankie’s Teacher

Appendix K3 – The Changes in Constructs Elicited from John’s Teachers between Interview 1 and Interview 2

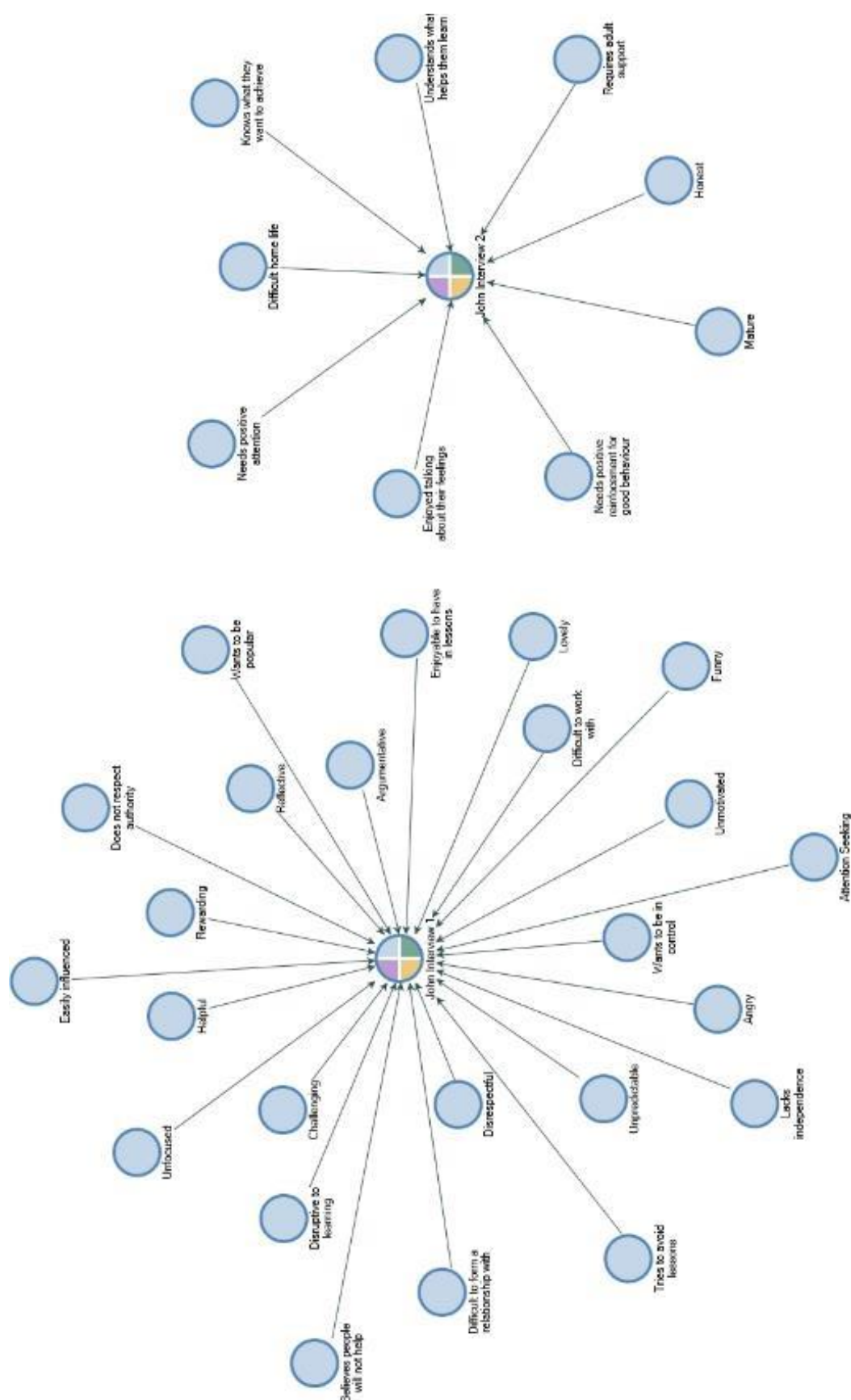


Figure K3-1 - Changes in Construct Elicited from John’s Teacher

Appendix K4 – The Changes in Constructs Elicited from Sam’s Teachers between Interview 1 and Interview 2

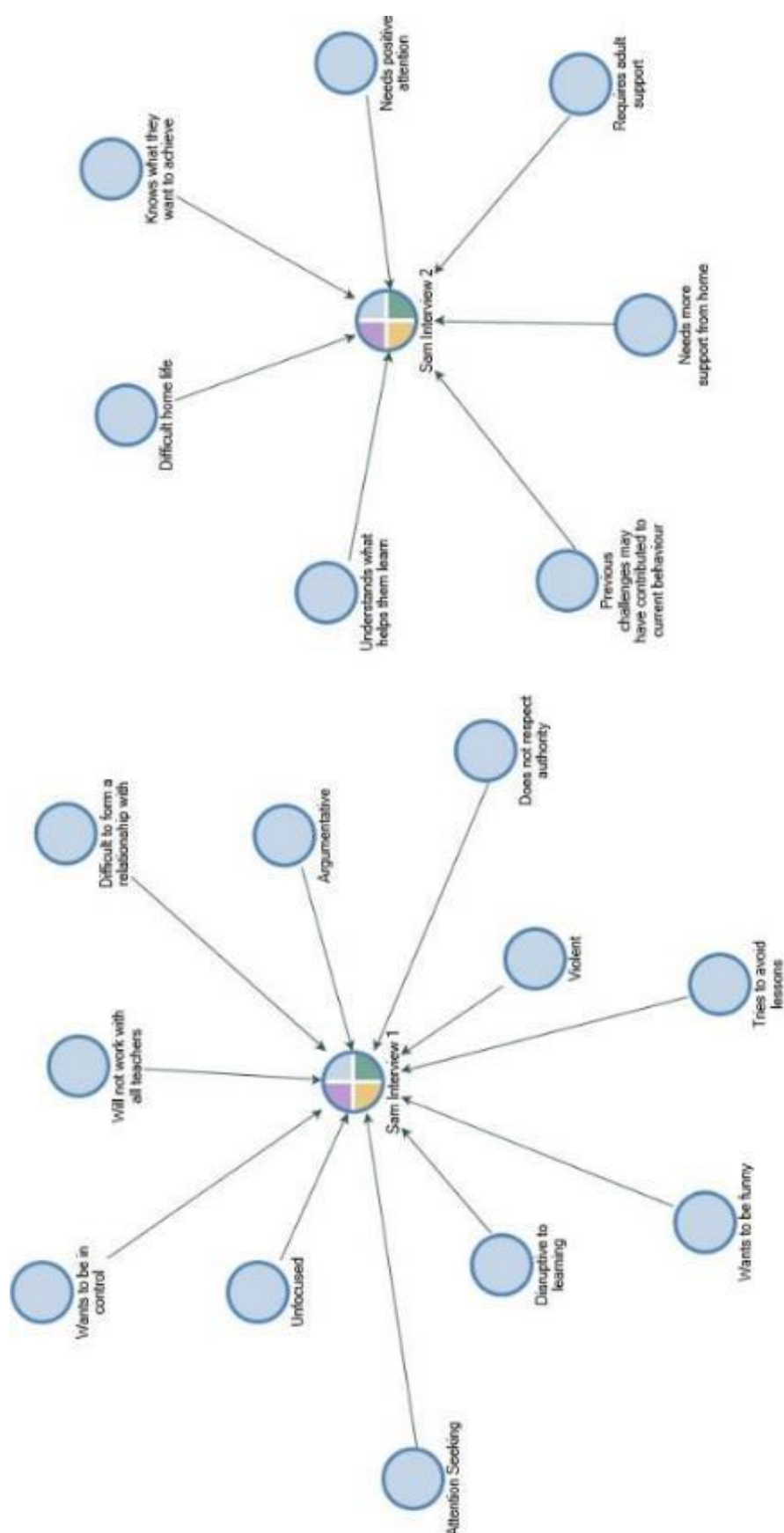


Figure K4-1 - Changes in Construct Elicited from Sam’s Teacher

Appendix K5 – The Changes in Constructs Elicited from Sophie’s Teachers between Interview 1 and Interview 2

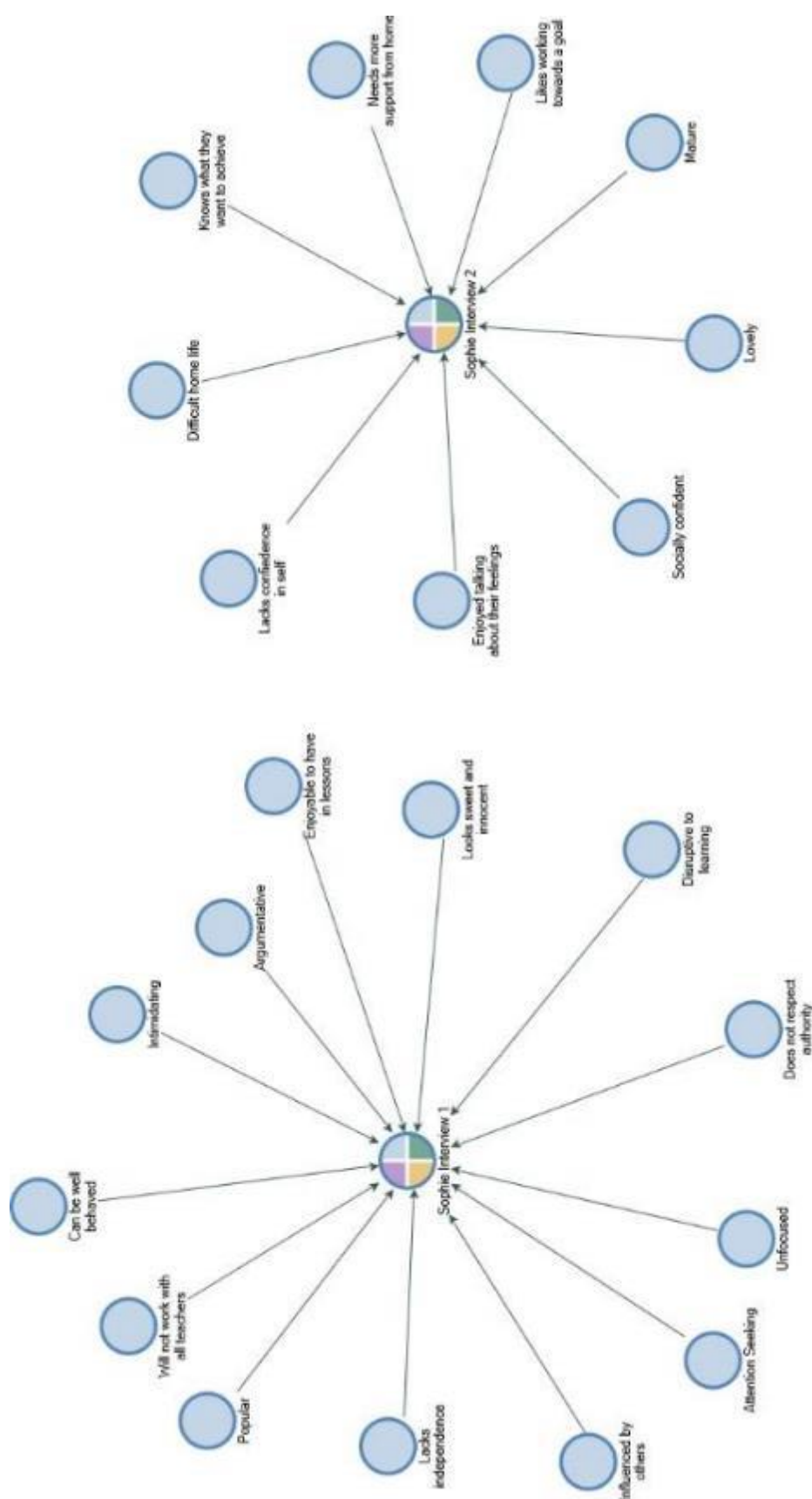


Figure K5-1 - Changes in Construct Elicited from Sophie’s Teacher

Appendix L – Teacher Perceptions of DIL

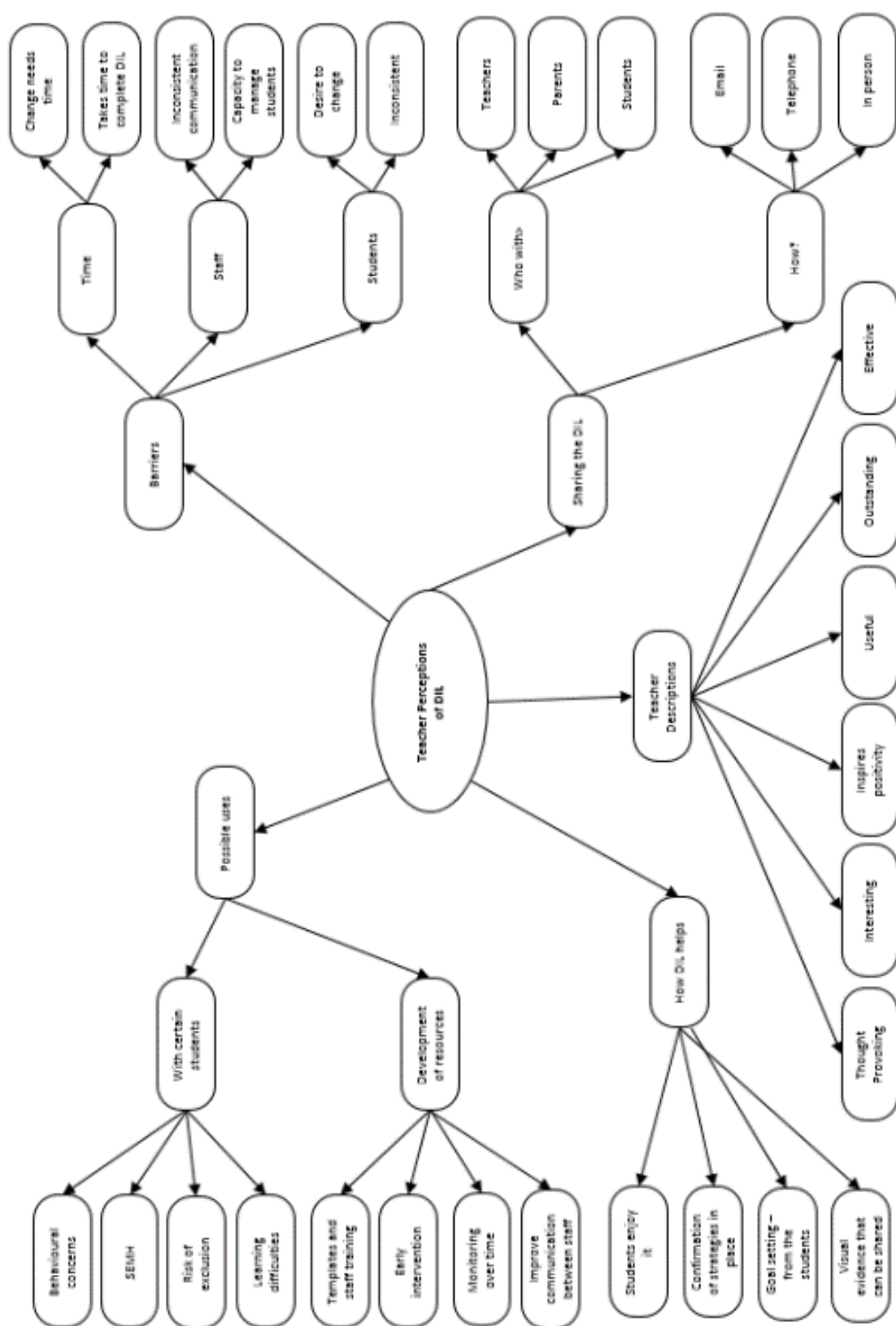


Figure L-1 - Teachers' Perceptions of DIL

Appendix M – Example Reflexive Diary

Dictaphone transcription in car after the second interview with Sophie's teacher

Today I have just done the second interview with Sophie's teacher. During the first interview I felt that Ms X could have been open to the notion of constructive alternativism as she seemed to have a genuine fondness for Sophie despite the challenges that other teachers have had with her. Her feelings about Sophie are probably because of the how Sophie is in her lessons, which are PE, and I think that this has helped her develop a relationship with her over time.

Initially, I was really pleased that it seemed that she had been able to obtain some specific insight into how Sophie sees herself in school and as a result had developed some strategies that she had already shared with her colleagues. I was really happy that she had noticed that Sophie had referred several times to how much she was struggling in her DIL, and given some explanations for why she might behave in certain ways, like talking during lessons was to help her understand what was happening. I think from the first interview there was a perception of Sophie as a confident and self-assured girl, which had changed somewhat to reflect the different sides of Sophie socially and academically. There is now a realisation that Sophie can be quite anxious about her learning and that might lead her to make decisions that are not appropriate.

I found it quite frustrating that the teacher felt that she had no idea about Sophie's aspirations. I know that Sophie did not give a clear indication during DIL of the career she would like to have might have in the future, but on the scaling element, she rated herself quite high towards the ideal learner and this would have still given her teacher an insight into who Sophie wanted to be. I wonder if Ms X was just thinking of "aspirations" in terms of a job or career and not thinking about the small changes as much in terms of what Sophie said about her work in the classroom and some of the other information? Although, she did talk about it, but she spent more time focusing on home Sophie's home life. It was encouraging that the teacher again referred to her mother and how the school could work with her to support Sophie. I also felt that there is this expectation that self-esteem interventions take time and resources on the part of the school. (Note: in the training I need to maybe bring in discussion about aspirations and see what information teachers in this school would typically ask or hope to gain from the student).

I felt although Ms X found DIL useful, she felt a bit defeatist during this interview at times. I felt that there were a lot of excuses given as to why certain things could not be done to support Sophie and other students due to teachers' time and resources (note: help teachers think about and share ideas and strategies in training). I also know from my own experience that it can be very challenging as a teacher when parents do not seem to engage in the way that you feel would most help the teacher. But she was very enthusiastic about the technique and how it

could be used in the future to support other vulnerable students (note: in training use some examples to help teachers think about how particular things students may say could link to interventions and strategies that they probably already use).

I found note-taking during the interview helpful, as at times I found that Ms X can jump around a little when she is taking. There were some points that she came back to herself in more detail, but I was interested to think about the relationship between Sophie and her teacher. Having the Dictaphone recording will be very helpful to go through as I felt that there was a lot of information there.

Will all the teachers have the same level of enthusiasm as this one? She has a good relationship with Sophie due to the nature of the lesson they have together. I think that she has a sense of responsibility towards Sophie in her role as head of house, whereas this might research might have had more weight for Sophie if a teacher who was genuinely struggling to manage Sophie on a day to day basis had taken part. As head of house she has responsibility for a lot of students and maybe her class teacher, who also seems to really care for Sophie would have had more time to think of creative solutions.

Added note during analysis

My initial discussion feelings about my own frustrations resurfaced when transcribing this interview. This was one of the hardest interviews for me in terms of there being so much available information that the teacher did not pick up on, and instead she focused on the more literal information, especially regarding aspirations. I can hear in the recording at times that I was almost restraining myself from slipping into a more consultative problem solving role with the teacher.

I will definitely use some direct quotations from this and other interviews as well. The recording also helped me to think about my own questioning technique at times as well as the paralinguistics in Ms X's discussion. I did wonder if this would have been more successful had I been able to feedback to more of Sophie's teachers. If this teacher did not feel that she had to assume responsibility for the changes and some of the strategies were co-developed with other teachers (maybe during a PSP) then clearer SMART targets could have been created.

Appendix N – An Example of a Student's DIL

The learner I would like to be

Future

- He will get a good job
- He will become rich.
- He will have a good family.
- He will have loads of friends

History

- Raised right
- family encouraged him.
- Always like this.

Family

- Good, Good to him
- support him.
- love him
- proud
- say he does good in school
- Does all his home-work

Class

- Good
- Does his work
- helpful

Friends

- he is a good friend
- he is good in school
- polite
- kind
- helpful

Teachers

- he was good
- his work's very good.

Book

- Diary of a Wimpy Kid
- Tom Gates

School bag

- Back pack
- pencils
- coned's school equipment
- PE kit

Learner

- Correct uniform on
- has the right hair you need for school
- he is always enthusiastic about work

Spare time

- Go into the woods with his friends and build tree houses
- ride a scooter
- Go round with his mate to the shops.




Figure N-1 - An Example of a Student's "The Learner I Would Like To Be" DIL

The learner I would not like to be

Future


- He will be in prison
- He won't have anything
- He won't have a house
- Fighting, assault

learner

- Don't learn anything
- Always bad
- Always gets sent out of the classroom
- rude
- Don't listen

History

- He has got bullied
- Not always like this.



class

- He's bad
- He doesn't do his work
- rude
- disrespectful of everything in class and school property

Book

- horror books
- Action book

Family

- The don't support his studying
- They don't support anything he is doing
- He is not very good

friends

- That he is cool, but he is not really
- He's funny

Teachers

- he's always rude
- he's disrespectful
- he never does his work

School Bag

- Nothing
- couple of broken pencils
- pens that don't work

Spare time

- Doing illegal stuff
- going out with his catapult
- Shooting car window with his catapult
- have fights

Figure N-2 - An Example of a Student's "The Learner I Would Not Like To Be" DIL



Figure N-3 - An Example of a Student's Scaling Task

My Qualities

- Bright
- Smart
- Can do anything when I put my mind to

Additional discussion whilst scaling

What I need

- Nothing
- When I am happy
- Have a good morning
 - at home
 - no shouting at home
 - shouting - when sisters don't get up
 - stressful - sisters fault - mum don't have to shout

Bad day - loads of the time.

stressed

angry - mum shouts - angry with sisters, sometimes baby brother

Turn around my behaviour

- When I see my mates
- DT woodwork, computing

I feel worse

- if I get told off straight away.
- in lessons.

Teachers

- Nothing
- environment doesn't matter.

Good day

Always happy - barely ever

Figure N-4 - An Example of the Researches Notes during a Student's DIL

Appendix O – Sample of Annotated Transcript

Reputation

lessons...I think he's now perceived as...you just want to mess about...you're just acting as a naughty boy. Whereas there is just something possibly deeper here as to the reasons why he doesn't want to come into the lessons. I did look at...we do...we have recently done this for another student...a round robin where we've scored all his subjects and most of the teachers on here have all said that he finds it hard to work independently...a couple of them say sort of yes...when he is focused he engages with the lesson but a lot of the time he always looks for the distraction or tries to distract others. So I think that at the moment in lessons he is trying to cause a disruption.

R: yeah

S: to the learning of other students

R: Yeah...okay...what would you say about Frankie then in general, around the school with other staff and students?

S: Around the school? Frankie almost has two personalities.

R: Okay

S: Frankie has a personality that when he's really happy...and whether that comes from having a happy time at home in the morning...because that does affect his mood...he can come in he can be the loveliest, brightest, happiest boy and he can be really engaging and really lovely. That is one side to Frankie

R: yeah

S: the other side to Frankie, when he's come in and he's either not prepared or he might have had problems at home in the morning...or problems with a certain student he will be fidgety...he won't even look at you...he'll refuse to talk to you...go away go away leave me alone...that type of thing...but then sometimes I've actually looked at him around the school, because from the staff room you can actually see him where he plays football...he plays football with all the boys...he's quite a leader...and when you see him running around he is often the one that takes the lead and tells people what to do and where to go and things like that...so he's not the shy one standing in the corner he seems quite a popular person amongst his friends...he's always got friends to play with...but something is happening that massively affects his mood on a day to day basis...and more often than not we're seeing the really sad upset Frankie that doesn't want to learn or engage at all and not the happy bubbly person that we know is there...and when you do see that he's a different person...but at the moment we're seeing quite an unhappy negative person.

R: yeah yeah...so its having a massive impact on him overall...Do you think that there are specific triggers...other than the morning?

S: um...ive had the discussions about whether he's eating properly...he doesn't always have breakfast in the mornings...we've made different offers...we have breakfast clubs and things like that at school...I think certain lessons he knows he's going to come into worries him if it's certainly a particular lesson...I know languages he has trouble with...if it's a

"Naughty"

Is work too hard?

Trying to be disruptive
What is behind his disruption?
Maybe teachers not thinking about the reason.

Behaviour impacts others!

personalities can be different

Good start to the morning impacts personality (4 mins) in school.

Impact of home

Physical signs of distress, anxiety
eye contact
fidgeting
avoiding.

Wkes to lead when he knows the rules.
Confidence -
popular

sad & upset side to his character.
not wanting to engage

How upset recently - why?

Morning routine & support at home.

Anxiety building up from the start of the day

Figure O-1 - An Example of an Annotated Transcript