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Appendix 2 Systematic search results – A summary of the research identified through a systematic search.

Author, Date Title, Location	Central Purpose	Methodological Information	Key Results	Critique
Anastasiou and Kauffman (2011) A Social Constructionist Approach to Disability: Implications for Special Education. Greece	Critique of social model of disability as generalised and unrepresentative. Political agendas dominate at the expense of scientific rigour/ empirical verification.	<ul style="list-style-type: none"> • Discussion/ position paper. • Argues against the demise of specialist school settings: that they shouldn't be axed from a social constructionist line of discourse as this has inherent flaws. 	<ul style="list-style-type: none"> • Types of disabilities have been viewed as social constructions • The general concept of disability is useful for advocating the rights of people with disabilities • Disability is a problematic concept for scientific purposes, including education, simply because it constitutes a very abstract and general concept 	<ul style="list-style-type: none"> • Doesn't put forward argument against special school settings, only criticises inclusion as policy / dominant discourse • Links to the development of universal design – i.e. for all pupils' benefit. Of use to the methodology. • Not selected for literature review.
Armstrong (2007) Disability, Education and Social Change in England since 1960 UK	To provide a historiography of education and disability	<ul style="list-style-type: none"> • A discussion paper / historical perspective – not peer reviewed. 	<ul style="list-style-type: none"> • A historical research such as narrative and 'insider perspective' research, provides fresh starting points for future research in the history of disability and education • Disability and disabled people are under-represented in the history of education. 	<ul style="list-style-type: none"> • Useful to help set scene of why children's voices are marginalised. • A reminder that there should be no divide but instead fluidity of schooling experience. • This resonates with the methodology adopted by the researcher, and the sense that she makes of the

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			<ul style="list-style-type: none"> • Dominant assumptions regarding impairment, the experience and social roles of disabled people have been increasingly challenged by the disability movement, marking an apparent cultural shift in official assumptions, expectations and opportunities. 	<p>children's views.</p> <ul style="list-style-type: none"> • Not selected for literature review.
Armstrong, Galloway and Tomlinson (1993). Assessing special educational needs: The child's contribution. UK	To explore the role of children in the assessment of their special needs and their perceptions of this process and of professional intentions.	<ul style="list-style-type: none"> • Observational study of the formal assessment of children (N=29, 5-16) M=25, F=4. (Current sample) • Retrospective sample (N=18) were children placed in different provisions, followed up 18 months later. 	<ul style="list-style-type: none"> • Participants rarely believed genuine attempts had been made to involve them in the assessment process, and only 3/18 children could recall Psychologist's role. • Psychologists observed found difficulty in pitching their explanations at a level that made sense to the children. • There was considerable use of psychometric measures for assessing children, whilst little emphasis was placed upon techniques for gaining access to the child's perspective on the difficulties being experienced 	<ul style="list-style-type: none"> • Children were white males with EBD – difficult to generalise. • Authors acknowledge difficulties with retrospective interviews: Memory may be blurred; information may have been misunderstood rather than not given. • Supports the suggestions that in practice psychologists are constrained to negotiate a solution acceptable to the school (client) • Not selected for literature review.

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			<ul style="list-style-type: none"> Only 3/22 reports made reference to child's views: these were limited or served no purpose 	
Ashton and Roberts (2006) What is Valuable and Unique about the Educational Psychologist? UK	To describe a small-scale piece of research identifying what is valued about EPs by SENCos and by EPs? Do SENCos or EPs identify any aspects of the EP role as being unique to EPs?	<ul style="list-style-type: none"> Open questionnaires sent to every primary mainstream SENCo and all EPs. 38% return rate for SENCos (N=22), 89% for EPs. (N=8) 	<ul style="list-style-type: none"> The differences between responses from SENCos and from EPs were marked, with SENCos valuing 'traditional' EP roles while EPs themselves saw a much wider range of services as valuable to schools. EPs cite 'valuing pupil's views' as central to their role – much more frequently than the SENCos 	<ul style="list-style-type: none"> If children are reporting not being able to separate EP from other visiting professionals, does this perhaps fuel the anxiety summarised by Ashton and Rogers regarding the lack of USPs of the EP? Only targeted mainstream SENCos, no other populations Not selected for literature review.
Aston and Lambert. (2010). Young people's views about their involvement in decision-making. UK	To report a two year study of how CYP views are genuinely involved in decision-making regarding their education. How do they <i>feel</i> about the nature and extent of their participation?	<ul style="list-style-type: none"> Open questions in focus groups: <ul style="list-style-type: none"> What would it look like if CYP views were fully included in all decision-making? Current barriers? Solutions? Children (N=26) age 8-15	<ul style="list-style-type: none"> Teacher's parent's and CYP's expectations of EPs' role were unhelpful when trying to ensure CYP's voice were heard. CYP's views were not sought...particular concerns regarding young people with poor communication skills. CYP perceived as too young or inexperienced to take a genuine part 	<ul style="list-style-type: none"> Aims to increase the availability of materials aimed at the involvement of CYP, but none mention EPS Doesn't answer the question of how participants <i>feel</i> about their levels of decision-making, only a description of specifics and general things they'd like changed. Same with EPs. Not selected for literature review.

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		Different educational settings	<p>in decision-making</p> <ul style="list-style-type: none"> • EPs need to be clear about why, when and how they seek CYP views. Calls for debate on this issue. 	
Cavet and Sloper (2004) The participation of children and young people in decisions about UK service development UK	To review evidence of information on the extent, nature and outcomes of CYP's participation.	Systematic literature searches, plus contact with professional networks, were used to gather and review evidence on CYP's participation	<ul style="list-style-type: none"> • Barriers to change= adult attitudes and intransigence, lack of training for key adults, lack of clarity leading to tokenism, the nature of organizations • Good practice= a listening culture among staff, clarity, flexibility, adequate resources, skills development and training for staff and participating CYP, inclusion of marginalized groups, feedback and evaluation. • Evidence for benefits to participating CYP in terms of personal development 	<ul style="list-style-type: none"> • Highlights many issues that are still to be addressed within a 'listening culture' • Points to lack of research evidence – mostly opinion, not rigorous • Notes lack of studies following participation – what changed as a result? How did children feel about being participants? • Not selected for literature review.
Chamberlain, George, Golden, Walker and Benton	To gather the experiences and views of children about their life, school and local	<ul style="list-style-type: none"> • Large scale study represents the views of 253,755 CYP in school years 6, 8 and 10 	<ul style="list-style-type: none"> • Results most relevant to this research were on the topic of participation: CYP have mixed views about whether their ideas are listened to when they give them to a 	<ul style="list-style-type: none"> • Considers the methodological process to increase access to the online survey as well as gather children's views on ECM outcomes.

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(2010). Tellus4 National Report UK	areas.	<ul style="list-style-type: none"> Undertaken online by children in primary, secondary and special schools and Pupil Referral Units Quantitative data is reported as percentages against government's National Indicators (NI) 	school council or by other means. 1/3 feel that their views are listened to at least a little, 1/3 say that their views are not listened to very much or at all and 1/4 say that they have not been asked for their ideas at all in the past year.	<ul style="list-style-type: none"> Long questionnaire did not sustain engagement of all participants. Completed at school in whole class groups – raises questions of informed consent and opt out. Affectual responses to process of being a participant are not detailed. Selected for literature review (See 2.2)
Clark and Williams (2008) Beyond listening: translating research into practice UK	To document a view of LA responses to legislation (Childcare Act 2006) on children's perspectives.	<ul style="list-style-type: none"> Describes two pilot case studies that draw on interviews with key personnel, study visits, policies and project reports Theoretical background: discourse of voice and participation; prioritisation of customer views; political discourse on 	<ul style="list-style-type: none"> Lots of rhetoric about inclusion but little seen Training brought improvements in staff approaches, understanding and gathering views. Barriers or challenges to embedding a culture of listening point to the importance of providing time and space for reflecting on existing values and practice 	<ul style="list-style-type: none"> Children's descriptions are of what they like to do, not a view on a service (c.f. descriptive v explanatory) Primary schools are not included Gathering views and using this data are described as distinct stages. This neglects the thread that runs through both: how a child understands what will happen as a result of what they say affects the response they give: curbing or

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		developing democracy		<p>exaggerating their reported views before any stage of feedback or subsequent action.</p> <ul style="list-style-type: none"> • Not selected for literature review.
Day (2010) Listening to young children: An investigation of children's day care experiences in Children's Centres UK	Qualitative research on how children in day centre experienced their care. What is about their day care experiences that children enjoy? How can we 'make it better' for children in day care?	<ul style="list-style-type: none"> • N=6 (20-36months) F=3, M=3. • Six case studies. Inductive approach. Critical realist. • Data collection via extensive observations (whole day for each child) , mosaic approach, digital cameras, triangulation with interview with parents/staff • A photo checklist was used to establish the child's focus of interest, communication and responses 	<ul style="list-style-type: none"> • Developed guidance and tools to extend more widely to the practice of EPs, to enable the voices of children to be heard and acted upon in a range of settings and to empower children through developing ways of listening to them with key people in their lives. 	<ul style="list-style-type: none"> • Full description of the key features of the research design and paradigm • Sample was of only children which raises questions about generalisation • Unsure of how children's consent to participate was obtained <p>Selected for literature review (See 2.2)</p>

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Dickins, Emerson and Gordon-Smith (2004) Starting with Choice. Inclusive Strategies for Consulting Young Children UK	Examples and guidelines drawn from the CHOOSE project – inner London nurseries finding ways of helping young disabled children to develop decision-making skills	<ul style="list-style-type: none"> • 2 nurseries – Brent and Tower Hamlets • 25% and 75% SEN respectively • Linguistically diverse – predominantly Bangladeshi • Lists examples of practice: consulting/ access/ resources • Ideas : mapping, ranking 	<ul style="list-style-type: none"> • All children have a right to and can express their opinions – it is up to adults to consult according to age and convert children's views to actions 	<ul style="list-style-type: none"> • Methodological procedures are not provided in enough detail to be able consider this research for analysis. • The child friendly approaches of mapping and ranking referred to were considered of use for the methodology. • Not selected for literature review.
Frazier-Norbury and Bishop (2003) Narrative skills of children with communication impairments UK	To explore the relationship between structural language ability and pragmatic competence in narrative in children with Specific and Pragmatic Language	<ul style="list-style-type: none"> • A quantitative study – numerical data gathered by assigning points to linguistic measures (semantic, syntactic etc.) • Children were required to narrate a frog picture story. • N= 50 children with 	<ul style="list-style-type: none"> • Very few studies have looked at the narrative skills of children with autism, and those that have produced somewhat conflicting findings. • Children with autism are less likely to tell a story as a coherent sequence of events, instead just commenting on objects visible in the story. 	<ul style="list-style-type: none"> • Links with Lewis et al. (2008) regarding sequencing and narrative structure. • Discussion on reduced ability of children with autism to produce elements of story structure was useful for methodology. • Not selected for analysis as less relevant to the specific areas of commenting on participatory

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	Impairments and typically developing children	Specific Language Impairment (SLI), Pragmatic Language Impairment (PLI), Autism and 15 controls.	<ul style="list-style-type: none"> • Narrative is a good way of assessing linguistic ability in older children with SLI/PLI/autism. • Core language abilities rather than pragmatic skill or diagnostic status are likely to influence narrative development. 	process and mainly involved CYP with autism
Gersch (2001) Listening to Children UK	To outline historical triggers and review specific projects in Walthamstow. Proposes a general model for developing new tools for listening to children.	<ul style="list-style-type: none"> • Different projects described • Simplified language/ headings/structure • Use of pictures • Systematically revisited forms as students suggested improvements year on year • Different questionnaires drawn up with the help of children for different purposes (SA, IEP...) 	<ul style="list-style-type: none"> • Listening to Children is a moral obligation and depends more upon openness and trust than forms and reports • Some children commented that this was the first time anyone has taken an interest in their feedback re education • Some professionals summarise child's views in SA. The same space as other contributors should be afforded to the child • Important for schools to view Listening Ethos as on a continuum (not all or nothing) 	<ul style="list-style-type: none"> • Elicits views, attitudes and the feelings of the child which are so vital to the success of assessment process • Deemed more useful to include this in the introduction as it provides rich context. • Very good example of cultural competency and plans outlined for multi-lingual translation of information. • Not selected for literature review

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Gordon and Russo (2009) Children's Views Matter Too! A Pilot Project Assessing Children's and Adolescents' Experiences of Clinical Psychology Services UK	To assess the level of CYP's understanding of the role of the clinical psychologist (CP), and to obtain an account of their experiences of attending clinical psychology outpatient appointments.	<ul style="list-style-type: none"> • N=15 (7-17 years old; 7 males, 8 females) attending CAMHS services. Small, pilot study. • Used themes relevant to psychological services: the therapeutic process; the effectiveness of therapy; consent; and overall experience of attending. • Semi-structured interviews – conducted by research assistant. • Coded with high 76% inter-rater agreement. Content analysis. 	<ul style="list-style-type: none"> • Children reported not having been consulted with at the point of referral and not knowing why they were attending • Concurs with recent lit: children at seven are able to give valid and reliable self-reports regarding their difficulties; children over 12 are able to provide a much better understanding of their difficulties • The style of questioning and use of verbal prompts <u>did not facilitate</u> younger children's ability to comment on effectiveness of the service/therapy. • Info used to develop new patient information leaflets to be sent to children before they attend. 	<ul style="list-style-type: none"> • Small sample, self-selecting. Alters feedback. • Ethical implications of being asked to participate by CP then immediately give written consent. • Very positive feedback from children and description of CP role– could this be in part to the repeated times they have met? Interviews were on same day irrespective of stage of therapeutic intervention • Selected for literature review because of similarities to current research (See 2.2)
Harding and Atkinson (2009) How EPs record the voice of the child UK	To analyse how EPs select and represent the child's views	<ul style="list-style-type: none"> • Content analysis on 'Pupil's View' section of 30 x Year 9 transition reports to determine themes 	<ul style="list-style-type: none"> • Establishes practice and evidence that CYP are often left out of decision-making • CYP from marginalised groups remain on the periphery of decision 	<ul style="list-style-type: none"> • Yr 9 participants already with SSEN in transition- children in the current research are younger. Limitations of a one-off meeting are noted • EPs used the SSEN as a framework

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		<ul style="list-style-type: none"> • Focus group interviews to identify methods for collecting, selecting and reporting pupils' views. • Content analysis 	<p>making processes in education, despite outcomes having a profound effect on their lives.</p> <ul style="list-style-type: none"> • 'I like...' statements are not adequate: children often have no idea how decisions have been reached about them • Adults keep upper hand with Q&A 	<p>for their discussion with pupil but research has suggested that pupils don't know they have an SSEN or what it means so perhaps this is a little premature/ irrelevant as a starting point? Presumes existing knowledge.</p> <ul style="list-style-type: none"> • A very helpful paper to compare and contrast with the focus group data of this research. For example time constraints are a recurring theme. • Not selected for literature review as no mention of evaluation of service, only contributions to reviews.
Holland, Renold, Ross and Hillman (2010). Power, agency and participatory agendas: A critical exploration of young people's engagement in	To critically explore the data generated within a participatory research project with Children Looked After (CLA) To understand the ethics and power relations	<ul style="list-style-type: none"> • Ethnographic multi-media data generation methods used in groups and individually (N=8, aged 10–20yrs) • Multimodal resources included camcorders, digital cameras, diaries and scrapbooks. 	<ul style="list-style-type: none"> • Challenges the assumption that participatory research per se necessarily produces 'better' research data, equalizes power relations or enhances ethical integrity. • Informal, self-selected groups were favoured over formal focus groups and appeared to give the participants greater empowerment. 	<ul style="list-style-type: none"> • An interesting minority discourse, innovative methodology and critical discussion of power dynamics. • Limitations of generalisation from such a small sample • With reference to Hart (1992) ladder of participation and Gersch (1996) continuum: this article explores the process of participation and how this

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participative qualitative research UK	involved in this specific type of participatory research		<ul style="list-style-type: none"> How participation was enacted is more important than how much participation was achieved. 	<p>affects CYP.</p> <ul style="list-style-type: none"> Selected for literature review (See 2.2)
Jelly, Fuller and Byers (2000) Involving Pupils in Practice – promoting partnerships with pupils with SEN UK	Principles and practical examples of how pupils with wide range of needs can become active participants in learning	<ul style="list-style-type: none"> Five Essex schools – 4 special, one unit Implementation of more student participation – e.g. in IEPs / school councils Curriculum changes – e.g. teaching thinking skills 	<ul style="list-style-type: none"> Meaningful involvement in IEP and Annual Reviews Empowerment of pupils links to enhanced self-esteem Active Participation enhances learning More flexible learning and teaching styles – group, paired, ICT Total Communication approach 	<ul style="list-style-type: none"> This text refers very little to empirical research – predominantly an opinion practitioner-focused book Provides a wealth of practical resources and ideas Not selected for literature review
Klein (2003) We want our say: Children as active participants in their education UK	<p>Discussion of ways to implement the participation of pupils in their schools.</p> <p>Overview of national and international</p>	<ul style="list-style-type: none"> School councils Reports on variety of schools and their practices, pros and cons School strategies: children are partners in decisions regarding: 	<ul style="list-style-type: none"> Positive relationships reported between teachers and CYP in participatory schools Reports on best school practice: debating issues, gaining responsibility and having suggestions acted upon. E.g. improving the quality of school lunches 	<ul style="list-style-type: none"> Virtually no data to prove that student participation enhances attainment but anecdotally strong suggestions. c.f. Jelly et al. (2000) Links to discussions concerning participation, legislation, children not used to participating, and disabled children being the most marginalised group

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	research	<p>circle time, peer-mediation, behaviour management, staff selection student counselling,</p> <ul style="list-style-type: none"> • Examples drawn from UK and internationally 	<ul style="list-style-type: none"> • The existence of a school council is highly indicative of children's participation and school's prioritising of this – but can be tokenistic • Pupils with SEN are often excluded from basic forms of democratic practice 	<ul style="list-style-type: none"> • Describes international research which is useful. For the most part this is not a critical review. • Not selected for literature review
Komulainen (2007) The Ambiguity of the Child's 'Voice' in Social Research UK	<p>Considers the epistemological implications for social research, and offers reflexivity as a strategy for ethical research conduct.</p> <p>Disabled children's 'voices' are marginal in society and adults should explore novel ways to bridge the communication gap</p>	<ul style="list-style-type: none"> • Ethnographic research over nine months in two different centres for children with disabilities • Observation of free play, meetings, video, one way screens • Detached and participant observer • Reflexivity as strategy 	<ul style="list-style-type: none"> • There are fundamental ambiguities in the understanding of 'normal' communication. • Identified a moral-pragmatic tension at the heart of the so-called 'child-centred' research: young children (with or without CD) are positioned as both dependent, vulnerable receivers of care and education, and 'agentic' subjects with distinct 'voices' • There is rise of a 'culture of consultation' in the UK. The notion of the child's 'voice' is, despite being a powerful rhetorical device, socially constructed. 	<ul style="list-style-type: none"> • A useful paper for developing understanding of an ethnographic approach and the reflexivity of the researcher. • Describes the legislative and socio-historical landscape. • Not selected for literature review

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Lewis (2002) Accessing, through research interviews, the views of children with difficulties in learning UK	Provides an overview of the key issues with regard to interviewing	<ul style="list-style-type: none"> • Interviewing children with CD. • Description provided of methodological issues: sampling, access and gatekeepers; informed consent and assent from a child; anonymity in write up; facilitators' interpretations can distort the pupils' views/ words. • Validity and reliability • The use of Cue Cards – continuity pre and post assessment. 	<ul style="list-style-type: none"> • Pay attention to the nuances of language that may belie compromises of validity: is the child's interpretation of the situation leading them to make a particular response? • Recommends: <ul style="list-style-type: none"> ○ Statements, not questions (see quote) ○ Asking about both sides of the issue – confirmation bias ○ Use of cue card images as prompts • Acknowledges social responsibility of researcher – own value positions and interpretations of the research process 	<ul style="list-style-type: none"> • Weak on evaluation – but interesting perspective on how children's views can be sought with ethical consideration/conscience in interview • Paper gives two different age ranges in the sample description for Cue Cards (6-12 and 6-8 years old). Modification is 'found to be effective' but not enough other details of intervention methodology given to replicate. Number of weeks? Frequency of repetition? Number of pupils? • Selected for literature review due to methodological approach (See 2.2)
Lewis, Newton and Vials (2008). Realising child voice: the development of Cue Cards UK	To describe a technique as an example of an effective way that children with CD can share what they feel about their schools,	<ul style="list-style-type: none"> • Description of how 8 Cue Cards were used to prompt • Four children trialled the cards. Year groups 2 and 3. 	<ul style="list-style-type: none"> • Preliminary work spent teaching children how to use the cards was essential to their success • Identified a number of useful pointers for teaching children how to use the cards. • children's responses increased in 	<ul style="list-style-type: none"> • Little detail provided on difficulties of children as a group and their ages and abilities. • Uses direct quotes from the children to evidence extended answers being given.

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	services and provision.	<ul style="list-style-type: none"> No specified model of how to introduce cards is used: this is decided by professional expertise of teaching staff who know each child best. 	<ul style="list-style-type: none"> quantity, detail and fluidity or sequence The Cue Cards provided a tool for discussion of views or issues without the restrictions and disadvantages of adult questioning 	<ul style="list-style-type: none"> One of very few papers to explore alternatives to dominant Q&A methodologies. Useful critique from which to draw for Stage 3 resource tools in current research Selected for literature review (See 2.2)
Lubel and Greaves (2000) The Development of an EPS Information Booklet for Primary Age Pupils UK	To evaluate and implement an information booklet, regarding the EPs role within the assessment process and by thus doing, promoting direct access and involvement between the pupil and the EPS	<ul style="list-style-type: none"> Iterative process of refining a pamphlet Booklet: simple language, contact details for EP, pictures – given to 11 EPs for comment. Semi-structured interviews and questionnaires used to evaluate resource Then EPs trialled on 8 pupils (new referrals) 	<ul style="list-style-type: none"> Children should have access to information which explains the role of psychologists who work directly with them. Many children do not fully comprehend the role of the EP or how decisions were reached (concurs with Armstrong); Anxieties heightened about assessment when children unsure of purpose and outcomes of psych interviews Resulted in a series of useful questions produced in a Q & A format. 	<ul style="list-style-type: none"> Main feedback loops were from adults (EPs, SENCos) A forward thinking piece of research that offers a critique of EP practice in gathering views contrasted with SENCos' perspectives. Representative of limited EP led research into this specific area of children's views on the process as well as outcomes of assessment Selected for literature review (See 2.2)

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McGee and d'Ardenne (2009). 'Netting a winner': tackling ways to question children online. A good practice guide to asking children and young people about sport and physical activity UK	To design an test online self-completion questions with children, in order to produce best-practice guidance for those conducting research with children.	<ul style="list-style-type: none"> • Used four research stages to review original survey materials and develop, test and improve new online instruments. • N= 23 primary, 19 secondary aged pupils with balanced gender and age representation across 10 schools. • 42 pupils were interviewed. Data transcribed and then transferred to a thematic matrix 	<ul style="list-style-type: none"> • Children of seven can take part in survey research that is tailored to their specific needs and is as flexible as possible • Computer modes have multiple advantages including anonymity, consistency and visual appeal. • Older children were helped by scaling questions. • Children could give feedback on experiences of using the navigation, and process of being a participant. 	<ul style="list-style-type: none"> • One of the few studies attempting to understand participants' views of the method and process of questionnaire completion • Used digital technologies – online survey. Not sure of interview methods as these are not explicitly stated but additional information given to parents is referred to. • Details of 360° feedback are lacking: how did the children receive feedback from the researchers? • There appears to be a confusion between the researchers' aims and notions of curriculum delivery. • Selected for literature review (See 2.2)
Morris (2003). Including all children: finding out about the experiences of	To review methods for finding out about the experiences of children with CD	<ul style="list-style-type: none"> • Four projects (Reference Groups) composed of CYP with CD • Multiple methods included: interview/ 	<ul style="list-style-type: none"> • Despite a general increase in child-friendly tools / methods for eliciting views, there has been less progress in involving children with CD / cognitive impairments 	<ul style="list-style-type: none"> • Good list of guidance on how to conduct interviews with children with CD / Assistive Technologies (AT) • Limited methodological detail on sessions: length, composition etc...

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children with communication and/or cognitive impairments UK		being alongside children in other activities/ multiple visits to different locations/ having children engaged in other activity whilst communicating/ triangulating information from observation and those familiar to child.	<ul style="list-style-type: none"> • Social workers and researchers need to work together to share best practice on communicating with non-verbal children • Lots of different methods tried in order to find out children's opinions. • Advocates simply 'being with' as most effective 	<ul style="list-style-type: none"> • Made useful distinction between disability (something external to the child, e.g. attitudes / expertise) and impairment (communication needs – e.g. people understanding speech/signing)
Mortimer (2004). Hearing children's voices in the early years UK	To explore how very young children can be included in the planning of their education and needs. To increase children's involvement and success in learning and play.	<ul style="list-style-type: none"> • Approaches described to include children with SEN: observation, interpretation (c.f. social constructionism), play-based assessment, use of art work, stories, welcome profile, personal records. 	<ul style="list-style-type: none"> • Children's opinions should be considered valid on equal opportunities, educational and psychological grounds • Argues for simple, straightforward communication • Materials need to reflect wide range of ability, culture, ethnicity • Approaches for under 5s need to be creative and flexible 	<ul style="list-style-type: none"> • Doesn't mention feedback from children • Studies described in general terms – no statistics / detail provided on children – age range, number, context... • Not selected for literature review
Norwich and Kelly (2006). Evaluating Children's	To reports a study of the participation of children with	<ul style="list-style-type: none"> • A qualitative study employing semi-structured interviews with 12 SENCOs, 10 	<ul style="list-style-type: none"> • Government guidance does recognise some limits to participation for a very small minority, even with the commitment 	<ul style="list-style-type: none"> • Appears to condone the informal collection of children's views to add to their SA. What does this say to the child about the value of their

Author, Date Title, Location	Central Purpose	Methodological Information	Key Results	Critique
Participation in SEN Procedures: Lessons for educational psychologists UK	(SEN) in decision-making about their needs. To illustrate how EPs can be involved in this kind of evaluation of developing practices.	head teachers, 5 teachers, 20 teaching assistants and 91 children across 18 schools. • Transcriptions were analysed using a mixed deductive and inductive approach.	to seek adaptations to ensure participation for those with significant SEN • TAs might be in a unique position to listen to pupils' authentic views, as they were not the key authority figures in class and school. • Pupils with SEN gave fewer views than peers using verbal methods • Identifies a list of constraining factors as given by pupils: token consultation, consequences of participation slow in coming; pupil not in control about what is written about their views • Identifies power relations /sharing	contribution? How does this help them understand the SA process or their part in it? Offers no feedback loop and is entirely adult's interpretation – not child's words • The most common mode was through talking to pupils...open (not leading) questions. c.f. Lewis (2008): prompts much better. Adults have upper hand when they use questions • Such systemic research is relevant to EPSs and offers a novel contribution, over and above the established contribution of the profession to CYP • Not selected for literature review.
Quicke (2003) Educating the pupil voice UK	To attempt to delineate a rationale for identifying and developing pupils' understanding of	• A position paper to voice concerns • Promotes metacognitive strategies e.g. teaching others.	• The ideal view of learning from an inclusionary viewpoint is essentially interactionist. • Understanding of pupils' capacities to 'learn to learn' can be enhanced by the application of a theoretical	• Argues for views on learning to be sought Yr 6+, that younger children not able to reflect on <i>how</i> they learn rather than a description of <i>what</i> they learn • That engaging the voices of pupils identified as requiring support under

Author, Date Title, Location	Central Purpose	Methodological Information	Key Results	Critique
	<p>the learning process.</p> <p>To shape a discourse that despite legislation, in general participation is not encouraged.</p>	<ul style="list-style-type: none"> • Breaks down the components of the 'learning process' under an interactionist framework (I-me; self-peer; self-teacher) 	<p>model: interactionism</p> <ul style="list-style-type: none"> • The child is an active listener in a social context. 	<p>the CoP might be 'irrelevant'</p> <ul style="list-style-type: none"> • Provides examples of how to create a participatory style of pedagogy that fits the National Curriculum but also gives pupils many more opportunities to use reflection in context • Not selected for literature review.
<p>Rabiee, Sloper and Beresford (2005) Doing research with children and young people who do not use speech for communication UK</p>	<p>To access the views of children who do not use speech. Aimed to identify disabled CYP's priorities regarding <u>outcomes</u> of social care and support services.</p>	<ul style="list-style-type: none"> • Research tool based on 'Talking Mats' (Murphy, 1998) • Interviews with speaking children, parents of non-speaking children preceded development of tools • N=7 non-speaking children age 6-18 • PCS Velcro strips to make choices on predetermined themes 	<ul style="list-style-type: none"> • Children showed that they were not used to being asked their opinions, by always turning to support assistants for answers • Needed to stay a long time with the children, give them frequent breaks or repeat visits (interviews were up to 45 min). • Children were able to give informed opinions, where other adults had assumed they would not have been able to & would have been excluded from study if criteria based on child's label 	<ul style="list-style-type: none"> • Wide age range, no further biographical details of sample given e.g. gender split. • No indication of where/how sample chosen • No mechanism to elaborate beyond the choices provided in PCS symbols • No discussion of how research findings are subsequently used-seems to stop at point of proving children can be heard • Not selected for literature review.

Author, Date Title, Location	Central Purpose	Methodological Information	Key Results	Critique
Stafford, Laybourn, Hill and Walker (2003) 'Having a Say': Children and Young People Talk about Consultation UK	Previous research is motivated by an adult agenda with little attempt to seek the views of CYP themselves. This paper is based on what children have said about consultation and the relative effectiveness of different research methods and approaches to consulting children	<ul style="list-style-type: none"> N=200 children (3-18yrs) Group interviews – 12 mainstream ed, 6 excluded backgrounds: grouped by age (6-9, 11-12, 15-16) From four LAs with spread of SES Range of other groups consulted: SEN, Muslim, preschool 	<ul style="list-style-type: none"> CYP desired purposeful feedback in order that they felt listened to – any feedback is better than none, in any format. Pros and cons given for CYP consultation methods: small group discussions, questionnaires: Pro easy, convenient; Con can be boring, hard to understand, may elicit trivial or silly answers if with peers. Groups are more open if facilitated by outsider, not staff. CYP experiences of consultation were often unsatisfactory: views were not representative; their views lacked impact. 	<ul style="list-style-type: none"> Scottish authors – broader pictures of issues/initiatives to be similar across UK Provides more general picture of consultation than specific to SLCN Strong pro-consultancy views, but issues in the language used of a 'special needs group'. Clear point made that a bad experience of consultation can result in cynicism about future attempts; a good experience can lead to more positive attitudes. A methodologically robust piece of relevant research on children's views. Selected for literature review (2.2)
Woolfson, Harker, Lowe, Shields and Mackintosh (2007)	To prepare and implement an accessibility strategy to improve access	Stage One - postal questionnaire N= 290 pupils with a range of disabilities; parents and carers were asked to	<ul style="list-style-type: none"> Teachers often fail to seek the pupil's own view of support – they often simply assume that the help provided is both adequate and appropriate without consulting with 	<ul style="list-style-type: none"> If parents/carers assisted (see methodological information), how genuine/ précised are the views? No results are presented from the

Author, Date Title, Location	Central Purpose	Methodological Information	Key Results	Critique
Consulting with CYP who have disabilities: views of accessibility to education UK	to education for young people with disabilities	assist their children with the questionnaire. Stage Two involved CYP with disabilities in an unspecified number of focus groups.	the pupil. <ul style="list-style-type: none"> Children with CD reported as not always on task, and suggests that in future different approaches (e.g. Clark & Moss) would be preferable 	<p>focus group with children with more severe communicational and learning difficulties.</p> <ul style="list-style-type: none"> Sparse methodological information provided to be able to consider this research for critical review. Not selected for literature review
Woolfson and Harker (2002) Consulting with CYP: Young people's views of an EPS UK	<p>To explore children's view of the EPS.</p> <p>Evaluation of the EPS formed part of a commissioned best value review 2001-2</p>	<p>Focus group (N=8) 12-15 year olds. (5M, 3F)</p> <p>Ethics and measures of confidentiality are provided, with guidance on how to conduct a Focus Group.</p>	<ul style="list-style-type: none"> Identified the need for better preparation: leaflets, focus groups, school councils Consultation with CYP should involve varied methods, in order to improve the accuracy, validity and reliability of the data collected. 	<ul style="list-style-type: none"> Written explanation leaflets won't be accessible for many children. Impossible to know what the children had seen the EPs for. Anonymised information would be useful Involvement ranged from many sessions to a few weeks' time lapse Harder to match this to SA process Selected for literature review relevance and methodology. (See 2.2)

Appendix 6b

Stage One: Full transcript (Matilda)

Stage 1 Transcript Date: 28/3/12 Time: 09:30 Name: Matilda

P=Pupil; R=Researcher; A=Assistant; J=EP; ↑= intonation; ... = pause; *italics* = structured qn

Line	Notes	Transcript	Notes
1)		A: <i>Whose idea was it for you to meet with J?</i> Do you remember? ... Are you not sure? ↑	
2)		P: Not sure	
3)	A automatically has taken pencil and completes form	A: You're not sure, ok.	
4)		A: <i>Who explained to you what J's job was?</i>	
5)		P: Erm, well we had to do like these words...(gestures a 4x4 grid/square on table)...like that	Misunderstands Qn
6)	A uses the pupil's name to cue her back in	A: Did somebody explain to you what J's job was (P name)?	A: attempts to break down qn
7)		P: ...erm	
8)	This is a different qn – A trying to simplify for P	A: ...why you were meeting with J?	A: attempts to break down qn again
9)		P: ...erm, we did some letters...	Misunderstands Qn
10)	A notes this down	A: did you? ↑	A: abandons qn
11)		P: uh hum	
12)	Has added 'what do you think' to beginning of sentence. Pupil drums fingers on face –first sign of disengagement with task?	A: lots of words and lots of reading. <i>What do you think were the most helpful things for you, about meeting with J?</i>	P is misunderstanding 'helpful'. Is it possible to understand this meaning? It is a subjective term, context bound, used by adults.
13)		P: Erm...erm...I liked the games	
14)	Has TA picked up on pupil NV signals?	A: You liked the games (nods approvingly). Ok, good girl. You're doing really well. <i>What else might you have liked J to do to help</i>	A: Gives reassurance

Line	Notes	Transcript	Notes
	A smiles at the next qn – perhaps sensing it is too complex? Adds 'you' to end of question	<i>you?</i>	
15)		P: ...erm...(drums fingers on face)...she helps me with ... letters.	As before, this qn requires a particular understanding of 'help' that the pupil is unlikely to have.
16)		A: She..she helps you with your letters (writes this down) <i>Has Mrs S, or Mrs C, or J talked to you about what the plan in now to help you...?</i>	
17)		P: ...er...	
18)		A: ...so what help you might be getting	
19)	Pupil drumming fingers against face, seems distracted. Unsure she has heard question correctly.	P: ...erm...happy?...	
20)	Interprets this for P, as if to validate her answer.	A: You feel very happy?	
21)		P: Mmm	
22)		A: Ok, <i>do you think that meeting J will help you to be happier?</i> ↑ You've just answered that haven't ya? Do you think meeting J will help you to be happier?	
23)	Is reengaged by A's tone of voice	P: Erm, yeah (nods)	I want to ask 'why'? Does pupil really understand?
24)		<i>A: Do you think that meeting J will help you to learn better?</i>	
25)	A notes down. (Hasn't read out yes/not	P: (nods)	Again, how? Why?

Line	Notes	Transcript	Notes
	sure/no options for P yet)		
26)		A: <i>Enjoy school more?</i> ↑	
27)	P shifts position in seat	P: Yea	
28)	Adapts question	A: How about <i>getting on better with others</i> ...getting on better with other people in your class?	
29)	Supporting head in hand, shifting in seat.	P: (nods) mmm	
30)		A: <i>Better help?</i> ↑	
31)		P: mm hmm	
32)	Recaps question	A: Do you think meeting with J will help you to <i>feel safer?</i>	
33)		P: Yea (nods head enthusiastically)	
34)	P & A in tune with each other – as A's intonation falls, P's responses shorten	A: Do you think meeting with J will help you to <i>have a better life?</i>	Pupil hasn't demonstrated understanding of these qns, only appears to reflect A's
35)		P: mm hmm (nods)	
36)	P reaches over to look at questionnaire	A: Good girl, well done, you're doing really well. <i>Is there anything else that you'd like to say about your meeting with J?</i>	Reassurance
37)		P: No (shakes head)	
38)	Changes 'survey' to 'questions'	A: <i>What did you like, or not like, about these questions</i> (A gestures to questions on paper)	Question is very broad. Needs breaking down.
39)		P: Er....erm....I liked them all	
40)		A: You liked the questions...you didn't mind?	Qualifying 'like' in a particular way. As antonym of 'mind'
41)		P: (nods) uh huh	
42)		R: ok?	
43)	P lifts up questionnaire to have her own look at it	A: Thank you so much (pupil's name)! ↑	
44)		R: Well done (pupil's name).	
45)		A: You did really well to answer those questions	
46)		R: Your answers have been really helpful, thank you. So now I'd like to talk to you a little bit about	

Line	Notes	Transcript	Notes
		being asked those questions, and your ideas to make them easier. Is it still ok for us to talk about that?	
47)		P: (nods) mm	
48)		R: Yea? ... and remember that your answers are completely private...we talked about confidential didn't we? They are not going to have your real name on them...and remember you can stop if you want to.	
49)		P: (nods) mm hmm	
50)		R: Alright?	
51)	Has reengaged a little – actively looking at questionnaire	P: (nods)	
52)		R: So these are my questions for you (pointing to separate sheet), which are a little bit easier I hope... <i>So... was it easy to remember the time you spent with J?</i>	
53)		P: erm...yes.	
54)		R: It was easy. What can you remember about it? Tell me a little bit about it.	
55)		P: We erm...we did these words...on a board	
56)		R: Uhuh, ok. Can you remember anything else about it? What time of day if was maybe, or ...	
57)		P: It was Hmm...	
58)		R: Where it was maybe?	
59)		P: It was in here	
60)		R: Where were you sitting?	
61)	P is smiling, sitting upright, reengaged.	P: (Points to other side of table)	
62)		R: And where was J sitting?	
63)	Both A and P are smiling at R – evidently enjoying this memory / P's success at recall	P: (Points to her left) There.	
64)		R: Where I am?	
65)		P: (nods) Yea	
66)		R: and was there anybody else in the room?	
67)		P: (shakes head) No, I don't think...	
68)		R: ...ok, that's good....and <i>what else would</i>	

Line	Notes	Transcript	Notes
		<i>help you to remember?</i> So, for example, if I brought a photo of J would that have helped you remember her?	
69)		P: yes (nods)	
70)		R: D'you use anything else in class that helps you remember?	
71)		P: Yea	
72)	Deliberately said to reintroduce A to conversation as she had remained silent	R: What do you use? You can ask (A's name) if you want to help you answer these questions	
73)		P: We use...erm...literacy...	
74)		R: What do you use in literacy to help you?	
75)		P: We did about...erm..how to train a dragon	
76)		R: Ah...'How to Train your Dragon'...that's good...and what did you use apart from words? Pictures?	
77)		P: Yes	
78)		A: (nodding) We sometimes have pictures don't we?	
79)		R: What's the most helpful for you?	'most helpful' but pupil doesn't have multiple choice answers
80)		A: Pictures, I think	
81)	Has begun to look to A for confirmation of each answer now that she has joined back in conversation	P: Yea	
82)		R: Can you think of anything else that you use?	
83)		P: Erm, we use the Viking words	
84)		A: (to Researcher) Topic words (Gestures laying out cards)	
85)		R: So, yes, that would have been useful wouldn't it: if we'd had some topic words first, before this interview? Where we'd talked about the words about maybe...what a Psychologist was. Would that have helped you do you think? To understand that words first?	
86)		P: (nodding) mmm	

Line	Notes	Transcript	Notes
87)		R: ...because I've used some strange words haven't I? Like 'confidential' was a new word....Have there been any other words that I've used that you think wuurh...what was that??	
88)		P: (smiles)	
89)		R: Were there any words in those questions (passing questionnaire to P) that you thought were horrible words: that you just didn't understand at all?	
90)		A: What about 'what the plan is now'? (points to question; (P reads answer out...unintelligible on recording).	
91)		R: Help (pupil's name) as well...are there particular words in there that were...?	
92)		P: Hmm	
93)		A: What the plan is now to help you...?	
94)		P: Happy...	
95)		A: We sometimes have 'Next Steps' don't we, in school? We talk about what would our next step be.	
96)	Holding and looking at qnr. Starting to tire again (7 mins)	P: Hmmm	
97)		R: Yea. 'now and next?'	
98)	A uses lots of hand gesturing to assist her simplification of the language	A: Hmmm...which really is...is perhaps what that means (pupil's name). What's our next thing...what's going to, going to be our next step	
99)		R: ...but plan's a very adult way of putting it I think...it's not necessarily easy...ok So, when you saw all these questions, did you think...well, what did you think...did you think, that's a lot of questions?	
100)	P reengages again.	P:...yeah (nodding, smiling)	
101)		R:...or did you think it was ok, or...	
102)		P: ok	
103)		R: mm, hmm	
104)	Pupil has begun to echo R's last option	R: and would it have been better...or is it better...if you see questions one at a time: just one on one page, and then turn the page, and	

Line	Notes	Transcript	Notes
	as her answer.	just one on one page...would that have been a bit better?	
105)		P: Mmm	
106)		R: Or... would you like to see them altogether, so you know how many there are?	
107)		P: Mmmm	
108)		R: Which one? You're saying yes to everything, that's why I stopped (laughs)	
109)		P: (laughs)	
110)		A: What would you prefer (pupil's name)? Would you prefer to just have...to see just one question at a time?	
111)		P: (looks up at A) mmm hmm (mouths, yea)	
112)	A augments her verbal assistance with gestures to relevant parts of the page. P has head in hand again and has lost concentration	A: Or would you like to see that, actually, you know, there are nine questions (points) and think that I've done this one, and then I can kind of tick them off ...	
113)	Doesn't seem to understand the question – tuned out	P: (looks up at A) mmm hmm	
114)		A: ...or would you just like to see one at a time?	
115)		P: Just see one	
116)		R: One at a time	
117)		A: Just see one question at a time	
118)		R: Ok, good girl. You've thought really hard about that answer, so thank you. ...(filling in sheet) and, you said photos before, and pictures, didn't you... Ok, do you like answering the questions on paper, or the computer, or something else?	
119)	Voice sounds tired now	P: The computer	
120)		R: Would these have been better if they had been on a screen one at a time?	P is asked two questions in a row
121)		A: You like computers don't you?	
122)	P puts head in arms on desk	P: Hmmm	Unsure what this refers to.
123)	P lifts head up	R: Yea? (Directed qn at A as P has head down)	

Line	Notes	Transcript	Notes
	and refocuses on conversation	Better than this you think? More engaging or?...cos obviously with computers we can put sound and...	
124)		A: ...I think so...	
125)		R: ...the question can be read out and all that...re-read	
126)	A gestures as if operating a touch screen	A: would you have liked it if it had been like a Powerpoint and we can do all those zoomy things, can't we...and the question had come up...	
127)	Moments of engagement pass swiftly. Pupil concentrates only for a few seconds after this 10 min point.	P: hmmm	
128)		A: would that have been nicer for you to see? You still wouldn't have to write anything if you didn't want to...you could give your answers...say your answers...	
129)	Using P's name helps to regain her attention, and she sits back up straight.	R: ...well you could click multiple choice...so maybe PC...and what else...? What would it look like if it was on the computer (pupil's name)? Can you describe it to me?	
130)		P: erm...we have...	
131)		R: If you put that onto the computer...(passes P qnnr) how would you want it to look?	
132)		A: Would you like it to be colourful?	
133)		P: colourful	
134)		R: Which colours?	
135)		P: Purple?	
136)		R: Ok. Any other colours?	
137)		P: Pink (smiles)	
138)		A: (laughs)	
139)		R: Purple and pink.	
140)		A: Purple and pink are your favourites, aren't they?	
141)		R: Maybe we could choose...Ok, what about if the paper had just been multi-coloured, would that have helped as well?	
142)	P focuses for short bursts.	P: (yawns) nods	

Line	Notes	Transcript	Notes
143)	P reengages again – looks at qnr, points to it. Seems better when shared resource to focus on.	R: Because maybe you didn't...because it's very close together on there (gestures to text on qnr)...so maybe I could do like I've got with my box here (pointing to table style on schedule) see I've got that lovely yellow strip there? See over here (Pupil's name) line	Pupil engaged by colour
144)		P: mmm (looks over)	
145)		R: If I could have done it in bands or something, would that have been better?	
146)		P: mmm	
147)	Copying P as aware of tiredness and drawing interview to a close	R: Alright (smiles) 'mmm'	
148)		A: Good girl, you're doing well.	Reassurance
149)		R: You are doing very well. We've only got a few more questions, ok?	Progress Indication
150)		P: mmm	
151)	Pupil eye tracks R's gestures	R: Alright. I noticed...when you were doing this (points to qnr) that the question (this one) why did you meet with the Psychologist, with J...why did you meet with J... and you'd said 'not sure' so I noticed that that was quite a hard question.	
152)		P: (nods, smiles) mmm	
153)		R: How could it be changed, do you think? How could that cha...how could that question be easier?	
154)		P: looks at qn (fingers in mouth)	
155)		R: Do you have any ideas?	
156)		R: It says 'why did you meet with J?'	
157)	A switches to present tense. Accident?	A: Can you remember whywhat Mrs C said to you about why we were going to come and see J? Why J was coming to see you? ↑ and you've got those important jobs to do together?	
158)	Drums fingers on desk, looks at A	P: hmm	
159)		A: Do you remember why Mrs C said that was going to be? Doesn't matter if you don't...You've forgotten (smiles)	
160)		R: I think it was probably ... J probably came to see you to help you	
161)		P: hmmm (nods) (yawns)	
162)		R: That's probably why. So how do you think	

Line	Notes	Transcript	Notes
		maybe they could change this question...for other children...to make it easier. (Pause) Maybe we could have different options, like down here (pointing to multiple choice qns) Where you tick...so it says something like Did J meet you because...? You know, to help you...or to find out things...or..	
163)		(P and A both nodding)	
164)		R: Do you think that would help? If it were choices like a tick thing, down there... (pointing)	
165)		P: (nods, looks at R) hmmm	
166)	Interesting that P filters this noise out, but A doesn't.	R: Ok (phone bleeps in background)...so maybe ticking different options...and were any of these questions too long?	
167)		P: No	
168)	R accepts this answer to try and shorten interview for P	R: Really? Ok.	
169)		R: How did it feel to be asked all those questions about your time with J?	
170)	P thinks, then looks to A	A: There were lots of questions, was that ok? (P and A both smiling). You did well to answer them so well. Would it have been better (pupil's name) if we'd had one or two questions now, and then perhaps come back to it another time? Would that have been....do you think that would be a bit easier?	Reassurance More engagement over time – repetition, processing time.
171)		P: erm	
172)		A: It was just a suggestion (smiles)	
173)		R: And how did it feel, as well...How does it feel inside you, in your head? Is it ... maybe, tiring? .. Or, it ... you said it makes you feel happy earlier didn't you? How do you feel now?	
174)		P: Happy	
175)		R: Ok. Do you think school is the best place for me to come and talk to you?	
176)		P: (nods)	
177)		R: Not home?	
178)		P: shakes head	
179)		R: Not outside?	
180)		P: Shakes head (smiles)	
181)		R: And what about which room in school? Is this a good room for this to happen or...would it	

Line	Notes	Transcript	Notes
		have been better in a different place?	
182)		P: Erm...different place	
183)		R: Which place? Where would you like to be asked questions? If you could pick anywhere in the whole school where would you pick?	
184)		P: In (unintelligible, but nods towards class door)	
185)		R: In your classroom? Can you tell me why?	
186)		P: Because erm...because it's quiet when people go to the ICT suite..	Pupil seeks quiet place for this.
187)		R: Ok	
188)		P: Because Mrs S usually numbers (unintelligible) and she did maths...(unintelligible)..	
189)		R: Ok, and did you like that?	
190)		P: Yes	
191)		R: Good. We've got three more questions, ok? (P nods) Is there anybody apart from A, who you would have liked to have helped you?	
192)		P: Yes, because she helps on a Tuesday	
193)		R: and who else? Is there somebody else who you would have liked...?	
194)		P: ...Katie	More accustomed to adult help than peer help?
195)		R: (to A) Is Katie a TA?	
196)		P: Yes, she helps in Class 1	
197)		R: ...anybody out of your friends whom you would have liked to have been here?	
198)		P: Rosie	
199)		R: Now you met J a whole month ago, that's a long time to remember. How soon after meeting J would you have liked me to come and ask you all these questions?	
200)		P: Erm...yes	
201)		R: One day, two days, five days...?	
202)		A: The next week or...?	
203)		P: same day	Immediate
204)		R: Straight away is it? The same day (P nods) Ok, and ...what could adults do...we kind of talked about this with the topic vocabulary...but, what could adults do to help make the meeting easier for you to understand, before it	

Line	Notes	Transcript	Notes
		happened. Can you think of anything at all that would make that meeting easier for you to understand?	
205)		P: Er...	
206)		R: What about if you'd had a photo of J coming to see you first...or a little book about why she comes to see people.	
207)	P hesitates, but no longer looking at A for reassurance	P: (nods) Because she...	
208)		R: Go on..because she what? (smiles)	Reassurance
209)		P: Because she reads to people	
210)		R: She does read to people, you're right, that's one of the things she does. You've remembered that, that's really good. Well done. Ok, and... ...so maybe something about what she does first, would that have been helpful?	Reassurance Understanding of EP role
211)		P: yes	
212)	A recaps suggestions very well for P	A: Did you talk about...you did talk to Mrs C didn't you, before J came. You didn't have a photo of her did you? (P shakes head). So perhaps it would have been nice to take a photo of her. Something you could go home and read with mum...to know what was going on the next day?	
213)		P: (nods)	
214)		A: Would that have been helpful?	
215)		R: Was it like you expected it to be?	What expectations did P have? Any?
216)		P: (stretches / shrugs)...yea	Given chance to ask questions beforehand? What would she have asked?
217)		R: ...and what about afterwards, after it finished? Was there anything then that somebody could have helped you with to make it easier to understand?	
218)		P: (grins) Pass	
219)		R: Well done! You've remembered.	
220)		A: Good girl	
221)		R: Well done for remembering 'pass'...see that's how easy it is to get me to turn the page	Progress indication

Line	Notes	Transcript	Notes
		(turning to last question)...	
222)		R: Ok, and what will happen next? (Pupil's name). What will happen next? Now that J's been to see you, what's happened because of that?	
223)		P: Erm, pass	
224)		R: Did anything change. Did you have to do any new things because she came to see you? You want to pass, alright. I did hear you. I just thought I'd rephrase that – it was really badly written (smile).	
225)		(P and A smile) R: Ok, when you talk about things in school..what decisions have you helped make in school...so, erm...let's change the word 'decisions'. What things have people talked to you about, and then something's been done about it...like, maybe...aw, I don't know...maybe something got built in the playground? ↑ Something useful? Or (turning to A) is there anything you can think of where students have had a voice?	
226)		P: I'm not sure (smiles)	Appears not to understand qn
227)		A: What happens on some afternoons in the staff room with Mr T. When groups of children go along and .. do you know what they are...they are called our school council meetings, aren't they?	
228)		P: yea	
229)		A: and do you remember you talk about school council, before, and you talk about it when they come back, don't they...tell you everything that's gone on. Do you remember?	
230)		P: (nods) hmmm	
231)		R: Do you get to talk about any of those things?	
232)		P: Yea	
233)		R: You do? Have you been in the school council?	
234)		P: No	Prev experience of voicing opinion
235)		R: So how did you get to talk about them, did you talk to your school council people in your	

Line	Notes	Transcript	Notes
		class?	
236)		P: (shakes head) no	
237)		R: Alright...When you make a decision in school...when you talk about something...who listens?	
238)		P: Erm...the class ...there's one girl in my year who does the school council	
239)		R: ...ah, that's good. Well done. Ok. So the school council member's in your class..?	
240)		P: Yes, they're in the same class	
241)		R: ...and they listen to you..right.	
242)		A: What about when you have meetings about your learning? And mum comes in, and dad comes in to have a look at your books...do you talk about that then? With...your teacher...and Mrs C...do you remember? (pause) You show mum and dad your books and the work...	
243)		P: hmmm	
244)		A: We have those sharing afternoons don't we...talk about your learning...	
245)		P: (smiles), (sighs), looks at R	
246)		R: (laughs) Alright, last question... If an adult wants to find out about how you feel, about something in school, do they usually ask you, ...or do they ask (A) or some other adult?	
247)		P: They ask ...er... A (smiles)	
248)		R: Somebody asks A...aw, ok... (A laughs) ...and, can you think of a time when this has happened today?	
249)		P: (nods)	
250)		R: What? Tell me about it...	
251)		P: Erm...	
252)		R: When an adult wanted to know something, and instead of asking you...	
253)		P: They wanted to know about my work	
254)		R: Somebody wanted to know about your work...and they didn't ask you...	
255)		P: (nods)	
256)		R: They did↑ ask you? Ah, can you think of a time when they haven't asked you and they've asked an adult instead? And you wished that they'd asked you?	

Line	Notes	Transcript	Notes
257)		P: (nods), yea	
258)		R: Tell me about one of those times...	
259)	Pupil making great eye contact and very engaged	P: (pause) (grins) Pass	
260)		R: It's really good that you're saying 'pass'. That's just as empowering. Good. So, listen, thank you very much for your help today. Is there anything else that you wish that I had asked you?	
261)		P: mmm (nods)	
262)		R: What do you wish that I had asked you about?	
263)		P: Erm...about...erm...reading	
264)		R: About reading? What do you want to tell me about your reading?	
265)		P: Erm, well we went through (unintelligible) reading. Sometimes Mrs S has a group of people on her erm folder...and she has to (unintelligible) go out there to get...(points to room door, leading into corridor) to choose a book.	
266)		R: ok, and is that what you have done today?	
267)		P: Erm...we did reading but I haven't read it all...	
268)		R: Ok, have you got any other questions for me?	
269)		P: Not sure	
270)		R: No, not sure? Ok, then we're done. So, that's the end of all of my interviews now. I'm going to turn the video camera off now, ok?	
271)		P: Uh huh	
272)		A: Well done (pupil's name).	

Appendix 7b

Stage One: Full responses to the EPQ

Pupil		Questions for Data Set A: Pupil's response to qnr	
John	Explains the procedure of one part of assessment		
Paul	SENCo		
Georgia	EP		
Pupil		Questions for Data Set A: Pupil's response to qnr	
		1) Whose idea was it for you to meet with the Psychologist?	1) Whose idea was it for you to meet with the Psychologist?
		1) TA Reword/ Assist	1) TA Reword/ Assist
		2) Why did you meet with the Psychologist?	2) Why did you meet with the Psychologist?
		2) TA Reword/ Assist	2) TA Reword/ Assist
		3) Who explained the Psychologist's job to you?	3) Who explained the Psychologist's job to you?
		3) TA Reword/ Assist	3) TA Reword/ Assist
		4) What were the most helpful things about meeting with the Psychologist?	4) What were the most helpful things about meeting with the Psychologist?
		4) TA Reword/ Assist	4) TA Reword/ Assist
		5) What else might you have liked the Psychologist to do to help?	5) What else might you have liked the Psychologist to do to help?
		5) TA Reword/ Assist	5) TA Reword/ Assist

Repeats Qn

Pupil: "Do I have to do ALL of it?"

Extends Qn, completes writing

TA asks if EP came to visit pupil as well. Pupil agrees, but says "She talked to you first".

Did anyone tell you what she did?

"No-one explained this to you?"

Summarises pupil's responses back to him

What helped you? Did it help you? How did it help you?

You liked doing those?

Explains Qn

TA repeats qn in two parts. What else might X have done to help? To help you?

You like colouring don't you?

Matilda	Not Sure	Do you remember ?	TA omits qn	TA omits qn	Begins to explain what happened	"Doing some games"	Encourages and prompts	"She helps me with my letters" _
Emily	SENCo	_	To help me with stuff; I don't know	"Anything in particular?"	EP	Describes assessment activities		DK "because it was a long time ago"
Peter	SENCo	_	Because of my speech	_	SENCo	She made me happy. Games	_ TA what did you like trying with the EP?' /	Pupil repeats qn - echolaic TA moves to next qn
Summer	Don't Know	Repeats Qn after pupil has read herself	DK	why do you think he came to meet you?'	No	Pupil describes this qn as 'hard' "Everything"	pupil comes up with "What was the best	Prompts "Stay longer?"

6) Has your Teacher, SENCO or the Psychologist talked with you about what the plan is now to help you?		6) TA Reword/ Assist
Pass	—	Repeats "no" for all without listening
Reads question laboriously. "Dunno. "		"Shall I put a tick?"
P doesn't understand question...stays silent. TA repeats. P answers SENCo. Appears just to choose from the list.	Do you understand that question? It was a long one, wasn't it	
6) Has your Teacher, SENCO or the Psychologist talked with you about what the plan is now to help you?		6) TA Reword/ Assist
7) Do you think meeting the Psychologist will help you to:		7) TA Reword/ Assist
a) Be Happier?	y	y
b) Learn Better?	y	y
c) Enjoy School More?	y	y
d) Get on Better with Others?	y	y
e) Get Better Help?	y	y
f) Feel Safer?	y	y
g) Have a Better Life?		
7) TA Reword/ Assist		7) TA Reword/ Assist
8) Is there anything else you'd like to say about meeting with the Psychologist	Stares	8) TA Reword/ Assist
8) Is there anything else you'd like to say about meeting with the Psychologist	Don't know'	8) TA Reword/ Assist
	No...She's the best second teacher, but I'm not writing that'	
8) TA Reword/ Assist		8) TA Reword/ Assist
9) What did you like or not like about this survey?	Survery? "I liked anything"	9) TA Reword/ Assist
9) What did you like or not like about this survey?	Quite liked it'	9) TA Reword/ Assist
9) TA Reword/ Assist	TA explains	9) TA Reword/ Assist

Shakes head "Erm, happy"	—	Yes	Y	Y	Y	Y	Y	Y	Looks at TA and gives 'yes' answer in response to positive inflection	No	—	"Liked them"	Explains survey means questions
No	—	No	No	No	Not Sure	No	No	Not sure	Asks "Why" for "no" answers	"Can't remember"	—	"Not actually that sure"	"Doing these questions"
Recalls IEP when prompted	TA mentions IEP as prompt	Yes	y	y	y	y	y	y	Looks at TA and gives 'yes' answer in response to positive inflection	Friendly - I could talk to her	TA prompts to expand answer	"I liked everything" —	
No	—	Yes	y	Not sure	y	y	y	y	Seems to be effect of having 'yes' option first - needs scrambling	no	What do you think this question means?	Q4 was a bit hard	—

Remembers SpT	Yes	Yes	Yes	1	Yes	_	Yes	PC	Yes	TAs and peers
Remembers EP - esp hair!	Yes	_	_	4	Yes	Yes	_	PC	_	TAs and peers
Remembers SpT	Yes	Yes	_	1 Yes	_	_	No	PC - to type in your answers	Yes	Peer
Doesn't remember EP	Yes - and of resources used	Yes, with eyes / faces	_	3 _	_	_	Yes	PC - it could say hello and goodbye	_	Only TA

Same day	Classroom - quiet	Talk to SENCo first	"Pass"	"Pass" (smiles)
1 day	School Library - quiet	SENCo to talk to me before and after		—
1 day	School	Writing it down at the time	Storing it in a folder in SENCo's Rm	Talking about it the next day
1 day	School	SENCo to talk to me one day before	Photos of the games and a talk with the SENCo	Tell mum so she can talk with me

School Council Meetings SENCo; Council; Ecohero Meeting	None	TA	"Pass"
	None	Pupil and TA	Not sure
Gardening	Yes- TA wrote down pupil's decisions for him	Pupil and TA	SENCo asked me about coming to see you
Invited to be a gym trail leader but clashed with Brownies	Pupil took decision to go to Brownies	Pupil	Took decision not to take part in Rugby for PE lesson

Appendix 8b

Stage One: Content analysis

Stage 1, Data Set A: Analysis

Taxonomy of current issues <ul style="list-style-type: none"> Subthemes 	Behavioural / Situational Observations	Transcription / Supporting Evidence	Reflections
<p>Misunderstanding questions</p> <ul style="list-style-type: none"> Vocab too difficult 	<p>A rewords, uses voice inflection and pupil's name to assist.</p>	<p>PAUL, Q9 <i>What did you like or not like about this survey?</i></p> <p>P: "What did you like or not like about the, this...sur..survey?"</p> <p>A: "This is a survey L" (Gestures to all questions). "Did you like it, or did you not like it?"</p>	<p>The rewording of the question by the TA loses its original meaning.</p>
	<p>A: automatically fills in questionnaire for pupil.</p> <p>A: senses child unable to answer question and quickly moves on.</p>	<p>SUMMER, Q4 <i>What were the most helpful things about meeting with the Psychologist?</i></p> <p>P: ummm</p> <p>A: What did (EP) do to make you think oh, this is a good idea, we could try that? What did she do? Can you remember?</p> <p>Did she give you any ideas about things that we could do in school together...things like that?</p>	<p>P reads the question but seems to make no meaning of it. When reworded for her this doesn't appear to help.</p> <p>Question appears far too abstract. Pupil happier to move on.</p>

Taxonomy of current issues • Subthemes	Behavioural / Situational Observations	Transcription / Supporting Evidence	Reflections
	<p>Later, in response to Q9, Pupil says “that one was a bit hard” points to Q4.</p>	<p>P: Hmm... (pupil looks away, sucks hand) A: Shall we forget that one and come back to that one in a minute?</p> <p>P: Yes</p> <p>A: Yes, forget that one. We'll come back to that.</p> <p>(Later) A: Would you like to try number 4 again? What were the most helpful things about meeting with (EP)?</p> <p>P: Everything</p>	<p>Pupil seems to understand the question this time, but still not able to answer it in any detail. Processing time and context an issue.</p>
<ul style="list-style-type: none"> • Not understanding instructions 	<p>Random selection, influenced selection or no selection for the multiple choice questions</p>	<p>S11.2 Q7 <i>Do you think meeting the EP will help you to...</i></p> <ul style="list-style-type: none"> • <i>be happier?</i> <p>A: (adds) do you <i>think</i>?</p> <p>P: Yes</p> <ul style="list-style-type: none"> • <i>learn better?</i> <p>A: Yes, not sure or no?</p> <p>P: Yes</p> <ul style="list-style-type: none"> • <i>enjoy school more?</i> <p>P: Not sure</p> <p>A: you're not sure...</p>	<p>Italics signal rising inflection of TA's voice.</p> <p>Corresponds directly to pupil's answers: tone up = positive answer; tone flat = not sure</p>

Taxonomy of current issues • Subthemes	Behavioural / Situational Observations	Transcription / Supporting Evidence	Reflections
		<ul style="list-style-type: none"> • <i>get on better with others?</i> P:Yes <ul style="list-style-type: none"> • <i>get better help?</i> P:Yeah <ul style="list-style-type: none"> • <i>feel safer?</i> P: Yeah <ul style="list-style-type: none"> • <i>have a better life?</i> P:Yeah	
<ul style="list-style-type: none"> • Only responding to key words • Looking blankly. • Answers uncertain / tentative, perhaps including lots of 'er/erm...' fillers. 	<p>Gives a different answer – commonly explains activities undertaken.</p> <p>Cues into the final word in a sentence and frames reply to include this 'keyword'. Doesn't appear to notice that this answer is not being sought. No self-correction.</p> <p>Pupil repeats the word 'games' using the same intonation as the TA. Appears more echolaic</p>	<p>PETER, Q5 <i>What else might you have liked the Psychologist to do to help? (A adds 'you' at end).</i></p> <p>A: Can you think of anything?</p> <p>P: (laughs – head down) No. I can't think of anythink.</p> <p>A:Do you think she was very good, she gave us lots of ideas</p> <p>P: Yea. Lots of ideas, yea.</p> <p>A: I think...what about some of the games...</p> <p>P: Yea...</p> <p>A: Cos we didn't have all the games, did we?</p> <p>P: nah...the games...all about the games...</p> <p>A: What do you think she might of...you might have liked her to do?</p> <p>P: To get us some more games...better games?</p>	<p>Seems that TA is mixing up EP and SpT?</p> <p>If a pupil doesn't know what the types of help an EP can offer are, they cannot answer this question.</p>

Taxonomy of current issues • Subthemes	Behavioural / Situational Observations	Transcription / Supporting Evidence	Reflections
	<p>than demonstrating understanding or comprehension of the question.</p> <p>First response is to yawn, avoids question Then picks up on EP's name as key word and describes activity with her.</p> <p>Later, picks up on remember as key word and similarly, uses this to frame his answer as what he <i>remembers</i> of the activity.</p> <p>In the final exchange, the TA uses the word meet at the end of the questions sentence.</p>	<p>JOHN, Q1 <i>Whose idea was it for you to meet with the Psychologist?</i></p> <p>P: <i>Stretches, yawns</i></p> <p>A: "Do you remember whose idea it was that you should meet with the psychologist... that's (EP)?"</p> <p>P: (EP)?...well, we had some cubes and I had to get them in the right order...like you had to copy this picture and put them in the right order.</p> <p>A: Ok, whose idea was it (pupil) that you <i>met</i> with (EP). Who said to you shall we meet (EP)? Can you remember? No, you can't remember?</p> <p>P: But I <i>do</i> remember...I had to erm they add up the same things so like an umbrella and a beach ball...you know a ball...yeah they go with an umbrella, the sunbathing one, and then with the ball...and then I got that one right, and I needed the bird and the tree together.</p> <p>A: Ok, that was something you did with (EP) was it? A little game you played? Yep? Ok, so can you tell me whose idea it was to meet, ... or can't you remember that?</p>	<p>It appears that the pupil is able to give a relevant answer with this cue (putting the key word at the end), but doesn't really recall.</p> <p>Perhaps each question should be introduced...'this is a question about...' as well as key word/concept repeated at the end of the question. Gives more processing time too.</p>

Taxonomy of current issues <ul style="list-style-type: none"> Subthemes 	Behavioural / Situational Observations	Transcription / Supporting Evidence	Reflections
		<p>P: No, it was just her wanted to meet with me. She wanted to meet.</p> <p>A: (EP) wanted to meet you did she?</p> <p>P: Yeah</p>	
<p>Missing the purpose behind the question</p> <ul style="list-style-type: none"> Teaching Assistant omits questions 	<p>P stares into space, no answer given. TA rewords. Breaks down, summarises.</p>	<p>MATILDA, Q2 <i>Why did you meet with the Psychologist?</i></p> <p>P takes a long time to answer Q1, eventually saying 'I don't know' Question 2 is then omitted by A who moves to Q3, then back to Q2:</p> <p>A: Who explained to you what (EP)'s job was? P: Erm, well, you had to do like all these words in the thing (gestures in square motion on table) A: Did somebody explain to you what (EP)s job was (pupil)?</p> <p>P: Erm... A: Why you were meeting with Jane? P: Erm, we did some reading A: Did you?...so, lots of words and lots of reading.</p>	<p>Pupil doesn't understand the intent of the question: that the meeting is to benefit her, not the EP.</p> <p>She therefore interprets that the meeting was for the activities that took place: a functional, not explanatory perception.</p> <p>Again, this is perhaps about stating explicitly to the pupils that the EP is there, for them!</p>
<ul style="list-style-type: none"> Echolalia / no answer Doesn't 	<p>Repeating or losing concentration to questions. Needing refocusing.</p>	<p>S10 .1, Q7 <i>Do you think meeting with (EP) will help you to...be happier?</i></p> <p>A: You've got yes, not sure or no P: No (laughs)</p>	<p>Echoing words/keywords/phrases might be assisted with more structure and tangibles.</p>

Taxonomy of current issues • Subthemes	Behavioural / Situational Observations	Transcription / Supporting Evidence	Reflections
<p>have enough info be able to answer the question</p>	<p>Pupil seems to listen less and less to each question. Her face breaks into a smile during the question being read out, then often a laugh as she answers 'no' or 'not sure'.</p>	<p>A: No. Cos you're...Why's that then? Is it because you're already happy? P: Yea (they both laugh) A: Do you think meeting with (EP) will help you to...learn better? Yes, no, or not sure. P: No (laughs) A: No...ok, do you think meeting with (EP) will help you to enjoy school more? Yes, no or not sure? P:You put a tick on no (smiles) A: You keep on ticking no? So why, why, why's that then, you think? That he would not help you to enjoy school more? P: I don't know A: You don't know...is that a 'not sure' or a 'no' then P: No A: No, you're quite certain about that aren't you.</p> <p>A: (EP) will help you to get on better with others? Other children, or other people. P:Not sure A: Ok, so do you think meeting (EP) will help you to get better help? P:Erm....no A: and what do you think this says...Do you think</p>	<p>TA appears to see that pupil has used 'you' to talk about herself and re-phrases accordingly</p> <p>But what is it that pupil is certain about? That 'no' should be ticked for uniformity or consistency?</p> <p>Pupil appears to prefer the 'no' response. Is this because she doesn't often get to say it in other school-based activities?</p>

Taxonomy of current issues <ul style="list-style-type: none"> Subthemes 	Behavioural / Situational Observations	Transcription / Supporting Evidence	Reflections
		<p>that meeting (EP) will help you to feel safer? No, yes or not sure.</p> <p>P: (laughs) no.</p> <p>A: and the last one there...it says do you think meeting (EP) will help you to have a better life?</p> <p>P: not sure</p>	
	<p>Pupil is disinterested. Looks away from paper towards door.</p>	<p>JOHN, Q5 <i>What else might you have liked the Psychologist to do to help?</i></p> <p>P: "I don't know. I don't know what it means"</p> <p>A: Well, is there anything else that (EP) could have done that would help you, make things easier for you? Can you think of anything?</p> <p>P: Yeah, but she did give me a biscuit (laughs) and I gave her a biscuit.</p>	<p>Question relies on pupil knowing how EP can help. His suggestion of a biscuit seems quite appropriate where no other cues are available to him.</p>
<ul style="list-style-type: none"> Question too broad or complex 	<p>Many questions are multipart. Consequently, pupil appears to just select from list of names given to her by the TA, rather than understanding the question.</p>	<p>GEORGIA, Q6 <i>Has your Teacher, SENCO or the Psychologist talked with you about what the plan is now to help you?</i></p> <p>P: P looks away. Gives no answers.</p> <p>A: "Do you understand that question?"</p> <p>P: shakes head</p>	<p>This asks: 1) Has an adult talked to you; 2) Which adult (from a choice of three) was it; 3) What is the plan to help you?; 4) Did your choice of person for Q2 talk to you about your choice of answer for Q3...</p> <p>Questions need very careful examination and to build up in stages: 1) Is there a plan to help you? 2)</p>

Taxonomy of current issues • Subthemes	Behavioural / Situational Observations	Transcription / Supporting Evidence	Reflections
		A: "It was a long one, wasn't it? So, has your teacher? Or (SENCo)? Or EP? Talked to you about how to help <i>you</i> ?" P: "(SENCo)"	Where/what is it? 3) (with plan in front of pupil) Who else talked to you about this plan ...
Lack of motivation to answer questions • Put off by quantity/ presentation	Sighs, puts head in hands / head on desk. Looks through the questions. Yawns	PAUL, Q1 <i>Whose idea was it for you to meet with the Psychologist?</i> P: "Do I have to do <i>all</i> of it?"	Length and style of qnr was obviously off putting for some pupils. Survey Monkey would only put up one question at a time, but I think that just text would remain onerous.
Confusion of role of Psychologist • Mixing up with other professionals	Talks about Speech and Language Therapist's work. Mixes up activities. Pupil gives convincing answers and looks engaged in the conversation. However, is this masking a general lack of understanding of what is being discussed, or preconceptions of answers the pupil feels they should give?	PETER, Q2 <i>Why did you meet with the Psychologist?</i> P: Because of my speech SUMMER, Q2 <i>Why did you meet with the Psychologist?</i> A: Why do you think (EP) came to meet you at school? P: I don't know.	SENCo confirmed the EP visit remit was learning. Perhaps this pupil lacks Theory of Mind and assumes EP visits are about what he is thinking about... TA rewords this neatly – gives some more context and puts EP name earlier in sentence.

Taxonomy of current issues <ul style="list-style-type: none"> Subthemes 	Behavioural / Situational Observations	Transcription / Supporting Evidence	Reflections
<ul style="list-style-type: none"> Psychologist didn't explain their role 	<p>TA continues to break down the question and repeat pupil's answers back to him.</p>	<p>JOHN, Q3 <i>Who explained the Psychologist's job to you?</i></p> <p>A: Who told you what a psychologist does? P: They learn...they learn...they let you how to learn stuff. A: Yea? Who told you that? P:Nobody. A: Nobody? How do you know that then? P: Because she just....she was learning with me... A:Ok. So, did she explain her job to you, or did you just...you just know? P: I just know, that's all.</p>	<p>Perhaps pupil has been told and forgotten. What could remind him in the future? Tangibles?</p>
<p>Unable to recall meeting</p> <ul style="list-style-type: none"> Occurred too far in the past 	<p>Pupil can articulate her difficulties with this well. TA tried to link memories with specific activities</p>	<p>EMILY Q8 <i>Is there anything else you'd like to say about meeting with the Psychologist?</i></p> <p>P: Can't remember A: Can't remember, that's ok. So you remembered doing the picture didn't you? P: Yea A: Can you remember anything else you did with (EP)? That was the main thing was it? P: Yea. 'Cos it was in December. A: It was, yes, it was a few months ago wasn't it. P: nods.</p>	<p>Should EPs make more of the links between sense and memory? Why is the drawing more memorable than the other activities?</p> <p>It wasn't December – the EP visit had happened within three weeks of the interview</p>

Taxonomy of current issues <ul style="list-style-type: none"> Subthemes 	Behavioural / Situational Observations	Transcription / Supporting Evidence	Reflections
		<p>PETER Q8 <i>Is there anything else you'd like to say about meeting with the Psychologist?</i></p> <p>A: Anything you'd like to say. P: No (Later) R: Was it easy to remember the time you spent with (EP)? P: No R: No, I didn't think so A: Nods R: Why? Is it because it's a long time ago, or is it because of a different reason? P: (smiles) because I don't know the time yet. R: Because you don't know the time yet? Ok.</p>	<p>Pupil can only answer 'no' for Q8 really: it is presented as a closed question, and also because she can't remember the visit, therefore can't comment on it</p>
<p>No understanding of next steps</p> <ul style="list-style-type: none"> Pupil answers negatively to Q6 	<p>Pupil benefits from this question being simplified, using TA's knowledge of school context.</p>	<p>SUMMER Q6 <i>Has your teacher, SENCo or EP talked to you about what the plan is now to help you?</i></p> <p>A: When (EP) came, and then went again, did (SENCo) explain to you what the plan was going to be? P: No</p>	<p>This may be more about the wording of the question.</p> <p>The rewording automatically removes the teacher and EP. Thus becomes a different question, but one that the pupil is able to give a definitive answer for.</p>

Appendix 12b

Stage Two: Full transcript (Focus group)

Stage 2: Focus Group: Full transcription with initial coding ideas

Date: 27/6/12

Time: 13:30

Name: Focus Group

M, Ja, S, Ji, Jo = Participants; R=Researcher

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
1)	Intro – issues of consent, anonymity, group confidentiality (12062901)	<i>(following ice-breaker questions)</i> R: Everyone's had a go at talking, and has talked on film, and you are all ok? <i>M, Ja, S, Ji, Jo nod and smile</i> R: Lovely. So the first question I have for you is... ...and rather than directing your answers at me, if you want to jump in ... we're not going around the room anymore (<i>gestures</i> <i>clockwise</i>) so please do answer one another ...	Group appear relaxed.
2)	Qualifiers provided	R: What is your current experience of a child's input to their Statutory Assessment? <ul style="list-style-type: none"> • I need you to think about before, during and afterwards. • What is your experience of, or feeling about what happens...anything you want to say about that at all. 	
3)	03:22 <i>Jo also nodding</i>	S: I think that's quite difficult, I think it depends very much on how much the parents have talked to the child, and how much the child's picked up from the parents about their anxiety. Erm, so it varies tremendously from parents who've really indoctrinated their child to think that they've got a lot of problems, to parents that really haven't mentioned much about it and have kept it to themselves.	Parental involvement Preparation Parental anxiety
4)		R: does anyone else have anything to add?	R Faciliates
5)	03:31 <i>Gestures left to right at word 'process'</i>	Ja: hmmm, I guess my input...it depends what you mean by input. I suppose if you're thinking about how much knowledge they	Child's knowledge of process

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
	<p><i>Jo and Ji both nodding.</i></p> <p>03:34</p> <p><i>Jo nodding.</i></p>	<p>have about the process, and how much knowledge they have about their own needs, and what they want to happen to them throughout that process...then I've found that they often don't have much knowledge or understanding of it at all...in my experience.</p> <p>I do ask them about it...and say do they know why I'm there...what this is all about and has anybody explained it to them? More than likely they say no (laughs).</p>	<p>Child's understanding</p> <p>Preparation</p> <p>Child's understanding</p>
6)	04:02	Erm, sometimes the older children I think tend to know a bit more about it than the younger ones do.	Age
7)	04:18	Erm I've certainly found children in Key Stage one tend to not really know at all what's going on, and who all the people are and why they're going to see different people and what it's all about.	Age Level of understanding Role of EP
8)	05:11	They sometimes know what they find difficult and what they find easy to do at school but they don't really have a full understanding of their needs and difficulties. Whereas some of the older children perhaps...end of Key Stage two and certainly at secondary level, they know more about what they want don't they I think, well, in my experience they do – and often it's been explained to them and they know a little bit about what's going on, and why they need to have this process, and what it's going to result in and that they might be getting more help at the end of it.	Age Level of understanding
9)	05:20	S: it also depends on the nature of their difficulty doesn't it	Nature of difficulty
10)	05:21	Ja: it does, yes	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
11)	05:26	S: because some children with quite severe difficulties haven't got the understanding, have they.	Level of understanding
12)	05:40	Ja: That's right. Yes, I think often if they've got Speech and Language difficulties, I think they can find it hard to communicate what they think about their own needs and their own difficulties and I think it depends how you approach that...and I think sometimes if they don't have perhaps um the communication skills generally or the vocabulary or the understanding about what's going on then that's going to limit what they're able to understand and explain, I think, about it...and what the process is all about.	Impact of SLCN Child's communication Vocabulary Level of understanding
13)		R: ok, does anyone else have anything else to add to that?	
14)	06:12 06:31	Jo: well I agree with all that and I think there's also something around the context we're working in...the fact that we've got three days to gather and write this information ... erm... practically, sometimes we're having to do it in less time than that because we're squeezing other things in and so...you're aware that other people have gathered the young person's views, you're aware that you've got some time to do some work with them, which may include the opportunity to expand on that, or not, and so some of it is logistical and opportunistic. How much priority you give to that, given that you also have ... having looked at the file want to look at these other areas that may involve working directly with the children or may involve talking with the LSA or the parent or the teacher or whoever.	EP Constraints Time limits of assessment Reduced time with pupil Views gathered by another Schools' priorities Reduced time with pupil
15)	06:59 Jo nods	R: so are you saying that because the child's seen you a little bit less, that they might have less of a handle on ...	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
16)		Jo: ...certainly the EP's got less of a handle on being able to clarify that. Quite what other people say would vary, I guess.	
17)	07:12	R: and the actual child's input themselves therefore is reduced...is that?	Reduced time with pupil
18)	07:25	Jo: Through the EP's involvement, yeah	
19)	07:27	R: and what about afterwards does anybody have any opinions of how the child perceives what's happened to them after the assessment?	
20)	07:39	S: well, the nature of what we do, particularly at the moment, we...we really don't see them at that point. Do we? I mean the next...very often ... the next time we would be involved is at Year five at the Annual Review so we might have seen the child as a pre-schooler,: so to, to get that sort of feeling of how they've experienced it and how they see it later on...we can't necessarily be involved.	Reduced time for follow up Child's emotional experience
21)		Jo: and we have been in the past, haven't we	
22)		S: we have, but not now	
23)	08:05	Jo: not now...and probably, with the traded work context, that will continue to be the case: that although we might be in the school and aware of those youngsters, unless there's special reasons why the school would want us to work with them, we'll be directed somewhere else.	School's priorities
24)	08:29	R: So what you're saying is that there's no way to answer this question because you just don't get back into the schools enough to find out how the child felt at all?	Reduced time for follow up
25)	<i>M, Ja, S, Ji, Jo all nod</i>	Ja: Generally, yeah.	
26)		Ji: Can I go back to the original question? R: Of course Ji: Erm, because my more recent experience has been receiving, reading other people's psychological advice rather than necessarily doing it myself...but the	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
	09:30	feeling that I get from reading the psychological advice is – and this is a generalisation – and bearing in mind that we’ve got some people who are writing Appendix Ds who are not regular members of the team but they’re associates..erm, the focus on the child’s views has been quite strongly influenced by the questionnaire...the prepared questionnaire that all children are being asked to complete by the schools and by their parents and then EPs tend to tap into that, maybe quote from that, maybe follow up what’s been said there.	Child not asked Views gathered by another
27)	09:33	R: Can I just clarify, do you mean the child’s view with all the pictures on it, where they fill in the boxes?	
28)	09:51	Ji: Yes...but in terms of children knowing about the process they’re going through, I’m not, I don’t get a feel for whether children have a view about that at all...because that form is about what do you like in school, what is going well in school, do you find some things difficult, who helps you, what do they do	Forms don’t ask about process
29)	(12062902) 00:03	R: So they aren’t asked the questions in the first place, to be able to give those types of views?	Child not asked
30)		Jo: not in that format, no...	
31)		R: ...about the process itself	
32)	00:13 <i>Ji and Jo nodding</i>	S: I kind of feel that if...if we make the child very aware that this is a very important thing and you know, then we’re not really doing our job properly because the whole thrust of what we should be doing is making the child feel comfortable, so that they can perform to their best...and making them anxious and making it seem like a big deal is not appropriate	Child’s anxiety Child’s emotional experience Reducing anxiety/stress
33)	00:36	Ja: I think it depends on how we approach it as an EP with each particular child in terms of how we phrase it and bearing in mind what you’ve said (gestures to S)	Reducing anxiety/stress Level of

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
	<i>Jo, Ji nod. All make affirmatory nods/sounds.</i> 00:42	about making it appropriate and not to stress them or make them feel anxious – I mean I usually just...I do ask them whether they're aware of why I'm there and what it's all about really but... I don't really think that unless the parents have explained it that they have any understanding generally...the process as a whole. I think that they tend to pick up on the fact that, that they need a little bit of extra help with certain things and that perhaps I might be there to help to do that in some way, but I don't think they have a full understanding of the whole process and what it means unless they're older and it's been explained to them.	understanding Parental involvement/ explanation Deficit-model Age Level of understanding
34)		R: ...and you're saying that the parents are key to that? That their preparation beforehand...	Parental involvement/ explanation
35)	01:48	Ja: ...Yes, I think that the ones that know about it are the older children, in my experience, and the ones whose parents have explained. 'Cos they'll say to me oh yes, 'my mum said that you'd be coming to see me today', and then I might pursue that with 'has your mum explained what's happening and what it's all about?' 'oh yes, you know, she said this or she said that'...or no, they haven't ...	Parental involvement/ explanation Preparation Parental understanding
36)	01:52	R: Do you find it's accurate information or...?	
37)	01:53 <i>Jo, S, nod</i>	Ja: Erm, I think it's quite simplistic and it can be a little bit misleading. I think it depends on the parents' understanding doesn't it? Of the process as well...as to whether they fully understood what happened...and how they explain it to their child as well, or whoever it is, it might be the teachers, it might be the SENCo that has helped in that as well	Parental understanding School's explanation
38)		R: So perhaps they need something that's very simplified for them, to internalise first,	

Line	Notes (Video location markers; non-verbal communication)	Transcript	Coding / Reflections
		so that they then pass on to the child?	
39)	02:18	Ja: Yes, maybe something that is child-friendly information that can be given to the child possibly	Resources used to prepare child
40)	02:28	R: M, did you want to add anything?	
41)		M: There's been nothing...sort of out... been anything I've experienced that adds to anything that anyone has said really...everything I agree with.	
42)	02:47 <i>Car alarm sounds. Everyone laughs. Need to repeat question. Silence, seems to indicate lack of interpretation (badly phrased question) – so question broken down with some examples</i>	R: Ok, thank you. Erm.. the next question is What information would you like to know about the child's experience of their meeting with you? Ok, so...what information would you like to know...(the child's already met you)... what would you like them to be able to say about you? What sort of information would you like to know? Would you like to know about what they thought about particular resources? Or would you like to know about what they thought about how it was to meet with an EP generally? Or anything that...you know what would be useful information for you to take away that was feedback from the child at the time.	
43)	03:26 <i>Everyone laughs</i>	J: My gut reaction to that question, and this is kind of without reflecting on it particularly, is just that I'm not sure I need to know anything, because part of me feels that if I'm doing my job properly, I get a sense of whether the child is comfortable or uncomfortable, or found that easy or difficult when I'm there. If I don't know that, at the time, erm, maybe I'm not in the right profession....but, but I can see that that's not fool proof, and that assumes I'm omnipotent in some way...	EP is reflexive Child's emotional experience
44)	03:59	S: I suppose I'd like to know they didn't find	Child's

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
	<i>Jo nods</i> <i>Everyone laughs</i> 04:09	it stressful...you know, in the best of all possible worlds you'd like to think they quite enjoyed meeting somebody and having a bit of attention and so on. That isn't necessarily true, I mean, just recently I asked somebody, you know, did you enjoy doing any of those at all? And she looked at me and said 'no, not really'.	emotional experience Reducing anxiety/stress Resources used during assessment
45)	04:17	R: But you asked the question at the time...	
46)	04:23	S: I did (nods)	
47)	04:27	R: ...which other EPs don't necessarily do...so you're getting that feedback	
48)	04:35	S: I don't always...it depends on the child, and the type of difficulty and so on. I mean, I often ask them what they know about me coming and so on, and I will sometimes, like Ja , say well you know 'your teacher's told me that sometimes you have a bit of difficulty with this or that, and it's my job to see what we can do to try and help you.' Though I think that's simplistic, I leave it as simple as that really...	Deficit-model Nature of difficulty
49)	04:44	R: ...yes, and like you say, to reduce their anxiety..	Child's anxiety
50)	04:45	S: mmm	
51)	04:58	Ja: I mean I'm a bit like S , I like to know...I do often ask after I've done perhaps some assessments with a child you know 'was there any of that , that you found particularly difficult..erm...was there something about what we did that you really enjoyed?', or anything to get an idea of how they found that and...it's difficult though, erm, I mean I...I like to know what they find difficult in school as well and what they find easier and harder to get an idea of their own perception of their strengths and difficulties.	Self-perception
52)	05:27	Jo: ...and I suppose my...what I'm not quite tuning into with this is, isn't that part	EP Best practice

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		of the assessment anyway?	
53)	05:38 <i>Ja makes circular/sphere gesture to emphasise 'whole'</i>	Ja: Yes it is. No, it is. But, so I suppose you could say it's not, I don't ...like you I don't separate it from the whole assessment process. It's part and parcel of I suppose the things that I would do ... in an assessment.	
54)		Jo: Yeah	
55)	05:54	S: and looking at how they respond. How do they respond in this situation? That's part of our job to look at that isn't it.	EP is reflexive
56)	05:58	Jo: Yes...' you found it difficult when we looked at...' Yes.	EP is reflexive
57)	<i>Passes around checklist</i>	R: Can I pass you out this? This is one potential idea that might come out of some of the research...is that ...do you think, in your opinion would something like <i>that</i> be helpful, so that, at the time you were able to make sure that you ... you were saying that you know...with certain children that you were using your intuition, and certain children respond better to being asked about feedback...you know, you'd pick your child, but would something like this do you think help to maybe generalise that? That this is very good practice that you are telling me about but I'm not certain that everybody does that, and would you think that something like this...as a...would it help <i>you</i> , and do you think would it help generally across the board to...	
58)	06:49	Ja: ...you mean to have a checklist like this, and to remind us of the things to sort of go through with a child?	
59)	06:51	R: Yes	
60)	<i>M nods</i> 07:00	S: I think that is quite helpful. If I do go into that sort of, you know, do you know why we're meeting today, and this sort of thing...er...then this (gestures to checklist) is kind of the way that I do it. 'My name's Mrs so and so, I don't work in this school I	EP not using title

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
	07:10	go round different schools, and part of my job is to see how we can...' I don't use the words Educational Psychologist...ever, I don't think...	
61)	07:15	Jo: No, I don't think I do either	EP not using title
62)	07:19	S: So, erm, I might say I want to look at some...do a bit of reading, bit of selling, a bit of maths maybe...onto other things. You know I don't necessarily go into how the information will be used except to say, you know, the aim of it is to find ways of helping you so...	Uncertainty of outcomes
63)		Jo and Ja: Yes	
64)		Ja: That tends to be what I say as well. 'This will give me a better understanding of the things you find easier and harder and then I can help your teacher to understand those things and we can work on what we do to help you.' That's the sort of things I do as well.	
65)	07:57	Ja: Erm, I don't tend to go on what will happen next. I might mention that it will get them more help but I don't talk about a Statement or anything like that because a) we're not sure quite necessarily if that's going to happen for sure ... or really, what will happen, so I tend to just do it loosely and say 'what I'll do with what we've done and what will happen, is that hopefully this will end up with you getting some more help in the things you're finding difficult.'	Uncertainty of outcomes
66)	08:27	R: But again that's perhaps something that you do that isn't necessarily rolled out by everybody	
67)	08:31	Ja: exactly. Yes. You mean, I suppose, in a way, it means that people are doing the same kind of thing. There's a bit more standard practice across the service or whatever, yea.	Standardising EP practice
68)	08:44	R: Are there any parts of those, any	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
	00:11	<p>I've told you?' I mean I do...I suppose we all do that to some extent anyway..</p> <p>...but it's nice to have a sort of format that you can follow I suppose, as a prompt, to remind you</p>	
80)	00:35	Jo: Yes, because these aren't necessarily translated into things you say to the child are they? They're things you are conscious of in the process of interacting with the child.	Being explicit
81)	00:45	M: Areas to cover	
82)	00:46	Jo: Yes	
83)	00:48	<p>Ji: It's quite interesting that most of us here have said oh yes I would use something like that. I mean I, certainly in my practice, I probably go through most of those.</p> <p>I wonder how consistent that is? I mean it's like 1,2,3,4,5 out of five of us have said I would do that, I'm wondering whether that's typical or ...?</p>	
84)	01:12 <i>Everybody nods and agrees</i>	S: I suppose, to answer that in part, I would often do that, but I wouldn't necessarily always, it would very much depend on the child, the age, and whatever. You know, if it's a child that's got er, is quite hyperactive and so on – you might want to get straight into doing something, you know, rather than sit and listen and....to those sorts of questions	<p>Child's behaviour</p> <p>Age</p> <p>Nature of difficulty</p>
85)	01:34	Jo: Yes, because they won't necessarily, will they?	
86)	01:36	S: Yes, so it's very much a judgement call, the extent to which you go...?	
87)	01:40	Ja: And there are some children where this just would not kind of be very appropriate for ...	
88)	01:46	S: It wouldn't get you anything, anyway.	
89)	01:52	R: Ok, can I ask you, leading on from that, what do you find exciting or interesting	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		about hearing children's views on SA?	
90)	02:09	<p>Ja: I find it really interesting ...I don't know about exciting, but I do, I do , I like doing it and I really like to hear what their perceptions are because they're so different sometimes, to what you would expect or very different depending upon the age of the child.</p> <p>It can be quite fascinating to hear sort of how they've unravelled it all and what they think about what's going on for them and their perception of it all...and I always find children's perceptions very interesting.</p>	<p>Self-perception</p> <p>Age</p> <p>Child's communication</p> <p>Self-perception</p>
91)	02:39	<p>M: It's always interesting to hear what they've got to say, Their view about anything really, not just their views on Statutory Assessment process. It's always interesting to sit down and talk to them because it gives you an understanding of what's underneath as well – how they see things, how they view things</p>	<p>Child's communication</p> <p>Self-perception</p>
92)	02:57	<p>Ji: I think sometimes what we do as psychologists leads children to say, term things in perhaps different ways to the view that the school might necessarily have about the child and their perceptions.</p> <p>Or the parent. I mean I think that sometimes we might have a more independent sort of understanding. Because we're with the child on our own and we're actually asking them, whereas I think maybe schools tend to make an assumption about the child's views, rather than asking them the direct question.</p>	<p>Asking direct or open questions</p> <p>Deficit-model</p> <p>Parental Understanding</p> <p>Child not asked</p>
93)	03:33 <i>Everyone agrees / nods</i>	<p>Ja: I think that's a really good point actually, I mean we're, we're privileged really, to be privy to what they actually think themselves about what's going on.</p>	<p>Child's understanding</p>

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
	03:52	And sometimes, you come away with something where you think well actually, this is what they've told me so this is how they're seeing it. And for them, this is really important, or <i>this</i> is really important. That, that can be really valuable, depending on what they say really.	
94)	04:09	S: I think we're much better at asking open questions, rather than closed questions. You know, you, you see it all the time don't you...with the best will in the world, the LSA is saying 'you like spelling, don't' you?'	Being explicit Asking direct or open questions
95)	04:20	R; Ok, brilliant, thank you. So the next set of questions relate to the evaluation of children's views. The first is ' What do you think the best way to get this data would be? ' So, getting the types of view that you just talked about – what's the best way to do that?	
96)	04:34	Ja: Again, I think it depends on the age of the child – I think that's quite important. As what will work for younger ones will not necessarily be appropriate for younger ones and vice-versa. Erm....what?	Age
97)	04:47	Ji: Could you just clarify for me, I (R), do you mean the child's views about the Statutory Assessment process, or the child's views about the interaction that the EP's had with the child?	
98)		R: I don't know that they would separate...one and the same...it would be either of those things depending on...that's how they will...if you said about Statutory Assessment, explaining what it was, they would say oh, it means when such and such came and saw me. That's ...from the video... from what I've done so far ... it would be tied up as one	Role of EP

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		and the same thing	
99)		Ja: So you're not meaning the child's views about their difficulties in or the things that they can do or not do in school or ...is it that you just mean generally though.	
100)	05:37	R: Evaluating the process, as they know it, from the time that somebody said to them, you might be getting some help in school, or however that was phrased, whether it came from a parent or ...	Child's knowledge of process Parental involvement/ explanation
101)	05:44	Ja: Ok	
102)		R: ...right the way up till the end of the time when they've seen you, they've done some BPVS or whatever it is...all of that type...any or all of that thing...what would be the best way? Most of what you've said so far is about talking directly to the child, and obviously Essex have produced a questionnaire, so that's a paper-based or computer-based way of getting that information...what else do you think...?	
103)	06:14 <i>Jo, M, Ji nod in agreement</i>	S: One of the things that I do quite like is that very often you can get a sort of triangulation, because the parent will have filled in the form with the child, somebody at school will have filled in that form with the child, and then you meet yourself and I think the difference that you get...just through that process of different people with a different slant asking those questions is very interesting.	
104)	06:38	Jo: and at different times and places. Sometimes that process can be spread out over quite a long period of time, and it can be done in the home, in the school, at different points ...	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
105)		S: ...because they're very rarely the same are they?	
106)	06:46	Jo: ...yea, you've got to pick out common themes that ... there usually is quite a bit of difference, yeah.	
107)	06:54	R: Ok, so specifically looking at the children's views, rather than the other people's views of them, how... (to S) ...you're taking about the triangulation, (to Jo) you're talking about the paper-based...so, would that be your answer to this question, that the best way to get that view from the child would be something paper-based, friendly, boxed, kind of format...?	
108)	07:14	Ja: That's one way you could use it, and that might be a really appropriate way for some children. Sometimes, I've also used with some children which is quite nice is, er, a sort of PCP personal construct ... I think it's a Lucky Duck one and you put it on to the computer and you can go through some sort of questions with them. I use it with, sometimes with older children. It looks at the things that they like and don't like. So you, I mean something along those lines could be quite nice for some children who particularly like using computers or are quite visual...erm, computer based approach to that.	Age
109)	07:50	R: What does that look like? Does it just bring up one question at a time or..?	Objectivity Processing time
110)	<i>Gestures objects coming in from both sides of the screen simultaneously</i> 08:02	Ja: Yeah, and it's quite vibrant and it has a question and it has pictures that kind of come in ...	
111)	08:10	R: Can you remember what it's called...sorry for putting you on the spot, I	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		can ask you afterwards (laughs)	
112)	08:17	Ja: Er...no (laughs) it's a Lucky Duck production and it has a book that comes with it...it's like a personal construct psychology approach for getting children's views...and I have used that in a couple of Statutory Assessments...which is quite nice.	
113)		Jo: It does sounds good	
114)	08:20	Ja: Erm, it just takes you through bit by bit and it looks at erm, you know, erm, what would your teacher say about you, and what would your mother say, and that sort of thing, so it's quite nice, a nice way of doing things to get their sort of constructs and their views.	Child's communication Self-perception
115)	08:35	R: Ok, so we've got something on paper that's like a ...friendly format, something on the computer that's equally friendly but has the added dimension that it's on the computer...anything else? Has anybody got any other suggestions...?	Familiarity and rapport Objectivity
116)	08:50	Jo: Scaling questions...	Resources used during assessment
117)		Ja: ... Yes, I use those as well	
118)		S: Yea, the three wishes, sometimes.	
119)	09:04	Ji: I suppose sometimes you notice how a child's responding to something you're doing with them, so you might say 'that looked as if it was difficult, did you find it difficult?' or 'you looked as if you were really enjoying that. Was it fun?'	EP is reflexive Child's emotional experience
120)	09:30	R: Ok, so getting their feedback on that activity, at that time...	
121)	<i>Gestures downwards on table – as if referring to a list.</i> 09:41	Ji: Mmm, so using other...you know, not just necessarily asking the questions, but kind of, using your observations of how they responded to a task and then checking that out with them.	EP is reflexive
122)	09:48	R: ...and is there something there about the timescale? So you're all saying that - at	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		the time – is the best way as well, not...	
123)	09:49	Ji: Sometimes you might have observed a child in class, in an activity or something and then afterwards you might say ‘I came and saw you doing such and such, and what I noticed was this’ and then ...	EP is reflective
124)	(12062904) 00:00	R: But that’s still actually on the same day as the Statutory Assessment?	
125)		Ji: Well, it probably would be ...	
126)		R: ...rather than something that...	
127)	00:15	Ja: ...I think, because of the time constraints, I think it’s difficult to necessarily do two visits in a school	EP Constraints Time limits of assessment
128)	00:18	R: What if it weren’t you...	
129)	<i>Enthusiastic response</i>	Ja: You mean somebody else getting the feedback? Yeah!	Views gathered by another
130)		R: Somebody else was getting the feedback...	
131)		Ja: Somebody else <i>could</i> get the feedback ...	
132)		R: ...a TA, or SENCo...?	
133)	00:25	Ja: but then you’ve got to rely on their interpretation as being accurate or being what the child was really meaning. I mean, I know we’ve got to rely on our own interpretation of what the child says, at the time, which again, puts a slant on it. But I think if you’re there yourself and it’s what you’re writing up as part of your assessment ... it’s some... I mean personally I feel I need to be doing, doing that part.	Views gathered by another EP is reflective
134)	00:47	Ja: I mean, other people do gather their views. Parents will gather their views as part of it, and the teachers will, or the SENCo, or whoever in the school will. I think if, as an EP going in to do the Statutory Assessment – the Appendix D – we need to... I feel, I need to be doing something engaging with the child, and get a feel for how they’re reacting to what I’m	Views gathered by another EP is reflexive EP Best practice

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		asking.	
135)	01:12 <i>Ji, Jo, S nodding</i>	Ja: I mean for example I spoke to a child the other day and it was really telling. What he didn't say was more telling than what he did say (laughs). Because, I was asking him about the things he enjoyed doing, which he told me, and the Lego was great and all of that, but actually he completely avoided three times, different ways of me asking about writing activities and wouldn't answer my questions at all, I mean distracted, and wanted to ask about other things and immediately went in and started talking about something unrelated and refused to answer anything to do with writing. So I just thought that was really interesting, but if I hadn't been there, and somebody else had been doing that, that might not have come out, do you know what I mean?	Child's communication Role of EP Views gathered by another
136)	01:50	R: Yes, I do.	
137)	02:01	M: Just it's the question of how the child reacts potentially to the EP but also how they potentially react to other people. Or perhaps, whether the difference is the EP's going back to evaluate the child's views on the process and everything that's happened. What will the child say to the EP as a person - compared to what would the child say to somebody else independently of the EP? Would they say something else to that independent person they wouldn't have told the EP about the EP, or vice versa? Depending on what level's appropriate for their communication needs and understanding.	EP Personality Familiarity and rapport Objectivity Views gathered by another Child's communication Child's understanding
138)	02:31	Ji: This might be a very hazy memory but I seem to recall...ah, this is years ago... having seen a child for a Statutory Assessment and did something else in the school after that, and then caught up with the SENCo afterwards, and she then said that the child had feedback to her 'she was really weird' (everybody laughs) I mean,	Views gathered by another Child's emotional experience EP Personality

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		maybe because I did activities they'd never come across before, I don't, you know ... so I think I probably yeah, you might get a different view if you ask somebody else afterwards. The child might not necessarily feel that they can say to me 'you're weird' (laughs) but they could say it to somebody familiar.	Familiarity and rapport Objectivity Processing time
139)	03:14	R: Yea, which ideally is where the computer comes in...that maybe then they wouldn't have to talk to anybody at all Maybe they could have a much more objective thing...	Objectivity
140)	<i>Everyone nodding</i>	Ja: Yes, they could just sit and do it themselves...	Independence
141)		R: Ok, so maybe.	
142)	03:46	Ja: I think a little bit of that, <i>with</i> us talking to them, saying...either before or after or during ...is nice, I mean, I suppose you could present them with something they could sit and do like a computer game which asks them about things and they could just do that – if they have the computer skills to do it – that would be really useful. And then I guess they're not talking to anybody and they don't feel constrained by upsetting someone, or, you know, maybe they would feel more free to say what they want...possibly.	Child's emotional experience
143)	03:58	R: Were you going to say something Jo?	
144)	03:59 04:16	Jo: I suppose it's only on the same thing really, which is just that some of the things you've made notes of that we say we like to do er, partly depend, they're not necessarily pre-set things. They are kind of things we formulate on the basis of how it's going. So, scaling questions are used and you might come up with different wants with different children according to different circumstances because of their different interests and how the conversation's developing and what	Standardising EP practice EP is reflexive EP is reflective EP Best

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
	04:21	things are emerging etcetera. So, having something too pre-set and formalised, I know there's a place for it, but it's only going to be sort of relatively limited kind of information you might get from it.	practice
145)	04:35	S: Because that's part of our skill, isn't it?	EP Best practice
146)	04:37	Jo: Exactly...	
147)	<i>Ji, Jo give affirmations and nods</i> 04:39	S: To tailor what we ask, and how we ask it, to how we are evaluating the child at the time...	EP Best practice EP is reflexive
148)	04:48	Ja: Adapting resources and adapting questions	EP is reflexive
149)	04:52	R: But there are certain, particular, generic forms of feedback that you <i>do</i> want? Maybe that is where something more objective comes in? The more nuanced feedback at the time forms part of the assessment, but that's then done on an ad hoc basis...depending on your, you know, rapport...	
150)	05: 05	Ja: I think if there was some sort of standard thing that you would perhaps use that would be... I suppose there may be a couple of different versions of it depending on the age of the child, and then you could administer that plus do the other things one to one with the child and get the ...	Standardising EP practice Age
151)	05:19	R: Yes, this is not supposed to replace ... (laughs) let me make that very clear...	
152)	05:23 <i>Jo nods, agrees</i>	Ja: ...no, no, I think that would be useful	Standardising EP practice
153)	05:25	R: Ok, we've kind of touched on this as well but the other two bullet points under the evaluation of children's views are: <ul style="list-style-type: none"> ○ How might it impact on your practice? So that's looking at you, personally ... and then ○ How would it be useful do you think 	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		for EPs' CPD across the EPS? So, a more generic CPD, and your own CPD...have you any comments on, on that?	
154)	05:50	Ja: What was the first bit, say that again (laughs)	
155)	05:54	<p>R: So, it's looking at how the children evaluate their views – and the type of information, the type of data that you've got – how do you think that might impact, or how does it impact on your practice?</p> <p>So, for example, (to Ji) you got this feedback 'you're a bit weird' did it then impact upon your practice, and did you think that if that had come across in a generic form ... do you think it has implications across the whole service?</p>	
156)	06:21	<p>Ji: Yes! I mean it links in to being a reflective practitioner doesn't it? And you might have the same experience that you had of meeting with parents that didn't go terribly well and you think afterwards 'Why was that then? Why did that turn out like that? What could I have done differently that might have been more positive?'</p> <p>So I would think that does happen with children as well, especially if you've had a really difficult child who won't interact with you ... and you think oh crikey if I had one of those again, how could I approach it so that maybe they would have been more forthcoming?</p>	<p>Standardising EP practice</p> <p>EP is reflective</p>
157)	06:58 <i>Grimaces, to show an upset/confused</i>	Ja: Hmmm, I think it would be really useful to know. Because I think at the time that you're there with the child and you say to them you know, 'did you understand all that?' and 'is that clear?' and 'are you happy with what we've done today?' and all of that. They might just go nod and yes, yes that's fine, but actually are thinking 'no, I don't really understand it' but they don't	<p>Level of understanding</p> <p>Child's understanding Resources used during assessment Child's</p>

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
	<i>child</i>	want to say.	emotional experience
158)	<i>Nods empathically</i>	Ji: Yes	
159)	07:17	Ja: So actually, it might be the case that afterwards they say to the teacher 'I didn't like that lady because I didn't understand what she was saying to me' or something but, you know, and to have that feedback would be quite useful, because then you might be able to go back and adapt the way that you approach that process.	Communication Processing time Familiarity and rapport Views gathered by another EP is reflective
160)	07:35	R: So that's thinking maybe something along the lines of the <i>duration</i> of the time that you spend with the child as well? If you get feedback across the EPS, lots of feedback that says these appointments are way too long – all the children are saying afterwards... That kind of thing, that might make a sort of, more universal change?	Standardising EP practice
161)		Ja: That would be useful. Definitely.	
162)	07:53	R: Can you think of other examples that might be – the type of information you want to get feedback on and how that would impact more widely?	
163)	08:20	S: It's a difficult one	
164)	08:26	M: Would it be...because in some ways you know, I suppose, it would be interesting to know how children felt, you know, related to different approaches that different EPs use, for example scaling, or whether they've been doing cognitive assessments or, or whatever it is but, you know, but at the same time how do you get that information...erm...	Child's emotional experience Resources used during assessment
165)	08:41	S: The only way I ever get any feedback that way is if you're in a school a lot, you often go into the same class and if the child you've worked with before says 'can I come and work with you today?' and you	Reduction of EP time in school Child's

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		<p>think it must have been alright then. You know, and it happens quite often if you go in regularly.</p> <p>Because generally speaking kids are very cooperative, and very nice and they try to help you and they do like the one to one attention don't they.</p>	<p>behaviour</p> <p>Communication</p>
166)	08:52	Jo and Ji: Yes	
167)	08:53	<p>Ji: Typically, as lone workers, which EPs are, because you go out and do something on your own with a child and quite often it's kind of one to one...I actually don't think we have really got mechanisms where we come back and share that with each other very much. I mean I, maybe it happens in supervision if things were tricky...but, if we did have a way of sharing that information more with each other that could help us to improve our practice...more.</p>	<p>Standardising EP practice</p> <p>EP Best practice</p> <p>Sharing feedback</p>
168)	09:00	R: Is there any particular information?	
169)	09:04	<p>Ji: We might not know how...Well, I don't know. You might need to do it a bit to find out what was helpful, in order to think so how do we do that better then?</p>	<p>EP is reflective</p> <p>Sharing feedback</p>
170)	09:19	<p>R: But, say for example...M came up with the idea of what type of assessment's being used or...Is there any particular information that you think '<i>that's</i> what I need to know about'?</p>	<p>Sharing feedback</p> <p>EP Best practice</p> <p>Broadening toolkit</p>
171)	<p>09:29</p> <p>09:35</p> <p>09:54</p>	<p>Jo: It would be...on the face of it, it would be interesting to know which assessments children liked to engage with, but then that raises all the other questions about, well, just because...and is the outcome useful, and did it depend on how they were administered by that particular EP or not?</p> <p>So there're all sorts of confounding</p>	<p>Administration / EP Personality</p> <p>Resources used during assessment</p>

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		variables about that straightforward piece of information.	
172)	(12062905) 00:15 <i>Gestures outwards with both hands as if sharing</i>	Ji: Yea, I mean if it broadened the range of tools that each individual had ... 'cos it's very easy to slip into a, kind of, you know this is my little... this is the way I do it...it kind of all just comes out one thing after another. If we were thinking more carefully about 'maybe in this situation that might be better' and 'I heard that M did that with a child and I'll try that this time.' You know. So it might just increase the size of our toolkit.	Broadening toolkit Sharing feedback EP is reflective
173)	00:45	M: I suppose I was thinking as well, I suppose it's always useful to know this, if for example if you, if erm...some EPs just er sort of do the complex figure drawing task lots and lots of times with all the children they've worked with, no matter what the EP, just always found that task to be absolutely hideous, regardless of what it brought up or what type of information it gave, and that comes down to how comfortable the child is feeling and whether they're enjoying that direction, so it's sort of, you know, you can kind of tell when you go back into a school and the children seem to be enthused by the fact that you're there or want to go and work with you. It can be quite a useful indicator as to whether or not the work was good.	Q: idea – would you like to work with EP again? Administration / EP Personality Resources used during assessment Child's emotional experience Child's behaviour
174)	01:29	R: So I'm hearing that you're saying that feedback on personality type would be kind of (gesture with hand to indicate perhaps a little intrusive), but you know, but what they found ... what the child found useful/nice/pleasant or whatever about that meeting with that EP and also almost an evaluation of, of the resources, you know, particular resources as well...	Administration / EP Personality Child's emotional experience Resources used during assessment
175)	01:46	Ja: and if they found the process anxiety	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		provoking or ...	Reducing anxiety/stress
176)		R: So levels of emotion and their own emotions, and to feed that back if they can...?	Child's emotional experience
177)	01:58 <i>Group members all nodding, verbalising agreement</i>	S: Because you can't just do what the child's going to like, because you want to tap into their difficulties, so you do actually have to ask them to do some things that they do find difficult. And it's a case of how you sort of get over that really, is where the skill lies, isn't it?	Challenging activities EP best practice
178)	02:16	Ja: and whether they understand what you were there for: understand what is expected of them at that particular time, and whether they come away feeling that they understood what was going on	Child's understanding Child's knowledge of process
179)		R: and if you were receiving that information, across the EPS, how do you think that that would change practice generally? What sort of things do you think people might do differently?	
180)	02:39 <i>All laugh</i>	Ja: I think if I was getting feedback that a child had found the process confusing, anxiety provoking, and stressful (laughs), unenjoyable, all of those things...I'd probably go in a corner and cry (laughing). No, I think you would definitely review your practice as an EP individually, and I think as a service it's something you know, if a lot of us were, you know, getting feedback that indicated a) a child had no understanding of the process, or what we were there for, and that the child found the whole situation confusing, and lots of people were saying in the service, similar feedback...then you would, as a service, want to change the way you approached it...I would say.	Child's anxiety EP Best practice Standardising EP practice Sharing feedback Child's understanding Child's knowledge of process EP is reflective
181)	03:25	R: and that might involve? Training days,	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		or...?	
182)		Ja, Ji: Yes	
183)	<i>Said tongue in cheek as has been much emphasis on these for all service purposes recently</i>	S: Operational guidelines <i>(all laugh)</i> More SOS teams...	
184)	03:36	Ji: Ah, I can't...I'm struggling with seeing this as a whole service thing, I think it could work with small groups of EPs who really kind of ... I mean, it's very personal isn't it, how you interact with another person, especially if you think...I made a mess of that...so I think you want it to be in a much smaller kind of environment, maybe two or three people who feel safe to talk about what worked and what didn't work and...	EP is reflective Sharing feedback
185)	04:03	R: Hmm...if a child's giving evaluative feedback, it would be anonymised and it wouldn't necessarily be a link to any...it wouldn't be about looking at ...scrutinising an individual's practice but rather give an overall picture...	
186)	04:16	Ja: I think yes, as a service the information might come back to us all through a service approach, and individually, I suppose there might be stuff, but we wouldn't know it was us or, you know...I don't think....	Sharing feedback
187)	04:29	Ji: ...but don't you think (to Ja) I would ... well, I don't know ... I was thinking I would sit back and think 'well that wouldn't be <i>me</i> ' (laughs)	
188)	04:35	Jo: Yes, that's what I was thinking...	
189)	04:37	Ji: 'Who could that possibly be?' (laughs)	
190)	04:38	Jo: How would we know if we needed to change our practice or not?	
191)	04:45	Ja: But...no, no, but...you might think 'well that wasn't me because I always do that perfectly' however, it might make me think, oh, actually, yes I must remember that	EP is reflective Sharing feedback

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		that's how some children feel ... in the back of your mind, you might, mightn't you?	
192)	04:54	Jo: Yes	
193)	04:59	Ja: It might affect how you then go ahead with your...you might then, the next day, go and see a child and have in the back of your mind that some children have felt this, this and this... and therefore you make an extra effort to ensure that...	Child's emotional experience
194)	05:07 <i>Everyone nods, smiles, verbalises agreement</i>	S: Ok, what has happened as well, is sometimes I've had an LSA or a teacher or somebody in whilst I'm working with the child and afterwards they've said 'gosh, I wouldn't have thought he'd have been able to do that!' or 'it was amazing what he said to you' and that is quite good to do every so often, 'cause you do feel that maybe you have got the skills.	EP Self-efficacy? Deficit-model Child's communication EP best practice
195)		R: That's good. Ok, so we're nearly at time. I just want to show you, erm, where I've done ... where I've been out and shown children: observed them using the current questionnaire, I've looked at the problems that they've had being able to access the questionnaire or not understand questions, and the types of things we talked about. I've then looked at what went really well: the opposite of that – what went well with the questionnaire and then some possibilities of what might be different... how I could change it, whether it goes on the computer, and all this sort of thing. So, if I could just read through that, briefly. It's not a memory test but just if you...if something strikes you as particularly good or not useful at all then that would be really, really helpful feedback for me.	Problems, positives and possibilities – issues for comment
196)	06:16	Issues relating to the questionnaire: (A summary of the Problems, Positives and	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
	06:38	<p><i>Possibilities sheet)</i></p> <p>So, some of the problems...I've divided them into themes. They were: Misunderstanding the question. So, for example vocabulary's too difficult, or they only hear the key words because they have a receptive difficulty themselves.</p> <p>R: Erm, things that we talked about already: 'preparation and underlying skills' aren't actually there in the first place, so they can't comment on the impact of an EP if they didn't understand what an EP was or why they were there in the first place. They haven't got any understanding of the Statutory Assessment process, or they've got no previous experience of giving their opinion 'cos these are children who are marginalised in the first place.</p>	<p>Preparation</p> <p>Role of EP</p> <p>Child's understanding</p> <p>Child's knowledge of process</p> <p>Impact of SLCN</p>
197)	07:03	<p>R: The next theme was 'impact of communication and other difficulties' so it might just be that they need a lot longer processing time, or they need reassurance, they need positive feedback constantly and that wasn't / isn't provided in the current format of the questionnaire.</p>	<p>Impact of SLCN</p> <p>Processing time</p>
198)	07:28	<p>R: ...and 'lack of motivation to answer' was the fourth category, so that for example the pupil perceives that they're missing out on something, or the questionnaire just looks too daunting, or they're not really engaged by reading tasks in the first place.</p>	<p>Timing of meeting with EP</p> <p>Nature of difficulty</p> <p>Self-perception</p>
199)	07:46	<p>R: and the last one was 'lack of knowledge' of outcomes and next steps. The pupil had very little understanding of what's going to happen next.</p> <p>Erm they might have received verbal feedback ... not always ... but they can't remember it even if they did get it, the</p>	<p>Child's knowledge of process</p> <p>Child's understanding</p> <p>Aiding child's memory</p> <p>Summary info</p>

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		<p>SENCo might say 'oh, I talked to Johnny afterwards about how it went' and Johnny's got no memory of that happening at all.</p> <p>So, those are the types of problems that I've identified at the moment and the talk we've had has helped me identify a few more.</p>	<p>for parents at end as well as at beginning?</p> <p>School's using verbal feedback to children when verbal processing is most difficult channel</p>
200)	<p>08:18</p> <p>08:32</p> <p>08:38</p> <p>(Ja, Jo, Ji laugh)</p> <p>08:59</p>	<p>R: The positive things were that particular questions, when they were rephrased: something the TAs tend to do on autopilot, then they are understood. Um, all the SENCos were willing, in advance, to explain the role of the EP. They'd all said, 'oh yeah, if that was something that you needed us to do then we would definitely do it, and we would do it with a prompt sheet or whatever...</p> <p>The pupils, if they looked at the questionnaire in situ, in the room that they'd been in for the actual assessment process, that was very helpful, that cued them in, in a sensory ... it cued in their memory of the event...</p> <p>and, erm, I gave ... because of the nature of empowerment, I gave the pupils the chance to pass, and then return to a question later on, and they really enjoyed that. One of them just went 'pass, pass' the whole way through the interview ... and then went back, and they loved the fact they had the power to say that, because that's not something you get to do very often, for an adult. But also, again, it was addressing this idea of processing time, that they had the question in their mind,</p>	<p>Role of EP Preparation</p> <p>School's explanation</p> <p>Resources used to prepare child</p> <p>Resources used during assessment</p> <p>Administration / EP Personality</p> <p>Child's emotional experience</p> <p>Reducing anxiety/stress</p> <p>Child's communication</p>

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		they could see that it was there, and they could come back....and obviously a digital format would enable that.	Processing time
201)	09:35	R: Some other positives were that their engagement improved when the duration and expectations were clearly explained to them. Not rocket science. So, they knew exactly what they were going to do, exactly how many questions they had to answer and when it was all gonna end...they were very happy with that! And a combination of visual indication of their progress as well, so they would like to see it done so that was when you would use a checklist .	Administration / EP Personality Child's emotional experience
202)	(12062906) 00:09 01:12 01:17 01:27 <i>Ja, Jo, Jill laugh</i>	R: So, that was it really. Those were some of the main problems and positives that came out... and then the possibilities...and this is really just to give you a bit of context. These are some of the possible things we could do: 'Simplify and reducing the questions' is the category. It's got things like 'teaching the topic vocabulary and concepts first' so, the child already knows what these scary words ... they've already been introduced to the word psychologist, if it's appropriate, and it's not just a random, long, scary word out of the blue. Maybe putting the questionnaire into themed sections? Was another one. Multiple choice questions went down very well. Shorter questions. Putting the key word of the sentence at the beginning so that they know what's going on there. 'Introducing the EP and helping to remember the Statutory Process' so, setting the scene for listening to the pupils...that this isn't just about the EP visit in isolation, that their opinion counts and getting them to be able to do that. Erm, there's an idea of doing a podcast	Preparation School's explanation Role of EP Level of understanding Child's knowledge of process Preparation Communication

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		first. So that they see the EP. Obviously that interferes with observations...	Aiding child's memory
203)	01:33	Ja: Can I just ask...? If you're talking about introducing the EP to the child, presumably, this is something that the school would be doing in advance to our visit?	Preparation School's explanation
204)		R: Yes, this is all kind of preparation.	
205)		Ja: So, preparing them, and how the school would prepare them, and what they might use. Would the school use a podcast with a child? Is that what you ...	
206)		R: They could do. They could have a podcast that's on the Essex website that they go and click on...it's not <i>their</i> EP it's just a general EP ...	
207)	02:06	Ja: Yea, this is an EP, and this is what an EP does and this is why the EP might be coming to see you...?	Role of EP
208)		R: video format.	
209)	02:09	Ja: That's quite a nice idea, as long as I don't have to be the EP in the video (laughs)	
210)	02:13	R: What about photos taken of the resources? That was another one ... so that at the time you're using the resource, the EP, you're there with your iPad, you can take a photo of the resources, and then they can look back at those resources and using them. And it's just like the BPVS is laid out or something like that ... is that? Does that go down well?	Resources used during assessment Resources used to prepare child Aiding child's memory
211)	02:37	Ja: What you mean they see pictures of the things we might use with them?	
212)	Jo, M – nod agreement	R: Say that you've got all your stuff out on the table, as you're using it you say 'just before we put that away now I'll just take a photo of it so it can remind you later'.	
213)	02:48	Ja: Oh, so they can remember you, ok, yea!	Aiding child's memory
214)		R: So it's a visual prompt later on, of the	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		process	
215)	02:52 <i>Idea well received by all: nods, verbal assent.</i>	Ja: 'Do you remember when the EP came? This is what they used with you, and they won't know... yea, ok	Resources used during assessment
216)	<i>Again, all members happy with this.</i>	R: and equally, there's been another idea of taking a picture, obscuring faces, but a picture of people in the room as well, from the back. So that they can actually see the layout and remember that.	Aiding child's memory
217)	03:10 <i>Gestures passing a picture over</i>	Ja: I mean is it...could you take a picture of that...I mean, have your own picture of you...when you came. So that they...because they might remember what you as an EP looked like... so maybe show them a picture of you. But I don't know how doable that would be. You know...here is the EP that came to see you. Do you remember this person?	Aiding child's memory
218)	03:29	R: You'd have to do it afterwards wouldn't you, because of ...	
219)	03:30	Ja: Yes, you'd have to have a picture that you could somehow leave behind.	
220)	03:33 <i>Ja, Jo: both reply with yes, and nods</i>	Ji: If it was you in the room that you did the work with the child, that would be the best prompt, really.	Context of assessment Aiding child's memory
221)	03:39	R: Ok, so, we're a little bit over time so I'm going to stop. Thank you very much. Is there anything else that you want to say? Have I missed anything? Something that you wish that I'd asked?	
222)	04:11	Jo: Only that you said something about giving a child an expectation of how long this is likely to be and that would be a useful thing on the checklist as well.	Addition to checklist
223)	04:19	R, Ja, Ji: Yes	
224)	04:22	S: Or, we'll be finished by break	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
	<i>Everyone agrees</i>		
225)		R: So, just to recap, we looked at the issues of the role of EPs, what information you think would be useful, issues relating to the evaluation of children's views, and then more specifically, right at the end, issues relating to the nitty-gritty of the actual questionnaire, how it's presented.	
226)	04:53	R: So you don't think there's anything else that anyone wants to bring up?	
227)		Ja: So what will you aim to do with what you've got?	
228)	05:08 <i>Everyone laughs</i>	S: What will happen next? (<i>Reading from EP Checklist</i>)	
229)		R: before I get onto that, can I just ask how would you improve a future focus group session? (You can include my on performance in this, laughs), but generally, do you feel that it's been a positive discussion? It's a positive way of getting to the issues ...	
230)		All: Yes (nodding with enthusiasm)	
231)		Ji: It's a nice kind of size and I guess it kind of helped that we all knew each other beforehand perhaps, so we felt comfortable talking	
232)	05:47	S: I always find it interesting that you (Ji) described us as lone workers, as we are, but when we come together like this, our views are actually very similar, and we are actually doing very similar things	EP Best practice
233)		R: Well, thank you very much, I just want to reiterate the confidentiality aspect. I will transcribe the tape, and then it's only seen by my supervisory staff at UEL and then the second coder, and to maintain group confidentiality so that nothing goes outside the room.	
234)	06:33	R: The next steps are for me to transcribe this, and then this will feed in... forms part of the second stage of my research... so I	

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		feed in your views, with what I already know about the children's views of using the questionnaire, and then a third triangulation point is what's best practice currently across the UK. So what other people are doing: are they using Podcasts in different EPSs? And different forms and leaflets and things like that, and then drawing all that best practice together and then creating this <i>thing</i> , this new thing, whether it is on an iPad or something, and then trialling it will be the next stage.	
235)	07:13	Ja: So there'll be a tool for EPs to take, to use?	
236)		R: Yea, it's a vehicle by which some...children are enabled to give their views on the process. It might not be that EPs use it, it might be something that goes in afterwards to evaluate...it depends what	Standardising EP practice Sharing feedback Views gathered by another
237)		Ja: what comes out	
238)	07:30	R: What comes out. Does that make very clear sense what I'm going to do with the data?	
239)	07:34	All: Yes; Ja: it does	
240)		R: Ok, and my last question: what would you like...how would you like me to feedback my findings? What's your preferred format of feedback?	Sharing feedback
241)		S: What are the options?	
242)	08:07	R: Erm, what would you like? An email? Verbally? In a letter?	
243)	08:13	Ja: Yes, or at a team meeting.	
244)	08:24	Ji: Yes, if you felt happy to come and just talk about how it's gone and a little bit of dialogue, because it's been...it's an interesting area that, erm, I think nobody particularly in the service had highlighted and gosh, we need to do a bit of work around that. Now you've highlighted it, it	EP Best practice

Line	Notes (Video location markers; non- verbal communication)	Transcript	Coding / Reflections
		makes us think, ooh, perhaps we should be doing something like that	
245)	08:34	R: Yes, A's made inroads to it so... and she'll be at the staff meeting won't she potentially?	
246)	08:47	Ji: Oh, yes, well, it could be a service day? Or you could do a seminar at Projects and Research, or we could just have something in our team meeting.	
247)	08:58 <i>Everyone nods / says yes</i>	R: Ok, is that acceptable for everybody? Well, thank you all very much.	

Appendix 13b

Stage Two Thematic analysis

Appendix 13b: Stage Two Analysis

Step Two: List of all 51 initial codes and patterns

Preparation	Child variables	EP constraints	School constraints	During assessment	EP best practice
1) Parental involvement 2) explanation 3) Parental understanding 4) Resources used to prepare child 5) Role of EP 6) No explanation given 7) Parental anxiety 8) School's explanation	9) Child's understanding 10) Level of understanding 11) Age 12) Child's knowledge of process 13) Child's anxiety 14) Child's emotional experience 15) Self-perception 16) Nature of difficulty 17) Child's behaviour 18) Processing time 19) Impact of CD 20) Child's communication 21) Vocabulary 22) Expressive 23) Receptive language	24) Uncertainty of outcomes 25) Time limits of assessment 26) Reduced time with pupil 27) Reduced time for follow up 28) Context of assessment	29) Deficit-model 30) Within-child rhetoric 31) Child not asked 32) Forms don't ask about process 33) Views gathered by another 34) Schools' priorities 35) Timing of meeting with EP	36) EP is reflexive 37) Resources used during assessment 38) Challenging activities 39) Aiding child's memory 40) Asking direct or open questions 41) Familiarity / rapport 42) Administration 43) EP Personality 44) Reducing anxiety/stress 45) EP not using title	46) Sharing feedback 47) EP is reflective 48) Being explicit 49) Objectivity 50) Standardising EP practice 51) Broadening toolkit

Stage Two: Step Three: Codes grouped into initial themes

Preparation	Main: What had been explained to the child before meeting the EP. Sub: How is this explanation affected by others' understanding, discourse or understanding, especially of parents?		
<p>"I think it depends very much on how much the parents have talked to the child, and how much the child's picked up from the parents about their anxiety." (Line 3 – 03:22)</p>	<p>"it varies tremendously from parents who've really indoctrinated their child to think that they've got a lot of problems, to parents that really haven't mentioned much about it and have kept it to themselves." (Line 3 – 03:23)</p>	<p>"do they know why I'm there...what this is all about and has anybody explained it to them? More than likely they say no" (Line 5 – 03:31)</p>	<p>"...preparation and underlying skills' aren't actually there in the first place, so they can't comment on the impact of an EP if they didn't understand what an EP was or why they were there in the first place. They haven't got any understanding of the Statutory Assessment process" (Line 196 – 5/06:38)</p>
<p>"I don't really think that unless the parents have explained it that they have any understanding generally" (Line 33 – 2/00:36)</p>	<p>"I think that they tend to pick up on the fact that, that they need a little bit of extra help with certain things and that perhaps I might be there to help to do that in some way"</p> <p>(Line 33 -2/00:42)</p>	<p>"I think it's quite simplistic and it can be a little bit misleading. I think it depends on the parents' understanding doesn't it? Of the process as well...as to whether they fully understood what happened...and how they explain it to their child" (Line 37 – 2/01:53)</p>	<p>I think that the ones that know about it are the older children, in my experience, and the ones whose parents have explained. 'Cos they'll say to me oh yes, 'my mum said that you'd be coming to see me today', and then I might pursue that with 'has your mum explained what's happening and what it's all about?' 'oh yes, you know, she said this or she said that'...or no, they haven't ...</p> <p>Line 35 -2/ 01:48)</p>

Child variables	Age, SCLN, level of understanding, any other difficulties, intrinsic motivation		
<p>“how much knowledge they have about the process, and how much knowledge they have about their own needs, and what they want to happen to them throughout that process...then I’ve found that they often don’t have much knowledge or understanding of it at all...in my experience” (Line 5 – 03:34)</p>	<p>“sometimes the older children I think tend to know a bit more about it than the younger ones do” (Line 6 – 04:02)</p> <p>“children in Key Stage one tend to not really know at all what’s going on, and who all the people are and why they’re going to see different people and what it’s all about.” (Line 7 – 04:18)</p>	<p>“the older children perhaps...end of Key Stage two and certainly at secondary level, they know more about what they want don’t they I think, well, in my experience they do – and often it’s been explained to them and they know a little bit about what’s going on, and why they need to have this process, and what it’s going to result in and that they might be getting more help at the end of it” (Line 8 – 05:11)</p>	<p>“it also depends on the nature of their difficulty” (Line 9 – 05:20)</p> <p>“some children with quite severe difficulties haven’t got the understanding, have they.” (Line 11- 05:26)</p> <p>“if they’ve got Speech and Language difficulties, I think they can find it hard to communicate what they think about their own needs and their own difficulties” (Line 12 – 05:40)</p>
<p>“I would often do that (referring to areas on checklist) , but I wouldn’t necessarily always, it would very much depend on the child, the age, and whatever. You know, if it’s a child that’s got er, is quite hyperactive and so on – you might want to get straight into doing something, you know, rather than sit and listen and....to those sorts of questions” (Line 84 – 3/01:12)</p>	<p>“I have used those words (EP) with older children, especially if I know they’ve seen one before... but with little ones it doesn’t mean anything to them anyway, so I don’t tend to use my role” (Line 74 – 2/09:43)</p> <p>“I think it (getting the child’s views) depends on the age of the child – I think that’s quite important. As what will work for younger ones will not necessarily be appropriate for younger ones and vice-versa” (Line 96 – 3/04:34)</p>	<p>“I don’t think they have a full understanding of the whole process and what it means unless they’re older and it’s been explained to them.” (Line 33 – 3/00:42)</p> <p>“They haven’t got any understanding of the Statutory Assessment process, or they’ve got no previous experience of giving their opinion ‘cos these are children who are marginalised in the first place.” (Line 196 – 5/06:38)</p>	<p>“sometimes if they don’t have perhaps um the communication skills generally or the vocabulary or the understanding about what’s going on then that’s going to limit what they’re able to understand and explain...and what the process is all about” (Line 12 – 05:40)</p>

<p>“...the pupil perceives that they’re missing out on something, or the questionnaire just looks too daunting, or they’re not really engaged by reading tasks in the first place.” (Line 198 – 5/07:28)</p>	<p>“Would they say something else to that independent person they wouldn’t have told the EP about the EP, or vice versa? Depending on what level’s appropriate for their communication needs and understanding.” (Line 137 - 4/02:01)</p>	<p>“...for example vocabulary’s too difficult, or they only hear the key words because they have a receptive difficulty themselves.” (Line 196 – 5/06:38)</p>	<p>“The next theme was ‘impact of communication and other difficulties’ so it might just be that they need a lot longer processing time, or they need reassurance, they need positive feedback constantly and that wasn’t / isn’t provided in the current format of the questionnaire.” (Line 197 – 5/07:03)</p>
EP constraints	Reduction in time spent with pupil and lack of follow up, school’s priorities		
<p>“we’ve got three days to gather and write this information... practically, sometimes we’re having to do it in less time than that because we’re squeezing other things in” (Line 14 – 06:12)</p>	<p>“other people have gathered the young person’s views... some of it is logistical and opportunistic.” (Line 14 – 06:31)</p>	<p>“How much priority (can) you give to that (given the competing priorities)” (Line 14 – 06:40)</p> <p>“the actual child’s input themselves therefore is reduced” (Line 17 – 07:12)</p>	<p>“(after the assessment) we really don’t see them at that point. Do we? I mean the next...very often ... the next time we would be involved is at Year five at the Annual Review” (Line 20 – 07:39)</p>
<p>“I think, because of the time constraints, I think it’s difficult to necessarily do two visits in a school” (Line 127 – 4/00:15)</p>		<p>“you just don’t get back into the schools enough to find out how the child felt at all? “</p> <p>“Generally, yeah” (Line 25 – 08:31)</p>	<p>“although we might be in the school and aware of those youngsters, unless there’s special reasons why the school would want us to work with them, we’ll be directed somewhere else” (Line 23 – 08:05)</p>

SSEN: Inherent issues in data gathering	The current process doesn't ask for reflective children's views, asking the wrong questions, doesn't have a clear feedback system. What would be more useful feedback?		
<p>"the focus on the child's views has been quite strongly influenced by the questionnaire ... EPs tend to tap into that, maybe quote from that, maybe follow up what's been said there." (Line 26 – 09:30)</p>	<p>"Because we're with the child on our own and we're actually asking them, whereas I think maybe schools tend to make an assumption about the child's views, rather than asking them the direct question" (Line 92 – 3/02:57)</p>	<p>"it might be the case that afterwards they say to the teacher 'I didn't like that lady because I didn't understand what she was saying to me' or something but, you know, and to have that feedback would be quite useful, because then you might be able to go back and adapt the way that you approach that process." (Line 159 – 4/07:17)</p>	<p>"it would be interesting to know how children felt, you know, related to different approaches that different EPs use, for example scaling, or whether they've been doing cognitive assessments or, or whatever it is" (Line 164 4/08:26)</p> <p>"...whether they understand what you were there for: understand what is expected of them at that particular time, and whether they come away feeling that they understood what was going on" (Line 178 – 5/02)</p>
<p>"that form is about what do you like in school, what is going well in school, do you find some things difficult, who helps you, what do they do" (Line 28 – 09:51)</p>	<p>"The only way I ever get any feedback that way is if you're in a school a lot, you often go into the same class and if the child you've worked with before says 'can I come and work with you today?' and you think it must have been alright then. You know, and it happens quite often if you go in regularly." (Line 165 –4/ 08:41)</p>	<p>"...'lack of knowledge' of outcomes and next steps. The pupil had very little understanding of what's going to happen next... they might have received verbal feedback ... not always ... but they can't remember it even if they did get it." (Line 199 – 5/07:46)</p>	<p>"So they aren't asked the questions in the first place, to be able to give those types of views?"</p> <p>"Not in that format, no..." (Line 29 – 2/00:03)</p>

EP best practice	Areas of skill that already exist as part of assessment, or are believed to be important and integral to SA or other individual work with children, for example adapting resources and questions, reframing perceptions of child, or EPS systemic impact.		
<p>“How do they respond in this situation? That’s part of our job to look at that isn’t it?” (Line 55 – 2/05:54)</p> <p>“Yes...’ you found it difficult when we looked at...’ Yes” (Line 56 – 2/05:58)</p>	<p>“(referring to checklist) do they have any questions?...I’ve asked them that” (Line 76 – 2/09:57)</p> <p>“How would you check? I suppose you could just say ‘have you understood everything that I’ve told you?’ I mean I do...I suppose we all do that to some extent anyway..” (Line 79 –3/ 00:08)</p>	<p>“I think we’re much better at asking open questions, rather than closed questions. You know, you, you see it all the time don’t you...with the best will in the world, the LSA is saying ‘you like spelling, don’t’ you?” (Line 94 – 3/04:09)</p>	<p>Reflecting on feedback: “I mean it links in to being a reflective practitioner doesn’t it?”</p> <p>“Why did that turn out like that? What could I have done differently that might have been more positive?...if I had one of those again, how could I approach it so that maybe they would have been more forthcoming?” (Line 156 – 4/06:21)</p>
<p>“sometimes I’ve had an LSA or a teacher or somebody in whilst I’m working with the child and afterwards they’ve said ‘gosh, I wouldn’t have thought he’d have been able to do that!’ or ‘it was amazing what he said to you’” (Line 194 – 5/05:07)</p>	<p>“these (checklist areas) aren’t necessarily translated into things you say to the child are they? They’re things you are conscious of in the process of interacting with the child.” (Line 80 – 3/00:35)</p>	<p>“They (checklist) are kind of things we formulate on the basis of how it’s going. So, scaling questions are used and you might come up with different wants with different children according to different circumstances because of their different interests and how the conversation’s developing and what things are emerging etcetera.” (Line 144 – 4/03:59)</p>	<p>“Because you can’t just do what the child’s going to like, because you want to tap into their difficulties, so you do actually have to ask them to do some things that they do find difficult. And it’s a case of how you sort of get over that really, is where the skill lies, isn’t it?” (Line 177 – 5/01:58)</p>

EP best practice	Areas of skill that already exist as part of assessment, or are believed to be important and integral to SA or other individual work with children, for example adapting resources and questions, reframing perceptions of child, or EPS systemic impact.		
<p>“...it’s an interesting area that, erm, I think nobody particularly in the service had highlighted and gosh, we need to do a bit of work around that. Now you’ve highlighted it, it makes us think, ooh, perhaps we should be doing something like that” (Line 244 – 6/08:24)</p>	<p>“It’s quite interesting that most of us here have said oh yes I would use something like that. I mean I, certainly in my practice, I probably go through most of those.” (Line 83 – 3/00:48)</p>	<p>“So, having something too pre-set and formalised, I know there’s a place for it, but it’s only going to be sort of relatively limited kind of information you might get from it.” (Line 144 – 4/04:21)</p> <p>“Because that’s part of our skill, isn’t it? .. to tailor what we ask, and how we ask it, to how we are evaluating the child at the time...” (Line 147 – 4/04:39)</p>	<p>“I think you would definitely review your practice as an EP individually, and I think as a service..., if a lot of us were, you know, getting feedback that indicated a) a child had no understanding of the process, or what we were there for, and that the child found the whole situation confusing, and lots of people were saying in the service, similar feedback...then you would, as a service, want to change the way you approached” (Line 180 – 5/02:39)</p>
<p>“...as a service the information might come back to us all through a service approach, and individually, I suppose there might be stuff, but we wouldn’t know it was us or, you know”</p> <p>“... I was thinking I would sit back and think ‘well that wouldn’t be <i>me</i>’ (laughs)” (Line 187 – 5/04:29)</p>	<p>“It (whole service feedback) might affect how you then go ahead with your...you might then, the next day, go and see a child and have in the back of your mind that some children have felt this, this and this... and therefore you make an extra effort to...” (Line 193 – 5/04:59)</p>	<p>“I actually don’t think we have really got mechanisms where we come back and share that with each other very much.” (Line 167 – 4/08:53)</p> <p>“...if we did have a way of sharing that information more with each other that could help us to improve our practice...more.” (Line 167 – 4/08:54)</p> <p>“You might need to do it a bit to find out what was helpful, in order to think so how do we do that better then?” (Line 169–4/09:04)</p>	<p>“I’m struggling with seeing this as a whole service thing, I think it could work with small groups of EPs”</p> <p>“I think you want it to be in a much smaller kind of environment, maybe two or three people who feel safe to talk about what worked and what didn’t work” (Line 184 – 5/03:36)</p>

Child's emotional experience	Reducing child's anxiety, reflexive qualities of the EP, exploring child's self-perception, how to help the child independently express themselves		
<p>"(we aren't necessarily involved) to get that sort of feeling of how they've experienced it and how they see it later on" (Line 20 – 07:39)</p> <p>"I really like to hear what their perceptions are because they're so different sometimes, to what you would expect or very different depending upon the age of the child." (Line 90 – 3/02:09)</p>	<p>"... the whole thrust of what we should be doing is making the child feel comfortable, so that they can perform to their best" (Line 32 -2/00:13)</p> <p>"I suppose I'd like to know they didn't find it stressful" (Line 44 – 2/03:59)</p> <p>"I suppose sometimes you notice how a child's responding to something you're doing with them, so you might say 'that looked as if it was difficult, did you find it difficult?' or 'you looked as if you were really enjoying that. Was it fun?'" (Line 119 – 3/09:04)</p>	<p>"if I'm doing my job properly, I get a sense of whether the child is comfortable or uncomfortable, or found that easy or difficult when I'm there" (Line 43 – 2/03:26)</p> <p>"just recently I asked somebody, you know, did you enjoy doing any of those at all? And she looked at me and said 'no, not really'" (Line 44 – 2/04:09)</p> <p>"Not just necessarily asking the questions, but kind of, using your observations of how they responded to a task and then checking that out with them." (Line 121 – 3/09:41)</p>	<p>"I like to know what they find difficult in school as well and what they find easier and harder to get an idea of their own perception of their strengths and difficulties." (Line 51 – 2/04:58)</p> <p>"we're privileged really, to be privy to what they actually think themselves about what's going on" (Line 93: 3/03:33)</p> <p>"And sometimes, you come away with something where you think well actually, this is what they've told me so this is how they're seeing it. And for them, this is really important, or this is really important" (Line 93: 3/03:52)</p>
	<p>"It can be quite fascinating to hear sort of how they've unravelled it all and what they think about what's going on for them and their perception of it all" (Line 90 – 3/02:09)</p> <p>"It's always interesting to sit down and talk to them because it gives you an</p>	<p>"I think sometimes what we do as psychologists leads children to say, term things in perhaps different ways to the view that the school might necessarily have about the child and their perceptions." (Line 92 – 3/02:57)</p> <p>"Or the parent...sometimes we</p>	<p>"As an EP going in to do the Statutory Assessment – the Appendix D – we need to... I feel, I need to be doing something engaging with the child, and get a feel for how they're reacting to what I'm asking." (Line 134 – 4/00:47)</p> <p>"...a child was... talking about</p>

	understanding of what's underneath as well – how they see things, how they view things” (Line 91 – 3/02:39)	might have a more independent sort of understanding.” (Line 92 – 3/02:57)	something unrelated and refused to answer anything to do with writing. So I just thought that was really interesting, but if I hadn't been there, and somebody else had been doing that, that might not have come out, do you know what I mean?” (Line 135 – 4/01:12)
“Somebody else <i>could</i> get the feedback... but then you've got to rely on their interpretation as being accurate or being what the child was really meaning” (Line 133 – 4/00:25)	“It's the question of how the child reacts potentially to the EP but also how they potentially react to other people” (Line 137 – 4/02:01) “whether the difference is the EP's going back to evaluate the child's views on the process and everything that's happened. What will the child say to the EP as a person - compared to what would the child say to somebody else independently of the EP?” (Line 137 – 4/02:01)	“(I met with a child for Statutory Assessment) and then caught up with the SENCo afterwards, and she then said that the child had feedback to her 'she was really weird' ... I think I probably yeah, you might get a different view if you ask somebody else afterwards. The child might not necessarily feel that they can say to me 'you're weird' (laughs) but they could say it to somebody familiar.” (Line 138 – 4/02:31)	“...which ideally is where the computer comes in...that maybe then they wouldn't have to talk to anybody at all Maybe they could have a much more objective thing...” (Line 139 – 4/03:14) “Yes, they could just sit and do it themselves... that would be really useful. And then I guess they're not talking to anybody and they don't feel constrained by upsetting someone, or, you know, maybe they would feel more free to say what they want...possibly.” (Line 142 – 4/03:46)
“...because of the nature of empowerment, I gave the pupils the chance to pass, and then return to a question later on, and they really enjoyed that. One of them just went 'pass, pass' the whole way through the	“That comes down to how comfortable the child is feeling...you can kind of tell when you go back into a school and the children seem to be enthused by the fact that you're there or want to go and work with you. It can	(Feedback on assessments) I mean if it broadened the range of tools that each individual had... it might just increase the size of our toolkit.” (Line 172 – 5/00:15)	“some EPs just er sort of do the complex figure drawing task lots and lots of times with all the children they've worked with” (Line 173 – 5/00:45) “it would be interesting to know which assessments children liked

interview ...and then went back, and they loved the fact they had the power to say that, because that's not something you get to do very often, for an adult." (Line 200 – 5/08:18)	be quite a useful indicator as to whether or not the work was good" (Line 173 – 5/00:45)		to engage with... did it depend on how they were administered by that particular EP?" (Line 171 – 4/09:29)
Miscellaneous 1	Downplaying the importance of the SA process to put child at ease; not using EP title to increase rapport; outcomes left vague;		
"I kind of feel that if...if we make the child very aware that this is a very important thing and you know, then we're not really doing our job properly" (Line 32 – 2/00:13)	"not to stress them or make them feel anxious – I mean I usually just...I do ask them whether they're aware of why I'm there and what it's all about really" (Line 33 – 2/00:36)	"I will sometimes, like Ja, say well you know 'your teacher's told me that sometimes you have a bit of difficulty with this or that, and it's my job to see what we can do to try and help you.' Though I think that's simplistic, I leave it as simple as that really..." (Line 48 – 2/04:35) "to reduce their anxiety..." "hmmm" (Line 49 – 2/04:44)	"I don't use the words Educational Psychologist...ever, I don't think..." (Line 60 – 2/07:10)
"there are some children where this (checklist questions) just would not kind of be very appropriate for ..." (Line 87 – 3/01:40)	"I don't necessarily go into how the information will be used except to say, you know, the aim of it is to find ways of helping you so..." (Line 62 – 2/07:19)	"I don't tend to go on what will happen next. I might mention that it will get them more help but I don't talk about a Statement or anything like that because a) we're not sure quite necessarily if that's going to happen for sure ... or really, what will happen, so I tend to just do it loosely and say 'what I'll do with what we've done and what will happen, is that	"I know some people do say who they are and what they do in those terms, but like you I don't think I ever do because it feels like, certainly with many children, the words themselves can be off-putting and part of what you want to do in that session, especially with a child you've never met before is to establish a rapport" (Line 69 – 2/09:05)

		hopefully this will end up with you getting some more help in the things you're finding difficult." (Line 65 -2/07:57)	"I would talk in generalities about a lot of that stuff but I probably wouldn't use the word Educational or Psychologist." (Line 69-2/09:24)
Miscellaneous 2	Ideas for change – friendly info in advance for parent and child, a prompt sheet for schools; a checklist for EPs; PCP-based questions, scaling questions, memory aids, processing time, clear expectations and duration		
"maybe something that is child-friendly information that can be given to the child possibly" (Line 39 - 2/02:18)	<p>"it (a checklist) means that people are doing the same kind of thing. There's a bit more standard practice across the service" (Line 67-2/08:31)</p> <p>"it's nice to have a sort of format that you can follow I suppose, as a prompt, to remind you" (Line 79-3/00:11)</p> <p>"giving a child an expectation of how long this is likely to be ... that would be a useful thing on the checklist as well" (Line 222-6/04:11)</p>	"I use it (PCP software) with, sometimes with older children. It looks at the things that they like and don't like. So you, I mean something along those lines could be quite nice for some children who particularly like using computers or are quite visual...it's quite vibrant and it has a question and it has pictures that kind of come in ..." (Line 110 – 3/08:02)	I think if there was some sort of standard thing that you would perhaps use that would be... I suppose there may be a couple of different versions of it depending on the age of the child, and then you could administer that plus do the other things one to one with the child... I think that would be useful" (Line 150 – 4/05:05)
"The pupils, if they looked at the questionnaire in situ, in the room that they'd been in for the actual assessment process, that was very helpful, that cued them in, in	"...it was addressing this idea of processing time, that they had the question in their mind, they could see that it was there, and they could come back....and obviously a	"...all the SENCOs were willing, in advance, to explain the role of the EP... with a prompt sheet" (Line 5/200 – 08:18)	"what the child found useful/nice/pleasant or whatever about that meeting with that EP" (Line 174- 5/01:29)

a sensory ... it cued in their memory of the event..." (Line 200 – 5/08:38)	digital format would enable that" (Line 200 – 5/08:59)		
<p>"... their engagement improved when the duration and expectations were clearly explained to them. ... So, they knew exactly what they were going to do, exactly how many questions they had to answer... and a visual indication of their progress" (Line 201 - 5/09:35)</p> <p>"...you can take a photo of the resources, and then they can look back at those resources and using them." (Line 210 – 6/02:03)</p> <p>"Oh, so they can remember you, ok, yea!... Do you remember when the EP came? This is what they used with you, and they won't know... yea, ok" (Line 215 – 6/02:52)</p>	<p>"... 'teaching the topic vocabulary and concepts first' so they've already been introduced to the word psychologist, if it's appropriate, and it's not just a random, long, scary word out of the blue." (Line 202 – 6/01:12)</p> <p>because they might remember what you as an EP looked like... so maybe show them a picture of you... you'd have to have a picture that you could somehow leave behind." (Line 219 – 6/03:30)</p> <p>"If it was you in the room that you did the work with the child, that would be the best prompt, really." (Line 220 – 6/03:33)</p>	<p>"Maybe putting the questionnaire into themed sections? Was another one. Multiple choice questions went down very well. Shorter questions. Putting the key word of the sentence at the beginning so that they know what's going on there" (Line 202 – 6/ 01:17)</p>	<p>"Introducing the EP and helping to remember the Statutory Process' so, setting the scene for listening to the pupils...that this isn't just about the EP visit in isolation, that their opinion counts and getting them to be able to do that first." (Line 202 – 6/ 01:27)</p> <p>"Yea, this is an EP, and this is what an EP does and this is why the EP might be coming to see you...?" "That's quite a nice idea, as long as I don't have to be the EP in the video (laughs)" (Line 209 – 6/02:09)</p>

Description of themes:

- EP best practice – Skills and approaches fundamental to SA and reflections on how feedback could have systemic impact.
- SSEN issues of data gathering – Inherent problems with the way in which information for SSEN is obtained.
- Constraints on EP – Factors of the SA process and traded services which limit the EP's time with each child.
- Child variables – Individual differences in level of understanding due to age, difficulties of SLCN and abilities.
- Preparation – Information explained to the child before meeting with the EP, concerning their role and purpose.
- Child's emotional experience – Factors describing the impact of SA on the child's self-perception and expression of views.

Appendix 15b

Stage Three: Criteria for material resource analysis

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Appendix 15b: Stage Three Criteria (extracted from Stage One interviews and focus group themes) for material resource analysis

<p>Reference and Description of resource:</p> <p><i>Who is this produced by, for whom? Media?</i></p>	<p>Marchant, R., Julyan, A & Jones, M. (2009) <i>Three Way Street</i>. Brighton: Triangle</p> <p>DVD for a multi-professional audience, especially those whose role requires them to communicate with CYP who find communication challenging.</p>	<p>North Yorkshire County Council</p> <p><i>"The Pupil's View"</i></p> <p>Formed from outcomes of working party on best practice across LA and PP partners.</p> <p>For children pre-SA. Word doc. Not editable.</p>	<p>Lubel, R. & Cass, S (2002) <i>My Plan</i>; Lubel, R (2001) <i>All About the Educational Psychologist</i> (Junior and Secondary versions) Barking and Dagenham</p> <p>Downloadable leaflets. Paper format only.</p>
<p>Purpose or aim of resource:</p> <p><i>Does this provide information for the child, parent, staff? Is it to be used for data gathering? Does it aim to facilitate the process?</i></p>	<p>Providing a model for three-way communication in which the child is central.</p> <p>Depicts children communicating in a variety of ways: speech, sign, behaviour, body language, eye-gaze, facial expression, gesture, play, art, symbols, non-speech sounds, movement.</p> <p>Aims to improve practice of communicating with a child in the presence of another adult:</p>	<p>For the pupil to provide their views of things they like and dislike both inside and outside school. Two sides of A4, produced as a folded A5 booklet.</p>	<p>Resulting from a published research project (Lubel and Greaves, 2000), this series of leaflets gives children information on meeting an EP and some structure for expressing likes, dislikes and areas to include in an IEP.</p>

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	<ul style="list-style-type: none">• Summarising evidence base for three way communication with children• Reflecting on common ways that this is impeded• Demonstrating ways to facilitate communication• Representing children as active agents and communicators		
<p>Does it seek to encourage change prior to meeting?</p> <p><i>In terms of preparing the child/adult? Solution oriented? Epistemology?</i></p>	<p>For the adult, yes, as this is more of a general training tool and for professional reflection.</p> <p>For the child, no. This is unlikely to be watched with a child, though possibly could be in terms of empowerment and role modelling.</p>	<p>Not explicitly, but asks child what they would like help with, so activating change in this sense. Questions concern the present, not future.</p>	<p>Yes, it prepares the child and gives them time to formulate questions.</p> <p>Secondary booklet has 'Questions I want to ask' section.</p> <p>Not overtly solution oriented, just conveying information.</p> <p>Positions EP as collaborative helper</p>

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Agency of child: <i>How is the child encouraged to understand their ability to contribute and be heard?</i>	<p>The DVD focuses on foregrounding the child's views and maximising their opportunity to input.</p> <p>This is more about the skills of the adult than expectations of the child. Child has a 'Realistic Involvement'.</p>	<p>Not mentioned. This would require adult's initiative to explain.</p>	<p>Describes the EP as interested in what child does/how they learn, but why or how they might express their views isn't mentioned.</p>
Type of questions/ level of language: <i>Open, multiple -choice, short, differentiated according to age?</i>	<p>Very responsive to child on the day- reflexive use of questions. Short and prefixed with child's name.</p> <p>Delivered verbally as is the context of the DVD</p>	<p>Open questions, e.g. "What are you good at in school?". Also a series of smiley, neutral and sad faces for like, don't mind, dislike matched to each subject area.</p>	<p>Child-friendly language with space for child to write/draw. All answers are in sentence format on 'My Plan', no questions asked on the other leaflets.</p>
Visual supports: <i>Type of graphics, how used? Photos?</i>	<p>Supports used were very personal to the child – e.g. their symbol-system. Director informed me in a telephone conversation that Triangle staff also use timelines, photos and artwork.</p>	<p>Only the smiley face questions.</p>	<p>Different line drawings and smiley faces used.</p>
Effort and resources necessary to complete/use: <i>How much time, support is needed to use this? How independent can child be?</i>	<p>53 minute DVD, divided into six chapters: planning, starting, engaging child, engaging adult, best practice, closing.</p>	<p>Nine open questions, 15 subject areas to tick (like, don't mind, dislike). Child would need to have fair standard of literacy to complete without support. Appears to be designed to be completed with assistance.</p>	<p>Junior booklet has 20 pages. Designed for interaction between pupil and parent/EP/SENCo etc.</p> <p>Secondary leaflet has seven pages and could be used by pupil.</p>

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			My Plan – five pages but pupil would need considerable help to complete, for example, the names of all those professionals involved.
References to outcomes: <i>Does the resource make clear what the next steps will be? Who will be involved?</i>	Yes, the DVD encourages <ul style="list-style-type: none"> • Checking the child's understanding • Letting the child know what will happen next • Offering the child a direct route to contact the professional • Asking the child for feedback 	None	Yes My Plan describes a meeting of key adults; the Junior and Secondary booklets have a 'Then what happens' section.
Level of Personalisation: <i>Can the child's name be added? Photos?</i>	Not to the DVD, but it models the use of bespoke communication.	Child requested to add name, DoB and age. Only space for writing answers is given.	Space for photo in My Plan. Lots of space to annotate the other booklets.
Motivation, rewards, engagement: <i>Why would a child or parents use this? Friendly format? Self-explanatory or needs adult interpretation?</i>	Self-explanatory for professional audience. Colour coded. Chapter referenced. Easy to use.	Brief form. Looks quite simple to use and booklet format could be preferred by some children. Small line spacing to write answers on for primary children though.	Useful A5 size booklets. Larger font and reduced text in Junior version. Sequenced and clear explanations given, but no other motivation to complete. Would need adult support unless independent / older child.
Does it encourage pupil to express views? <i>Exploring and enhancing their understanding?</i>	Indirectly as a professional's resource and in encouraging best practice.	Yes, of school subjects, school life and opinion of the type of help they would like. Doesn't request feedback.	Signposts child to ask questions of SENCo and EP but no catch-all 'have you understood this' type questions asked nor feedback elicited.

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<i>Direct questions? Does it elicit feedback?</i>			
Internal coherence and validity? <i>Does it do what it seeks to do?</i>	N/A	Pupil's view – but only on particular pre-set themes of curriculum and support. There is a catch-all question at the end though.	<p>Yes (booklets)– thorough explanation of an EP visit given, as well as outcomes.</p> <p>No (My Plan) – this is designed to explain the assessment and review process to pupils and fully involve them. Instead it provides a structure for them to record preferences and ideas for their IEP. It would need a lot of explanation and adult support to achieve its aim.</p>
What's missing?	EP meets with child mainly on their own, so this is less relevant in that sense.	Information to pupil re SA process. Opportunity to comment on this process. Detail of how their views will be used. Detail of how their views can influence outcomes.	The child's perspective on why they are meeting an EP. Explicitly stating that the child themselves / their views can make a difference.
Additional ideas and best practice	Meeting the child beforehand and controlling the information that they receive.	Asks child about their life outside school too.	Helping child generate questions beforehand. (But not leaving this as a blank list of bullet points – giving it more structure)

Reference and Description of resource: <i>Who is this produced by, for whom? Media?</i>	Newport Parent Partnership: Statutory Assessment leaflet Accessed Online 11/8/12 http://www.newport.gov.uk/sellent/groups/public/documents/leaflets_and_brochures	BBC: Article on SA Process http://www.bbc.co.uk/cbeebies/grownups/article/statutory-assessment-process Signposting and overview for	Buckinghamshire County Council: Parent Partnership <i>"Special Educational Needs – A Parents' and Carers' Guide to Statutory Assessments and Statements"</i>
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	/cont149960.pdf Online PDF/paper leaflet for parents. No links to information aimed at pupils.	parents of children with SEN. Online, printable guide.	http://www.buckscc.gov.uk/assets/content/bcc/docs/schools/sen_red.pdf Online PDF/paper leaflet for parents. No links to information aimed at pupils.
Purpose or aim of resource: <i>Does this provide information for the child, parent, staff? Is it to be used for data gathering? Does it aim to facilitate the process?</i>	Basic info for parents on process of Statutory Assessment.	Overview of why parents seek SSEN and some basic info on rights and how to access support.	Basic info for parents on process of Statutory Assessment.
Does it seek to encourage change prior to meeting? <i>In terms of preparing the child/adult? Solution oriented? Epistemology?</i>	No, only providing procedural overview.	No	No, only providing procedural overview.
Agency of child: <i>How is the child encouraged to understand their ability to contribute and be heard?</i>	‘Any views your child may have will also be important’. Not directed at child but raises awareness with parent to involve their child.	Not mentioned	“Where possible and dependent on the age and ability of your child, the code of practice suggests that your child’s views should also be taken into account. This is because research shows that including children and young people in the processes that affect them can help

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			to ensure their success". P4
Type of questions/ level of language: <i>Open, multiple -choice, short, differentiated according to age?</i>	Information is given in paragraphs in article style format.	Article style, for literate adults.	Information is given in paragraphs in article style format.
Visual supports: <i>Type of graphics, how used? Photos?</i>	None	None	None
Effort and resources necessary to complete/use: <i>How much time, support is needed to use this? How independent can child be?</i>	N/A – only for parents.	N/A – only for parents	N/A – only for parents.
References to outcomes: <i>Does the resource make clear what the next steps will be? Who will be involved?</i>	Section on what happens after a SA gives basic info on Notes in Lieu etc.	None	Section on Annual Review and Transition and signpost to another leaflet.
Level of Personalisation:	None	None	None

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<i>Can the child's name be added? Photos?</i>			
Motivation, rewards, engagement: <i>Why would a child or parents use this? Friendly format? Self-explanatory or needs adult interpretation?</i>	N/A: just for adults as an overview.	N/A: just for adults as an overview	N/A: just for adults as an overview.
Does it encourage pupil to express views? <i>Exploring and enhancing their understanding? Direct questions? Does it elicit feedback?</i>	Only via parents	Not mentioned.	No, just tells parents why child's view might be useful.
Internal coherence and validity? <i>Does it do what it seeks to do?</i>	N/A	N/A	N/A
What's missing?	Child's version. Child-centred approach.	This is just another parent-article at the moment. No mention of EP or any detail on what child undertakes.	Child's version. Child-centred approach.
Additional ideas and best practice	-	This would seem a great platform/repository for something child-friendly and interactive.	Defines EP thus: <i>"Educational Psychologist (EP)</i> The Educational Psychologist is a

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			<p>psychologist with expertise in child development and working in the education field. They will consult about effective assessment and strategies to promote the emotional well-being of children in school to promote their learning, behaviour and development. “ p.16</p> <p>Uses a comprehensive glossary.</p>
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<p>Reference and Description of resource:</p> <p><i>Who is this produced by, for whom? Media?</i></p>	<p>Peterborough Local Authority http://www.peterborough.gov.uk/pdf/Children_and_families_Schools_SEN%20statutory%20assessment%20guide.pdf <i>“Statutory assessment A guide for parents/carers”</i> Online PDF/paper leaflet for parents. No links to information aimed at pupils.</p>	<p>Thurrock Council Hearing Impairment – “<i>Statutory Assessment Video</i>” http://www.thurrock.gov.uk/education/sen/sensory/content.php?page=hearing_video For parents and professionals: to explain the Statutory Assessment paperwork in British Sign Language (BSL). Online video in four parts. Transcript also available.</p>	<p>London Borough of Westminster (2007) “<i>The Statutory Assessment Process: A Guide for Parents & Carers</i>” http://www.qe2cp.westminster.sch.uk/downloadfile.asp?file=3 Online PDF/paper leaflet for parents. No links to information aimed at pupils.</p>
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Purpose or aim of resource: <i>Does this provide information for the child, parent, staff? Is it to be used for data gathering? Does it aim to facilitate the process?</i>	7 page text-only leaflet for parents to explain the SA process.	To have a BSL resource to explain the SA paperwork and process through a mock-case study. It is written in such a way that a parent would be better able to explain particular aspects to their child.	4 page text-only leaflet for parents to explain the SA process.
Does it seek to encourage change prior to meeting? <i>In terms of preparing the child/adult? Solution oriented? Epistemology?</i>	No	No, it is an overview – not EP specific and does not mention parent meeting with EP. Gives very brief description of what the child may do with the EP.	No
Agency of child: <i>How is the child encouraged to understand their ability to contribute and be heard?</i>	None	Not encouraged. Dialogue is dismissive of this: <i>Mrs W: The last section "E" wants the child's view of the difficulties.</i> <i>Mrs R: Sarah becomes quiet and anxious but she doesn't know the words to explain how she feels.</i>	States that what child thinks is important, but doesn't elaborate on why or how.
Type of questions/ level of language: <i>Open, multiple -choice, short, differentiated according to age?</i>	Adult level of language. Definition of some terms are provided at the start.	BSL and written transcript are a useful combination and the informal dialogue might be more helpful to some parents. Not aimed at child at all though.	Adult level of language.

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Visual supports: <i>Type of graphics, how used? Photos?</i>	None	Signed.	None
Effort and resources necessary to complete/use: <i>How much time, support is needed to use this? How independent can child be?</i>	Only designed to be read by parent, not to be shared with child.	Could be used by adult with no support but needs interpreting and simplifying for child.	Only designed to be read by parent, not to be shared with child.
References to outcomes: <i>Does the resource make clear what the next steps will be? Who will be involved?</i>	No	No, only goes up to the assessment decision.	No
Level of Personalisation: <i>Can the child's name be added? Photos?</i>	None	N/A	N/A
Motivation, rewards, engagement: <i>Why would a child or parents use this? Friendly format? Self-explanatory or needs adult interpretation?</i>	None	Niche resource – very useful but needs full interpretation	None
Does it encourage pupil to express views?	No	No	No

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<i>Exploring and enhancing their understanding? Direct questions? Does it elicit feedback?</i>			
Internal coherence and validity? <i>Does it do what it seeks to do?</i>	Aims to provide info on SA process and does this in overview.	Yes	N/A
What's missing?	Doesn't make clear that EP will meet child.	Child's views on SA, especially how to help a child who signs to give their views. Info on EP. Promotion of agency of child.	"We will ask you what your child thinks about their special educational needs if the child is in a position to have an opinion."p2
Additional ideas and best practice	Defines an EP's role.	Conversation – e.g. cartoon script would work well to give more objective information to children and could be adapted for BSL etc.	-

Reference and Description of resource: <i>Who is this produced by, for whom? Media?</i>	Cambridgeshire Pupil View's Forms (Primary and Secondary) http://tinyurl.com/d795ljb Online leaflet (doc. Download) accessed 12/8/12 Pupils, uneditable document – printed version only.	Coventry "Statutory assessment Parents'/Carers' checklist" http://tinyurl.com/d795ljb Accessed online 13/8/11 (doc. Download) Editable word doc.	Herefordshire Council "Parental Request for Statutory Assessment of Special Educational Needs (SEN)" http://www.herefordshire.gov.uk/docs/Parental_Request_for_Statutory_Assessment_of_Special_Needs_(SEN).pdf Accessed 14/8/12 Online PDF/paper leaflet for parents. No links to information aimed at pupils.
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Purpose or aim of resource: <i>Does this provide information for the child, parent, staff? Is it to be used for data gathering? Does it aim to facilitate the process?</i>	<p>A form (Primary and Secondary Versions) on which the views of a child can be recorded.</p> <p>Introduced as for parents and staff to use with child to help child give their views via answering a series of questions.</p>	<p>Parent's checklist – designed to keep relevant info together with timescales, contact numbers and other support.</p> <p>Facilitates process, helps diarise appointments and encourages involvement.</p>	<p>2 page text-only leaflet for parents to explain the SA process.</p>
Does it seek to encourage change prior to meeting? <i>In terms of preparing the child/adult? Solution oriented? Epistemology?</i>	<p>Critical realist perspective shows through question style. Activating change e.g. "What would you change in school to help you?", but not pinning down to any more detail than this.</p>	<p>No</p>	<p>No</p>
Agency of child: <i>How is the child encouraged to understand their ability to contribute and be heard?</i>	<p>Uses expressions such as "This is your big chance to say what you think!"</p> <p>Provides additional space for writing/drawing anything additional that child wants to say.</p>	<p>Not mentioned</p>	<p>Not mentioned</p>
Type of questions/ level of language: <i>Open, multiple -choice, short, differentiated according to age?</i>	<p>Multiple smiley-sad faces to tick to answer "how do you feel things are going in X" (Where X is a subject area or style of working). Also open questions about free</p>	<p>Well laid out and colour coded for easy use.</p>	<p>Adult level of language.</p>

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	time, help and SEAL.		
Visual supports: <i>Type of graphics, how used? Photos?</i>	Smiley-sad faces (black and white, line drawn.)	Colour coded, no graphics.	None
Effort and resources necessary to complete/use: <i>How much time, support is needed to use this? How independent can child be?</i>	Child needs to have good reading level and ability to write in sentences.	Not for child	Only designed to be read by parent, not to be shared with child.
References to outcomes: <i>Does the resource make clear what the next steps will be? Who will be involved?</i>	No	None. List of key people and phone numbers are provided for completion.	None
Level of Personalisation: <i>Can the child's name be added? Photos?</i>	Name, school and DoB are given space. Drawings are encouraged.	None	N/A
Motivation, rewards, engagement: <i>Why would a child or parents use this? Friendly format? Self-explanatory or needs adult interpretation?</i>	Not a very friendly format – black and white, series of questions. Repetitive format could be good for some pupils. Five pages of questions. Would require adult support.	A useful quick reference form	Short guide, colourful design.
Does it encourage pupil	Yes. Doesn't specifically	No	No

[Type text]

to express views? <i>Exploring and enhancing their understanding?</i> <i>Direct questions? Does it elicit feedback?</i>	address their understanding of SA, only to give their views of school (curricula and social) Doesn't elicit feedback on SA process.		
Internal coherence and validity? <i>Does it do what it seeks to do?</i>	No, the cover states that the form's questions are to gather the child's views on statutory assessment. However, the questions asked are not specifically addressing the SA process but refer to child's experience of school and learning.	N/A	N/A
What's missing?	Explanation of what will happen next or how info can be positively used.	Reference to the child's part in the SA process. How parent could support them to give their views.	Reference to child's views or what assessment process for child is.
Additional ideas and best practice	Invites the child to a meeting to talk about what they do in school. Tells them their views are important.	Checklist for dates, further help and key people works well	-

Reference and Description of resource: <i>Who is this produced by,</i>	Bedford Borough Parent Partnership Service <i>Statutory assessment and</i>	Pembrokeshire County Council Education Services <i>Parents' Guide to Statutory Assessment</i>	Kent "Children's Views of the Statutory Assessment Process" http://www.kenttrustweb.org.uk/pwp/userfiles/File/Surveys/Feedback_sheet
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<i>for whom? Media?</i>	<i>statements of SEN Information for parents, carers and families</i> Online leaflet (PDF)	http://tinyurl.com/c8jozdb Online leaflet (PDF)	for schools and parents.pdf Accessed online 10/8/12 (Have emailed for other resources) Summary of interviews with children that fed best practice in creating appropriate resources
Purpose or aim of resource: <i>Does this provide information for the child, parent, staff? Is it to be used for data gathering? Does it aim to facilitate the process?</i>	To provide parents with an overview of the SA process. Colourful and attractive 12 page leaflet.	To help parents understand the SA process. Comprehensive information on different aspects of the process, describing terms, age-relevant provision, statement content and timescales, review, local provision. Details of SNAP's support service are given.	The findings of the report advise developments in how Kent CC supports, gathers and uses children's views on SA. Aims to facilitate process from before it begins.
Does it seek to encourage change prior to meeting? <i>In terms of preparing the child/adult? Solution oriented? Epistemology?</i>	No – just mentions that one of the sources of information for the SEN panel will come from an EP	No	Yes, aims to produce information in suitable range of formats to activate change and inform pupils and parents.
Agency of child: <i>How is the child encouraged to understand their ability to contribute and be heard?</i>	Child's view not mentioned anywhere	Not mentioned	Outcome is to review how children's views can have greater emphasis in SA paperwork, but not specified how this was put across to the children involved.
Type of questions/ level	Plain language	Plain language but 26 pages	Types of questions used are not

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of language: <i>Open, multiple -choice, short, differentiated according to age?</i>		long.	stated – only areas: e.g. who did you see during assessment, what happened after assessment was finished?
Visual supports: <i>Type of graphics, how used? Photos?</i>	Some photos used for design.	None	N/A No details given of what was used.
Effort and resources necessary to complete/use: <i>How much time, support is needed to use this? How independent can child be?</i>	N/A Is for parent but wouldn't aid explanation of EP visit for child.	N/A – is for parent	N/A – emphasis is on child-friendly info in range of suitable formats, delivered by most appropriate person.
References to outcomes: <i>Does the resource make clear what the next steps will be? Who will be involved?</i>	Refers to another leaflet on reviews and transition	Describes review of statement, transition meetings etc.	Outcome was that children stated that they would have liked someone to explain what was to happen next.
Level of Personalisation: <i>Can the child's name be added? Photos?</i>	None	None	N/A
Motivation, rewards, engagement: <i>Why would a child or parents use this? Friendly format? Self-explanatory</i>	None – just provides overview	None	N/A

[Type text]

<i>or needs adult interpretation?</i>			
Does it encourage pupil to express views? <i>Exploring and enhancing their understanding? Direct questions? Does it elicit feedback?</i>	No	No	Yes
Internal coherence and validity? <i>Does it do what it seeks to do?</i>	N/A	N/A	N/A
What's missing?	Anything about the child's views and details of how EP information will be gathered.	Anything about the child's views and details of how information will be gathered.	Details on <i>how</i> the child will give their views on SA process
Additional ideas and best practice	Good use of photos in the design.	List of other places to seek support could be of use to parents.	Outcome is that each professional who is to meet with child, meets them beforehand to explain why, what they will be doing and how it will potentially help them.

Reference and Description of resource: <i>Who is this produced by, for whom? Media?</i>	Leicestershire County Council (2007) " <i>Information about STATUTORY ASSESSMENT For parents and carers of Children in the EARLY</i> "	Norfolk Parent Partnership " <i>Statutory Assessments and Statements</i> " http://www.norfolkparentpartnership.org.uk/leaflets/sachildnow.htm	Northern Ireland: North East Education and Library Board (NEELB) http://www.neelb.org.uk/parents/eps/assessment/
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	<p>YEARS” http://www.leics.gov.uk/early_years_statutory_assessment_leaflet_-_february_2007.pdf PDF. Accessed online 14/8/12</p>	<p>http://www.norfolkparentpartnership.org.uk/leaflets/statutoryassessment.htm Accessed online 14/8/12</p>	<p>Online content with various interactive links for access to information on the EPS</p>
<p>Purpose or aim of resource:</p> <p><i>Does this provide information for the child, parent, staff? Is it to be used for data gathering? Does it aim to facilitate the process?</i></p>	<p>For parents and carers. Info only.</p>	<p>For parents and carers. Info only. To assist them in applying for and completing SSEN paperwork and understanding the SA process.</p>	<p>To describe the comprehensive and statutory assessment processes. For parents. Yes, gives guidance as to what will happen and Q&A to facilitate this.</p>
<p>Does it seek to encourage change prior to meeting?</p> <p><i>In terms of preparing the child/adult? Solution oriented? Epistemology?</i></p>	<p>No</p>	<p>No – doesn’t explain what will happen, only overview.</p>	<p>Yes, preparing the adult and child for what to expect, duration, content. Doesn’t give specific pre-change questions.</p>
<p>Agency of child:</p> <p><i>How is the child encouraged to understand their ability to contribute and be heard?</i></p>	<p>None. Child’s views not mentioned anywhere.</p>	<p>Presented as optional “<i>How does your child feel about school? Your child may wish to give their own views.</i>”</p>	<p>Not specified.</p>
<p>Type of questions/ level</p>	<p>N/A – is for parent</p>	<p>N/A – is for parent information</p>	<p>N/A – is for parent information</p>

[Type text]

of language: <i>Open, multiple -choice, short, differentiated according to age?</i>	information	Only one question presented at a time with large scroll buttons to previous/next page.	
Visual supports: <i>Type of graphics, how used? Photos?</i>	None	None	None
Effort and resources necessary to complete/use: <i>How much time, support is needed to use this? How independent can child be?</i>	N/A	N/A – for parent	N/A
References to outcomes: <i>Does the resource make clear what the next steps will be? Who will be involved?</i>	None	Yes, section on what happens before, during, afterwards.	Yes, different levels of support are detailed according to EP findings.
Level of Personalisation: <i>Can the child's name be added? Photos?</i>	None	None	None
Motivation, rewards, engagement: <i>Why would a child or parents use this? Friendly format? Self-explanatory</i>	None	None	Assessment guide is part of series of information sheets on aspects of EPS, including feedback request. Parents have access to all these.

[Type text]

<i>or needs adult interpretation?</i>			
Does it encourage pupil to express views? <i>Exploring and enhancing their understanding? Direct questions? Does it elicit feedback?</i>	No, child's views not mentioned at all.	No	No
Internal coherence and validity? <i>Does it do what it seeks to do?</i>	N/A	N/A	N/A
What's missing?	All info about voice of child.	Child-friendly info and detail of their meeting with EP	The importance of child's views to the assessment process.
Additional ideas and best practice	-	Scrolling though questions (1 per page) is good, combined with side bar menu for navigation.	Q&A are highly relevant to EP and assessment. They give explanations as to why particular activities are carried out by EPs, as well as a fuller description.

Reference and Description of resource: <i>Who is this produced by, for whom? Media?</i>	Devon Parent Partnership <i>"What does your child think?"</i> http://www.parentpartnershipdevon.org.uk/wp-content/uploads/downloads/2011/03/dpp14.pdf	Surrey County Council <i>"The Procedure of a Statutory Assessment"</i> http://tinyurl.com/bns3eus Accessed online 14/8/12 Parents' overview. Online only.	Falkirk EPS: 'An Educational Psychologist comes to Our School' (Infant, Junior and Secondary versions) Accessed online Sept 2011 http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/psychological.asp For children.
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[Type text]

			In paper and online formats.
Purpose or aim of resource: <i>Does this provide information for the child, parent, staff? Is it to be used for data gathering? Does it aim to facilitate the process?</i>	<i>"Whatever the age of a child, it is important for their preferences to be listened to and taken into account when decisions are being made about their future" p.1</i> For parents to understand how and why their child's view will be sought.	To describe how we make a statutory assessment; The parent's role in the statutory assessment process; Requests for advice; The child's role in the statutory assessment process and What happens next.	To describe to children the role of the EP, why they are coming, where they will meet, what will happen at the time and what next.
Does it seek to encourage change prior to meeting? <i>In terms of preparing the child/adult? Solution oriented? Epistemology?</i>	Yes, asks parents to explain to child pre-meeting.	No	Prepares child for the meeting but no explicit pre-change questions or instructions. EP is positioned as advisor.
Agency of child: <i>How is the child encouraged to understand their ability to contribute and be heard?</i>	Indirectly, this resource is designed for parents to convey this message	<i>"Surrey County Council should also seek the views of your child or young person as part of the assessment. They will be asked to contribute information about themselves and the ways they</i>	Yes, states 'your contribution is very important' and encourages child to ask questions. Is explicit about how child's views will be included in a written report and

[Type text]

		<i>would like to be helped. Special arrangements can be made if your child or young person needs help to submit their views.”</i>	who this will be shared with.
Type of questions/ level of language: <i>Open, multiple -choice, short, differentiated according to age?</i>	Simple, informal style for parents, makes reference to many forms of communication for child	Standard web page – adult level text.	Short statements, differentiated by age.
Visual supports: <i>Type of graphics, how used? Photos?</i>	None – but colourful design, in blocks for ease of reading.	None	Cartoon colour graphics. More on infants’ version, less on secondary.
Effort and resources necessary to complete/use: <i>How much time, support is needed to use this? How independent can child be?</i>	N/A – for parent.	N/A – for parent.	<p>Pupil could work through this on their own as can be read out from screen. Short sentences and reduced information, four sections with menu navigation.</p> <p>Child could independently work through this as no response required. Would be unclear how much they had understood without an adult’s support to check /summarise / explain.</p>
References to outcomes: <i>Does the resource make clear what the next steps will be? Who will be</i>	Yes, phrased with focus on child	Link to ‘After the Assessment’ but no mention of child’s views, explanation to child etc.	Yes, explains written report and review. Generic forms so no names are specifically mentioned to child.

[Type text]

<i>involved?</i>			
Level of Personalisation: <i>Can the child's name be added? Photos?</i>	None	None	No
Motivation, rewards, engagement: <i>Why would a child or parents use this? Friendly format? Self-explanatory or needs adult interpretation?</i>	Good design for parents' leaflet: colourful, simple language, 2 sheets only.	Clear layout, brief info.	Friendly format and well-spaced out with only four sections (one appearing at a time). Graphics also help to make resource attractive but are decorative: wouldn't assist weaker reader.
Does it encourage pupil to express views? <i>Exploring and enhancing their understanding? Direct questions? Does it elicit feedback?</i>	Yes, via parents. Communicates the importance of this.	States importance as above but nothing further. Mentions additional support to help child express their views.	Yes, and is respectful in that it states to child that the EP will 'ask you if you would like to talk to them'. Doesn't explore child's understanding as is not an interactive resource.
Internal coherence and validity? <i>Does it do what it seeks to do?</i>	N/A	N/A	Yes – clearly explains EP role and purpose of visit.
What's missing?	Child-friendly version	Child-friendly version	Interaction / personalisation. What to do with this information? Stating who will / could accompany pupil when they are with EP.
Additional ideas and best practice	Themed colour blocks work very well to separate text	-	Reminding child of expectation that they should be happy for EP to talk to

[Type text]

	blocks. Questions phrased as to empower and foreground the child's views.		them. Description of where and when the EP intends to meet with them.
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<p>Reference and Description of resource:</p> <p><i>Who is this produced by, for whom? Media?</i></p>	<p>Essex County Council: Fuller, A., Counsell, C., Carr, A., Wood, H. & Bridge, A (2003) Pupil Involvement Working Group to provide guidance to schools to support increased pupil participation. "Enabling Pupil Participation, Section 3 (Statutory Assessment)" http://secure.essexcc.gov.uk/vip8/si/esi/content/binaries/documents/Service_Areas/SENaPS/SEN_Protocols/Enabling_Pupil_Participation_USE.pdf</p> <p>Folder to complement series of forms and leaflets to encourage pupil participation. The 'My Views' (2009) form is for the child to complete prior to Statutory Assessment and is used to write the SEN.</p> <p>http://secure.essexcc.gov.uk/vip8/si/esi/content/binaries/documents/Service_Areas/SENaPS/SEN_Paperwork/27154_My_Views_v2.doc</p>
<p>Purpose or aim of resource:</p> <p><i>Does this provide information for the child, parent, staff? Is it to be used for data gathering? Does it aim to facilitate the process?</i></p>	<p>Used for data gathering. Pupil is also given a leaflet explaining what a Statement is http://secure.essexcc.gov.uk/vip8/si/esi/content/binaries/documents/Service_Areas/SENaPS/SEN_Paperwork/My_Statement_ftl.pdf</p> <p>This does not refer to the process of meeting with an EP or what this will entail.</p>

[Type text]

Does it seek to encourage change prior to meeting? <i>In terms of preparing the child/adult? Solution oriented? Epistemology?</i>	Yes. This asks the pupil their view of how they are getting on, how they are helped and how they think things could be made better. The last of these activates thinking about changes and is future-oriented / appreciative enquiry.
Agency of child: <i>How is the child encouraged to understand their ability to contribute and be heard?</i>	Onus is on adult to convey this.
Type of questions/ level of language: <i>Open, multiple -choice, short, differentiated according to age?</i>	Short statements, e.g. "These things help me" are required to be completed. Very spacious layout. No age differentiation but lots of ideas for this in the Enabling Pupil Participation folder appendices
Visual supports: <i>Type of graphics, how used? Photos?</i>	Guidance encourages the use of photos and other visual prompts but relies on communication partner to provide these.
Effort and resources necessary to complete/use: <i>How much time, support is needed to use this? How independent can child be?</i>	High levels of support would be needed to complete this form. Guidance refers to multiple communication methods – switching, PECS etc to aid completion, but the form is only available as an uneditable word document in its current form.
References to outcomes:	No, only the guidance for adults refers to what will be done with the

[Type text]

<i>Does the resource make clear what the next steps will be? Who will be involved?</i>	information and this is expected to be communicated to the child.
Level of Personalisation: <i>Can the child's name be added? Photos?</i>	Encouraged to add child's photo, name and other graphics to enhance meaning.
Motivation, rewards, engagement: <i>Why would a child or parents use this? Friendly format? Self-explanatory or needs adult interpretation?</i>	Speech bubble format. Lots of space for drawing/written answers. Few questions, not overwhelming. Open questions – it is intended that adult support be given where necessary.
Does it encourage pupil to express views? <i>Exploring and enhancing their understanding? Direct questions? Does it elicit feedback?</i>	Yes, direct questions. Open questions. Doesn't ask for feedback or service-evaluation. Says "It is important that we know what you think".p2
Internal coherence and validity? <i>Does it do what it seeks to do?</i>	This form is to gather unspecified information from a child to form part of the information under consideration when writing their statement. It is an adequate tool for this purpose as detail over the type of information is unspecified in the accompanying guidance.
What's missing?	Discussion of what will happen to this information, what will happen during the process of SA, reiteration that their views are paramount.
Additional ideas and best practice	Questions are themed over key areas of intervention and change, as opposed to subject specific. Language has been well thought through.

Quick reference: Material Resource Analysis

	Designed for child?	Uses visual supports	Promotes independent use	Describes meeting with EP	Makes reference to outcomes	Can be personalised	Uses multimedia	Uses a friendly and engaging format	Encourages child to express views	Has internal coherence and validity
1 Barking and Dagenham (9)	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
2 BBC (0)	No	No	No	No	No	No	No	No	No	N/A
3 Bedford (1)	No	No	No	No	No	No	No	Yes	No	N/A
4 Buckinghamshire (1)	No	No	No	No	No	No	No	No	Yes	N/A
5 Cambridgeshire (5)	Yes	Yes	No	No	No	Yes	No	Yes	Yes	No
6 Coventry (3)	No	No	No	No	No	No	Yes	Yes	No	Yes
7 Devon (4)	No	No	No	Yes	Yes	No	No	Yes	Yes	N/A
8 Falkirk (9)	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
9 Essex (7)	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes
10 Herefordshire (0)	No	No	No	No	No	No	No	No	No	N/A
11 Kent (research*) (10)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12 Leicestershire (0)	No	No	No	No	No	No	No	No	No	N/A
13 Newport (1)	No	No	No	No	Yes	No	No	No	No	N/A
14 Norfolk (3)	No	No	No	No	Yes	No	Yes	Yes	No	N/A
15 Northern Ireland: North East Education and Library Board (NEELB) (4)	No	No	No	Yes	Yes	No	Yes	Yes	No	N/A
16 Pembrokeshire (0)	No	No	No	No	No	No	No	No	No	N/A
17 Peterborough (0)	No	No	No	No	No	No	No	No	No	N/A
18 Surrey (1)	No	No	No	No	Yes	No	No	No	No	N/A
19 Thurrock (BSL video) (5)	No	Yes	No	Yes	No	No	Yes	Yes	No	Yes
20 Triangle (6)	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
21 Westminster (0)	No	No	No	No	No	No	No	No	No	No
22 North Yorkshire (6)	Yes	Yes	No	No	No	Yes	No	Yes	Yes	Yes

Appendix 16b

Stage Three: Documents evaluated

Barking and Dagenham LA

All about the Educational Psychologist (Junior and Secondary versions)

Falkirk EPS

An Educational Psychologist comes to Our School (Infant, Junior and Secondary versions)

Essex LA

Enabling Pupil Participation, Section 3 (Statutory Assessment)

Kent LA

Children's Views of the Statutory Assessment Process

Triangle, Brighton

Three Way Street

North Yorkshire County Council

The Pupil's View



Cambridgeshire
County Council

Education,
Libraries & Heritage

Child's Views

Child's Name:

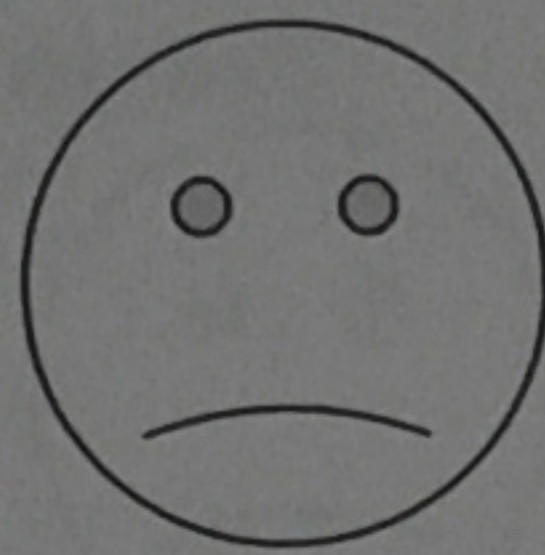
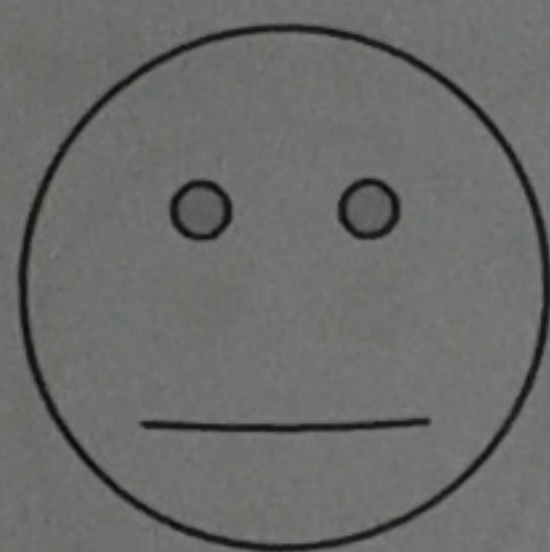
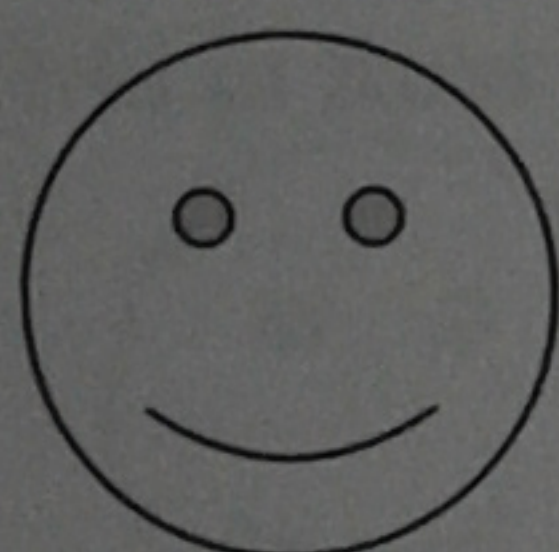
Date of Birth:

School:

ALL ABOUT ME

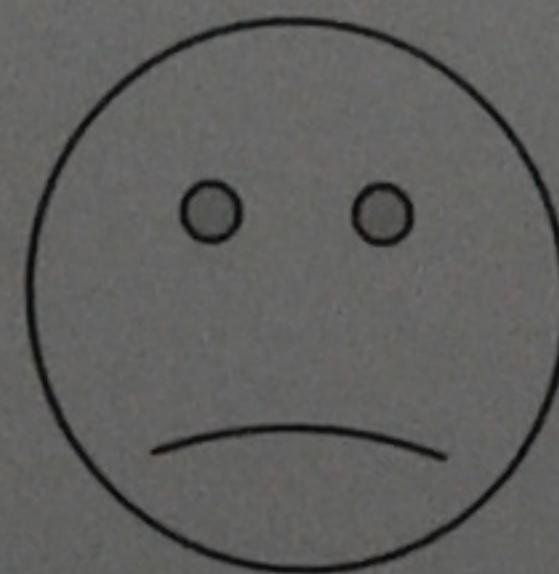
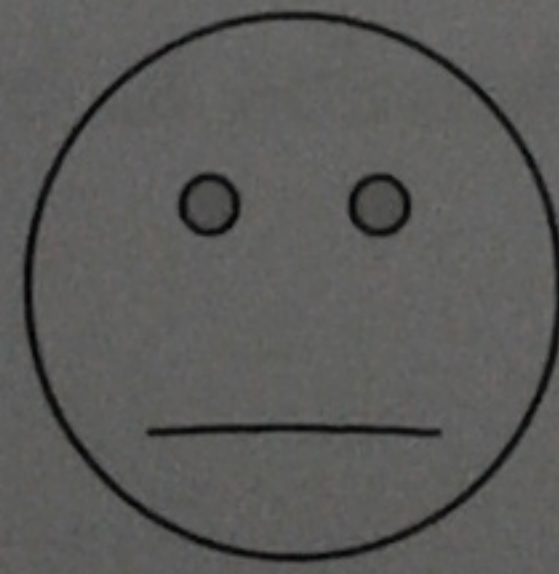
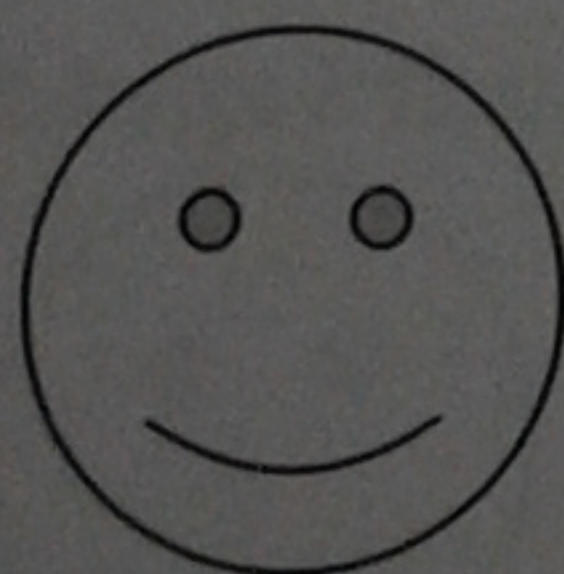
Here are three symbols, showing a face from really happy to really unhappy. Tick the face, which is nearest to how you feel. There is a space after each one for you to add a bit more about what's happening. Don't worry it's not a test, and someone can always help you to write things down, it's your big chance to say what you think.

This is how I feel when I work in class



If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in class?

This is how I feel when I work in a group



If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in a group?



Cambridgeshire
County Council

Education,
Libraries & Heritage

Child's Views

Child's Name:

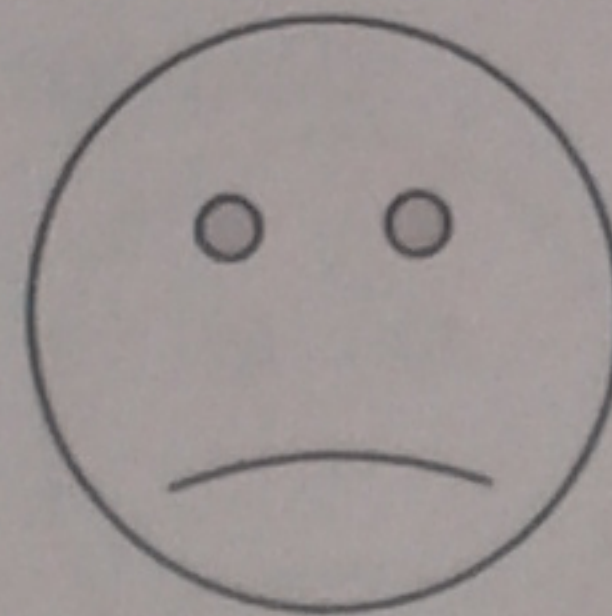
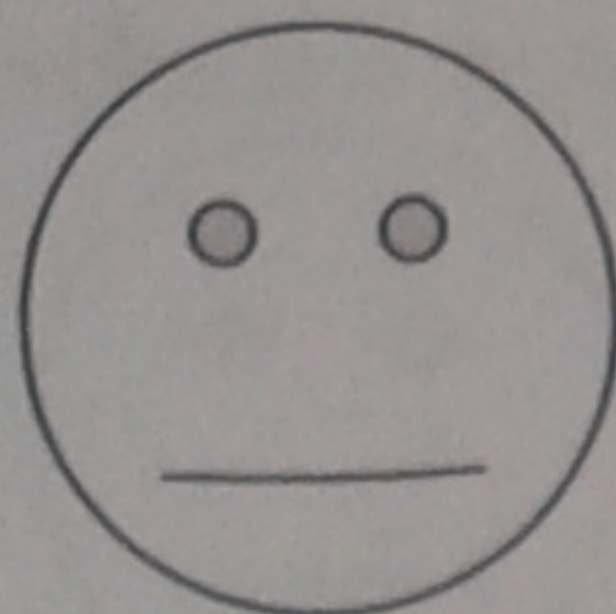
Date of Birth:

School:

ALL ABOUT ME

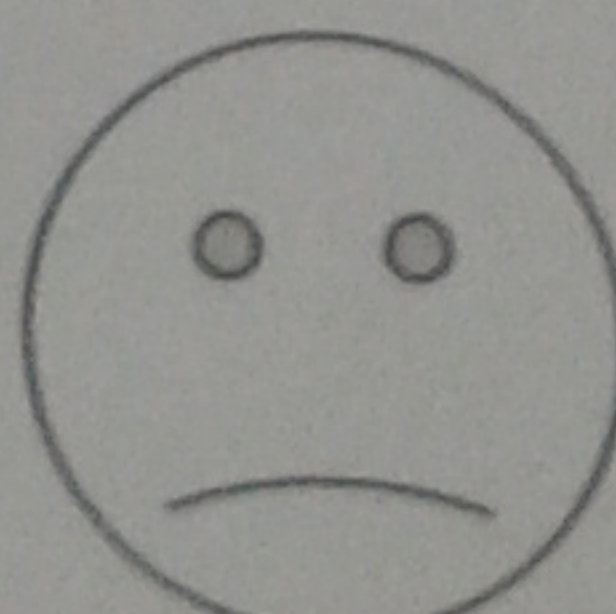
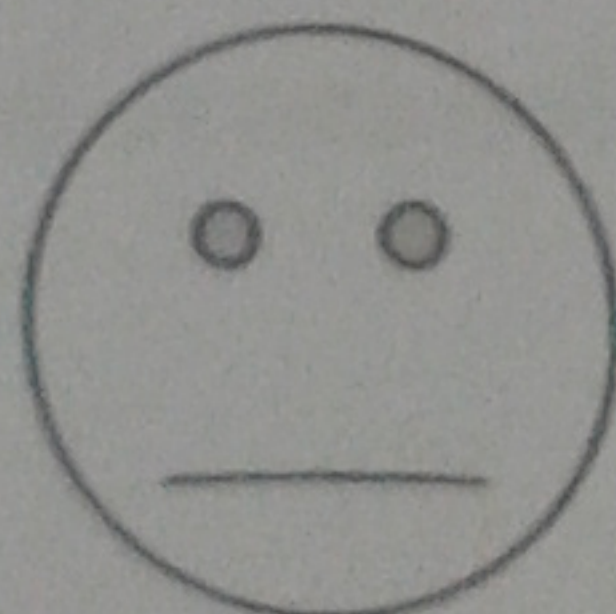
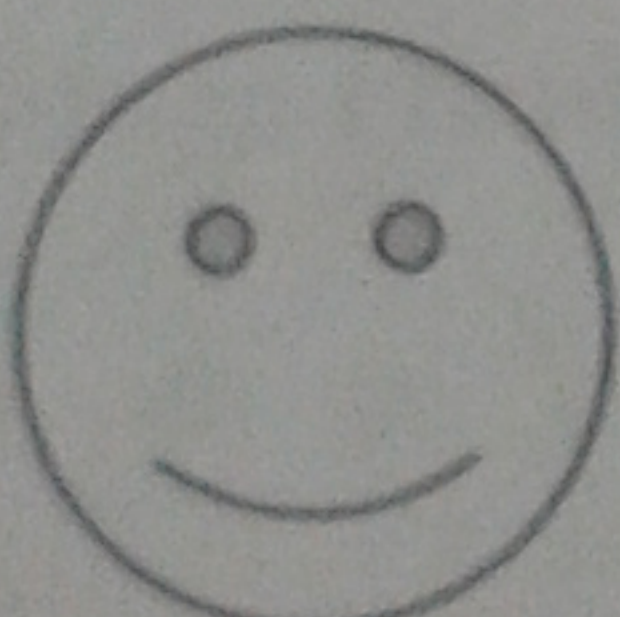
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This is how I feel when I work in a group



Child's Views

Child's Name:

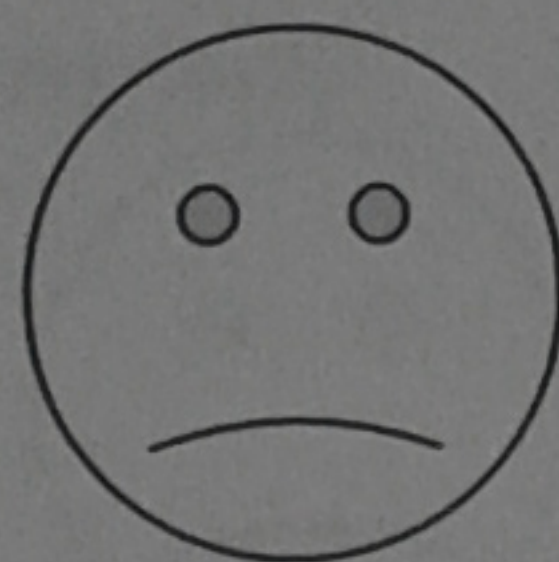
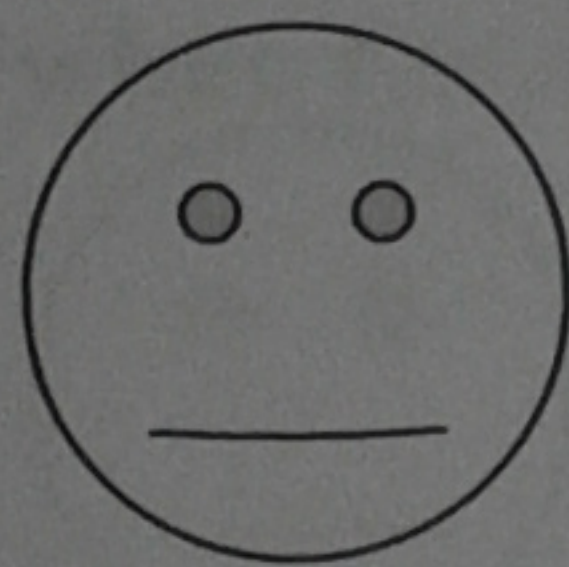
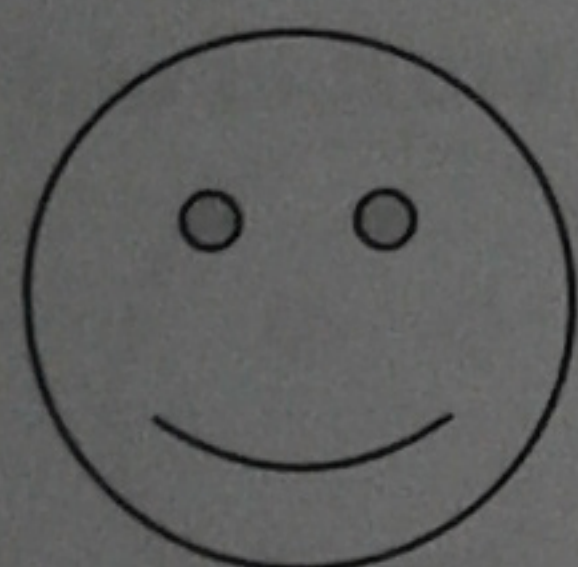
Date of Birth:

School:

ALL ABOUT ME

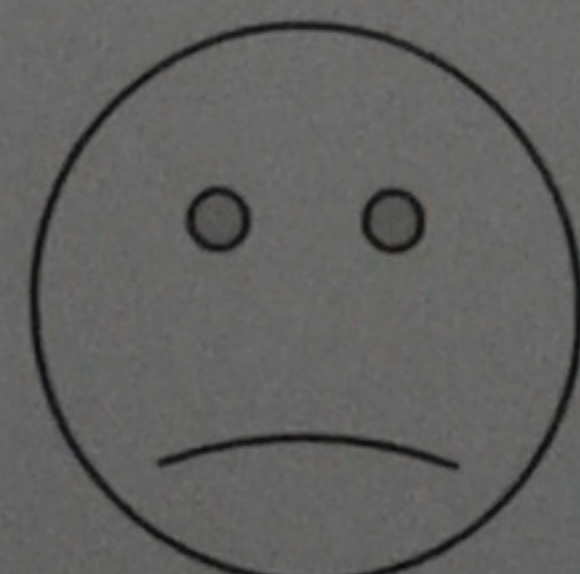
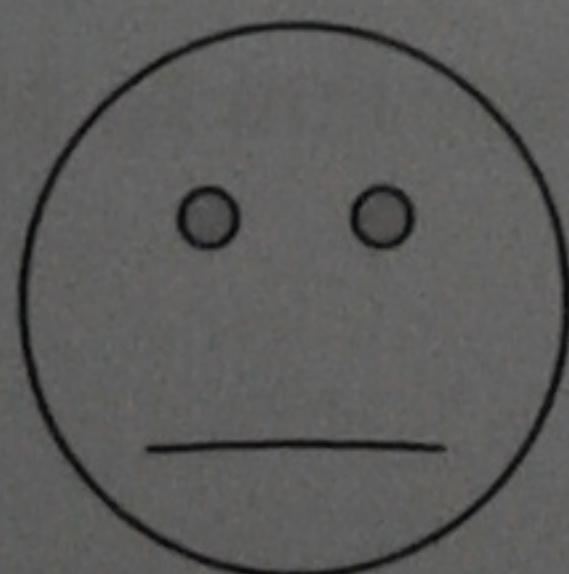
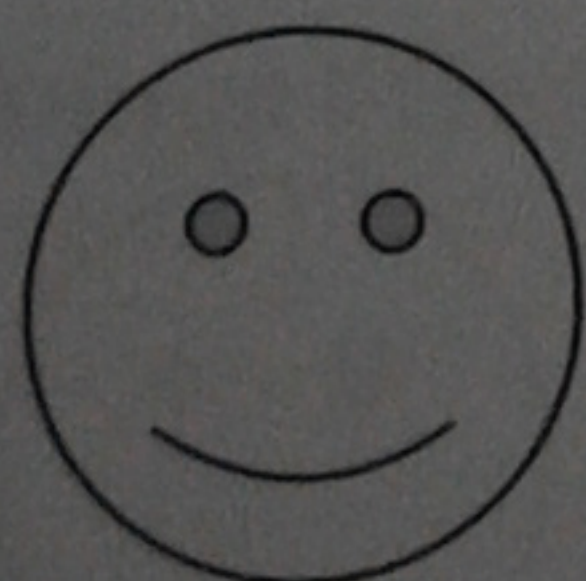
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If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in class?

This is how I feel when I work in a group



If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in a group?

Child's Views

Child's Name:

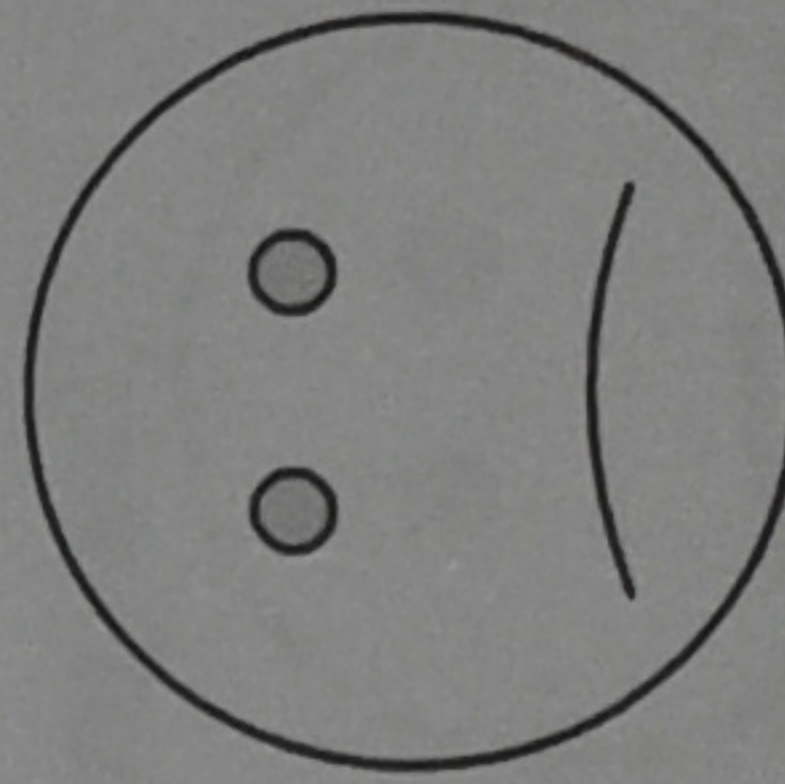
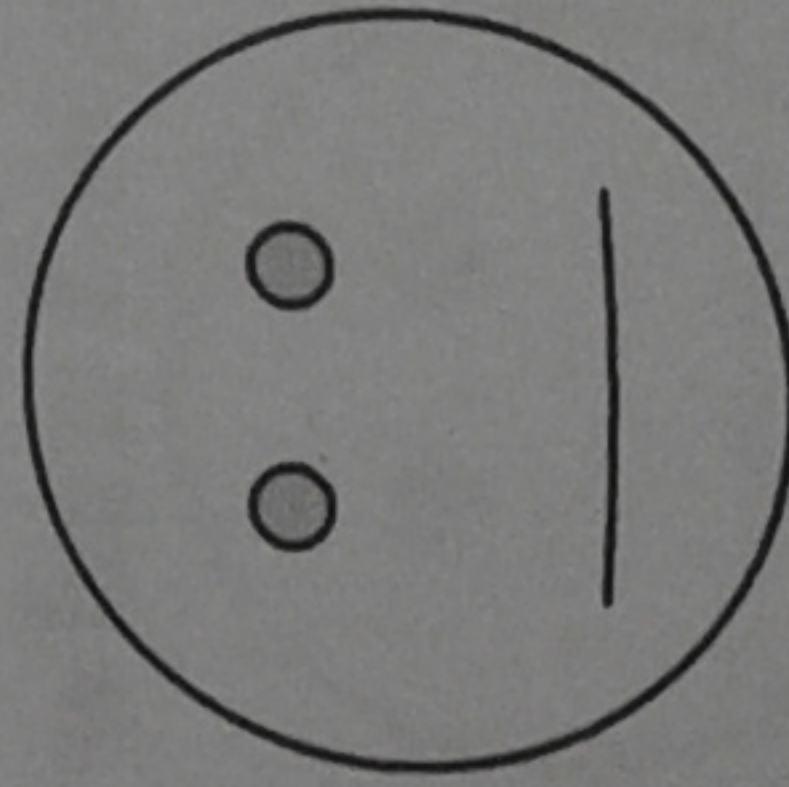
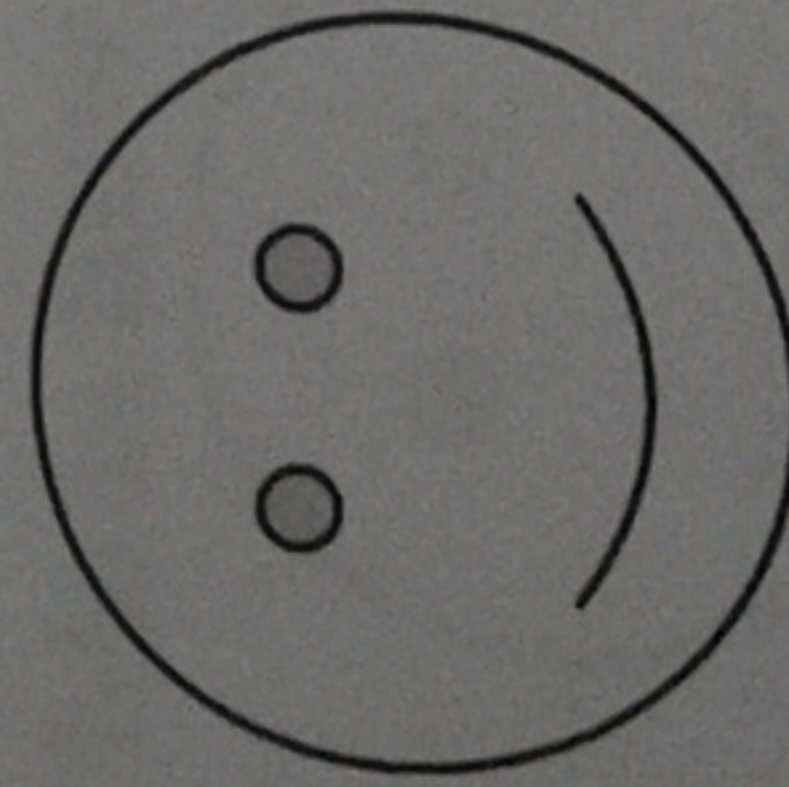
School:

Date of Birth:

ALL ABOUT ME

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This is how I feel when I work in class



If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in class?



Cambridgeshire
County Council

Education,
Libraries & Heritage

Child's Views

Child's Name:

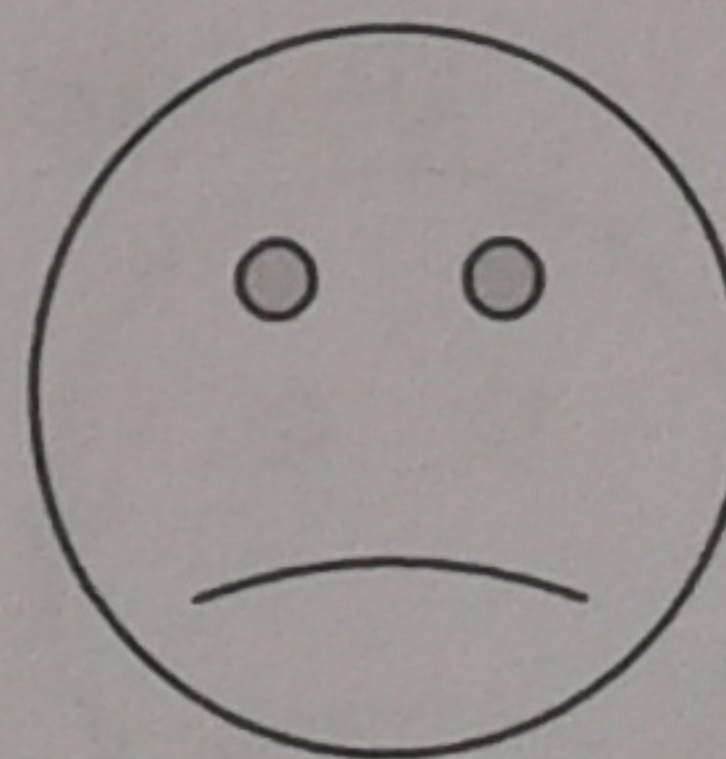
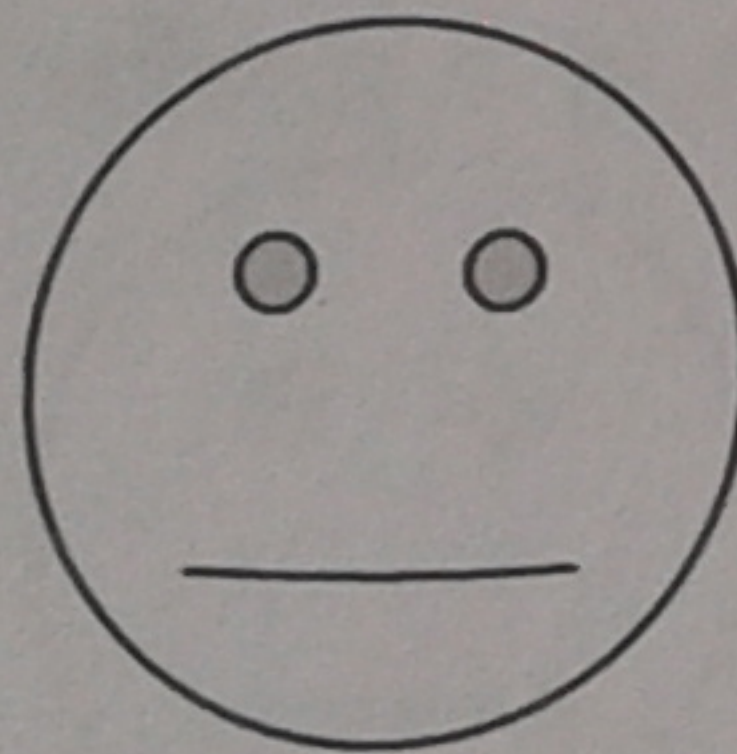
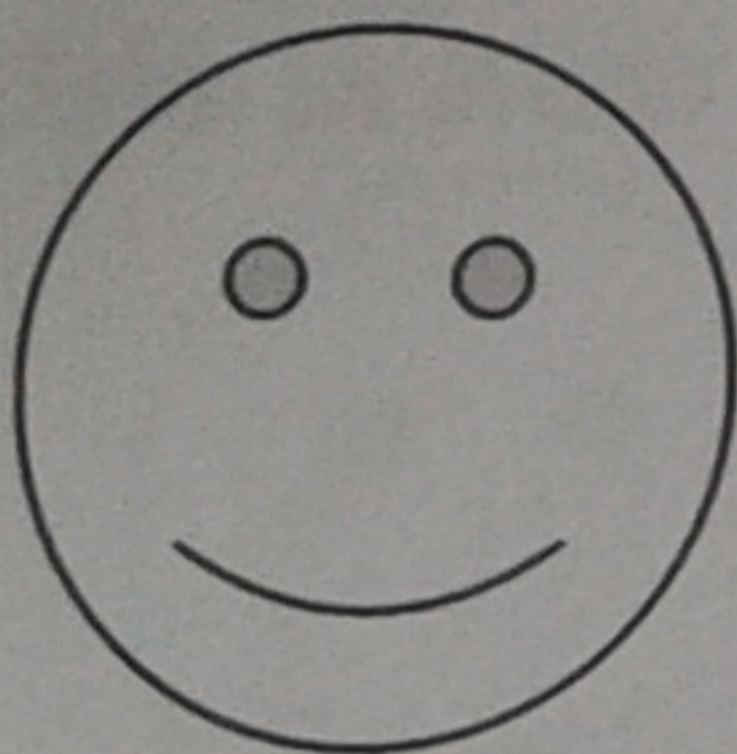
Date of Birth:

School:

ALL ABOUT ME

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This is how I feel when I work in class



If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in class?

An Educational Psychologist Comes to Our School - Junior



What is an Educational Psychologist (EP)?

An EP wants young people to enjoy and achieve within school.

They talk to young people, teachers, parents and other adults about school.

The EP may discuss what approaches help you learn, what you are good at and what things the teachers are doing to support you in school.





North

Yorkshire County Council

THE PUPIL'S VIEW

**What I think
and
would like to say**

PUPIL PARTICIPATION

Tick the Faces **Like** **Don't mind** **Dislike**

Numeracy/Maths	☺	☹	☹
Reading	☺	☹	☹
Writing	☺	☹	☹
Science	☺	☹	☹
PE	☺	☹	☹
History	☺	☹	☹
Geography	☺	☹	☹
ICT	☺	☹	☹
Design & Tech	☺	☹	☹
Music	☺	☹	☹
Art	☺	☹	☹
Swimming	☺	☹	☹
RE	☺	☹	☹
	☺	☹	☹

.....has
helped me to fill in this form

Signed.....

Date.....

Appendix 17b

Pupil Information Leaflet

Do you have any questions?

An Educational Psychologist is available on the **Parents' Helpline**: 01245 433293
Mondays 1pm to 5pm

Essex Parent Partnership: 01245 436036

Email: parentpartnership@essex.gov.uk

Web: www.essex.gov.uk/parentpartnership

Local Statutory Assessment Area Offices:

- Mid (**Braintree**) 01376 555656
- North East (**Colchester**) 0300 0031862
- South (**Basildon**) 01268 632375
- West (**Harlow**) 01279 404502



Meeting with an Educational Psychologist

A guide for children and families to help understand Statutory Assessment

What is an Educational Psychologist?

An Educational Psychologist is also called an EP. They visit children at school and at home.

This is because they are interested in how children think, talk, play and learn. EPs want to help children to enjoy school and be happy at home.



about anything you want to ask the EP

What is a Statutory Assessment?

Different people write about what you do well, what you find difficult and how things could go better. This is to help you with your learning, your feelings and your confidence.



These ideas come from you, your parents or carers, school teachers, doctors, therapists and EPs. It is called a Statutory Assessment.

Use this space to draw or write



What sort of things might happen?

The EP may talk to you about how things are at home and at school. You can tell them about lessons or activities you really enjoy, and anything you find more difficult.



The EP may bring some games or puzzles for you to try. The EP will talk to your teachers and parents or carers about how things could change to help you.

Why is what you think important?

The Statutory Assessment is about **you**—what you need and your future. The EP is very interested in listening to what you think.



It is **really important** that you have time to tell the EP how you feel about school and any ideas you have for making things better.

It could help to think and talk about...

The place where you might meet the EP...

...and which people could be there.



What you and the EP might talk about...

...or what sort of activities you could do together.



How meeting the EP might make you feel...

...and how you could talk about that.



How what you say might help...

...and the sort of changes that could happen.



Appendix 18b

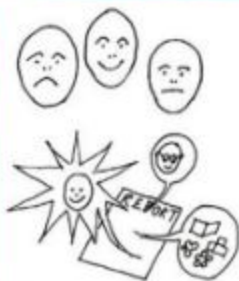
MiView screens

Hello. Thank you for taking part.

This is all about what it was like for you to meet the Educational Psychologist (EP).

Please touch the Start button.

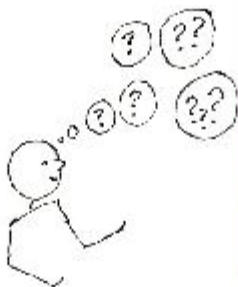
Start



← Back

Hello

Next →



First there is a practice question to help you.

Anything you want to put is ok.

Ready?

Please press 'Next'

← Back

Touch the line

Next →

Try all 5 choices.

Touch each little line.

Now try this: I think chocolate ice cream is ...



Quite tasty

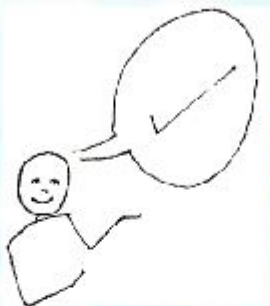
Disgusting

Delicious

← Back

Ready to start?

Next →



There are 10 questions.

Please ask if you need any help.

Ready?

Please press Next.

Back

Before you met

Next



The next questions are about what you thought BEFORE you met the EP.

There are pictures to help you remember.

Say what you think is happening in the pictures.

Then touch 'next'.

Back

Before you met

Next

I knew that the EP was coming to see me



I don't think I was told

No, the EP just
turned up

Yes, I knew all
about it

← Back

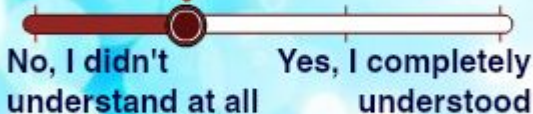
Before you met

Next →

I understood why the EP was coming to see me



I don't think I understood



Back

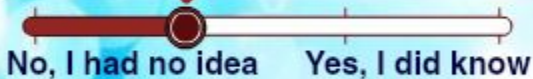
Before you met

Next

I knew which room we would be in



I'm not sure



← Back

Before you met

Next →

I was told who else would be there



Yes, I was told everyone's names

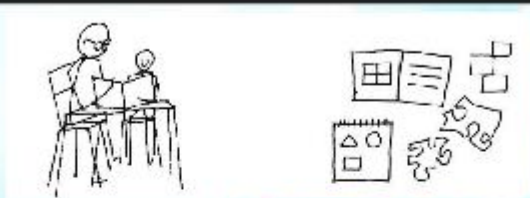
No, I had no idea

Yes, I was told
everyone's
names

← Back

When you met

Next →




The next questions are about what you thought **AT THE TIME** you met the EP.

There are pictures to help you remember.

Say what you think is happening in the pictures.

Then touch 'next'.

 Back

 Next 

Please touch ALL the pictures of things you did with the EP.

Then touch 'Next'.



Used shapes



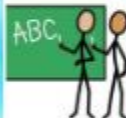
Showed your work



Shared your views



Said who helps



Talked about lessons



Letters and reading



Talked about friends



Talked about your family



Numbers and maths



Puzzles and games



Talked about what other people think



Talked about how you feel

← Back

After you met

Next →



The next questions are about what you thought AFTER you met the EP.

There are pictures to help you remember.

Say what you think is happening in the pictures.

Then touch 'next'.

← Back

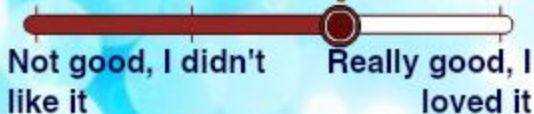
After you met

Next →

Meeting the EP was ...



Quite good



← Back

Your view

Next →

When you are asked what you think, how
does it make you feel? ...
(You can choose more than one)



I love being asked



I'm not sure

I don't like being
askedI want to know
more

It's confusing

It makes me feel
importantIt's good to be
asked

I hate being asked


Back

Please choose

Next

Please choose your favourite way to answer a question:



 Back

Take a Photo

Next 

First draw your answers to the questions on the paper. Then take a photo of your drawing.



← Back

Touch the line

Next →

How did meeting the EP make you feel?



Happy or good



← Back

Touch the line

Next →

After meeting the EP, I know what the next steps are.



I'm not sure

No, I have no
idea

Yes, I know what
will happen next

← Back

Last bit...

Next →

Remember that this is about what YOU think.
So, now it's your turn.

What would you like to ask?
(You can type or just talk).

I liked being asked about meeting the EP. What will happen with all my answers?



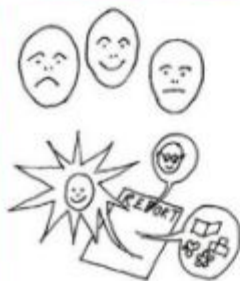
 **Back**

Thank you very much for saying what you think about meeting the EP.

Your views are very important.

Please touch the Finish button.

Finish



Appendix 21b

MiView responses

	I knew that the EP was coming to see me				I understood why the EP was coming to see me				I knew which room we would be in			
	No, the EP just turned up	I don't think I was told	I think I knew	Yes, I knew all about it	No, I didn't understand at all	I don't think I understood	I think I understood	Yes, I completely understood	No, I had no idea	I'm not sure	I think I knew	Yes, I did know
Total number of responses	3	1	0	9	0	7	0	6	4	1	0	8
Calvin				1				1				1
Jay				1				1				1
Oskar				1		1						1
Adam				1				1				1
Emily				1				1				1




	I knew that the EP was coming to see me				I understood why the EP was coming to see me				I knew which room we would be in			
	No, the EP just turned up	I don't think I was told	I think I knew	Yes, I knew all about it	No, I didn't understand at all	I don't think I understood	I think I understood	Yes, I completely understood	No, I had no idea	I'm not sure	I think I knew	Yes, I did know
Theresa				1				1	1			
Charlie	1					1						1
Sarah				1		1			1			
Harvey	1					1			1			
John		1				1				1		
Jake				1		1						1
Jay	1					1			1			
David				1				1				1
Total number of responses	3	1	0	9	0	7	0	6	4	1	0	8

Please touch ALL the pictures of things you did with the EP														How did meeting the EP make you feel?				
Used shapes	Showed your work	Shared your views	Said who helps	Talked about lessons	Letters and reading	Talked about friends	Talked about your family	Numbers and maths	Puzzles and games	Talked about what other people think	Talked about how you feel	Something else		Angry or upset	unhappy or grumpy	just ok	happy or good	really happy or excited
7	5	10	8	5	4	7	8	5	8	4	10	2		0	0	2	2	9
1							1				1							1
	1	1	1					1									1	
		1		1		1					1					1		
	1	1	1				1		1		1							1
1		1	1	1	1		1		1	1	1							1

Please touch ALL the pictures of things you did with the EP													How did meeting the EP make you feel?				
Used shapes	Showed your work	Shared your views	Said who helps	Talked about lessons	Letters and reading	Talked about friends	Talked about your family	Numbers and maths	Puzzles and games	Talked about what other people think	Talked about how you feel	Something else	Angry or upset	unhappy or grumpy	just ok	happy or good	really happy or excited
1			1		1	1		1	1	1	1						1
												1					
1	1	1	1	1	1	1	1	1	1	1	1	1					1
	1	1				1	1				1						1
		1							1		1						1
			1														
			1												1		
1	1	1	1	1	1	1	1	1	1	1	1						1
1		1	1	1		1	1	1	1							1	
1		1				1	1		1		1						1
7	5	10	8	5	4	7	8	5	8	4	10	2	0	0	2	2	9

After meeting the EP, I know what the next steps are.				I was told who else would be there				Meeting the EP was...				Please choose your favourite way to answer a question...		
No, I have no idea	I'm not sure	I think I know	Yes, I know what will happen next	No, I had no idea	I'm not sure	I think I knew who would be there	Yes, I was told everyone's names	Really good, I loved it	quite good	ok	Not good, I didn't like it	Typing	drawing	talking
6	4	0	3	7	1	0	5	11	2	0	0	2	8	3
1							1	1					1	
1							1		1				1	
	1			1				1				1		
			1				1	1						1
1				1				1					1	

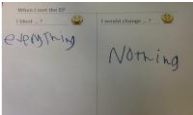
After meeting the EP, I know what the next steps are.				I was told who else would be there				Meeting the EP was...				Please choose your favourite way to answer a question...		
No, I have no idea	I'm not sure	I think I know	Yes, I know what will happen next	No, I had no idea	I'm not sure	I think I knew who would be there	Yes, I was told everyone's names	Really good, I loved it	quite good	ok	Not good, I didn't like it	Typing	drawing	talking
1				1				1					1	
1							1	1					1	
	1			1				1					1	
	1			1					1				1	
	1				1			1						1
			1				1	1				1		
1				1				1					1	
			1	1				1						1
6	4	0	3	7	1	0	5	11	2	0	0	2	8	3

When you are asked what you think, how does it make you feel?									Picture /s. Please see Appendix 22 for larger view	Typing	What else would you like to sav	
I love being asked	I'm not sure	I don't like being asked	I want to know more	It's confusing	It makes me feel important	It's good to be asked	I hate being asked	Something else				
6	4	1	5	7	5	4	0	2	 	Playing the games	Some of the games	Weipmilit q I am a bit curious of the report
1			1			1						
1	1		1	1	1	1		1				

When you are asked what you think, how does it make you feel?

I love being asked	I'm not sure	I don't like being asked	I want to know more	It's confusing	It makes me feel important	It's good to be asked	I hate being asked	Something else
1	1			1		1		
1			1	1	1			1
	1			1				
	1			1				
					1			
1			1	1	1	1		
		1		1				
1			1		1			
6	4	1	5	7	5	4	0	2

Picture /s. Please see Appendix 22 for larger view



Typing

What else would you like to sav


Cckhgohig
ilhhiuzx78)
out say. Its
ciao)7878
(0£))££::£8
4.'uggffg,Il
kjfczZXFK

Why he
came

Do you
see Eddie
Stobart


EP is fun



Drawngs from MiVlew:

<u>I liked this best:</u> 😊	<u>I would change this:</u>
	

<u>I liked this best:</u> 😊	<u>I would change this:</u> 😞
	

<u>When I met the EP</u>	
<u>I liked ... ?</u> 😊	<u>I would change ... ?</u> 😞
everything	Nothing

<u>I liked ... ?</u> 😊	<u>I would change ... ?</u> 😞
	

<u>When I met the EP</u>	
<u>I liked ... ?</u> 😊	<u>I would change ... ?</u> 😞
	

Appendix 22b

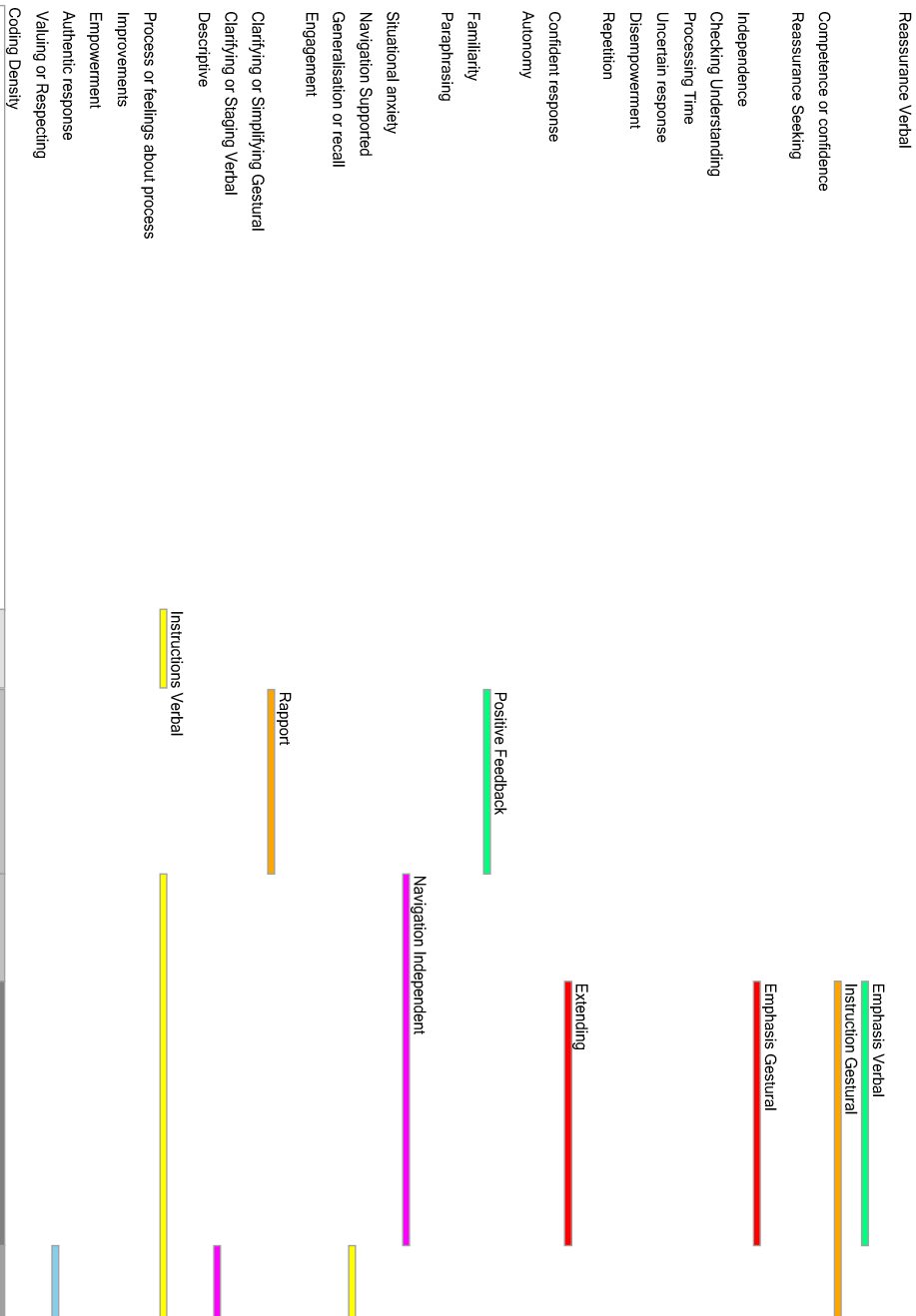
Stage Four: Full coded transcripts

Stage 4 Transcript
Adam

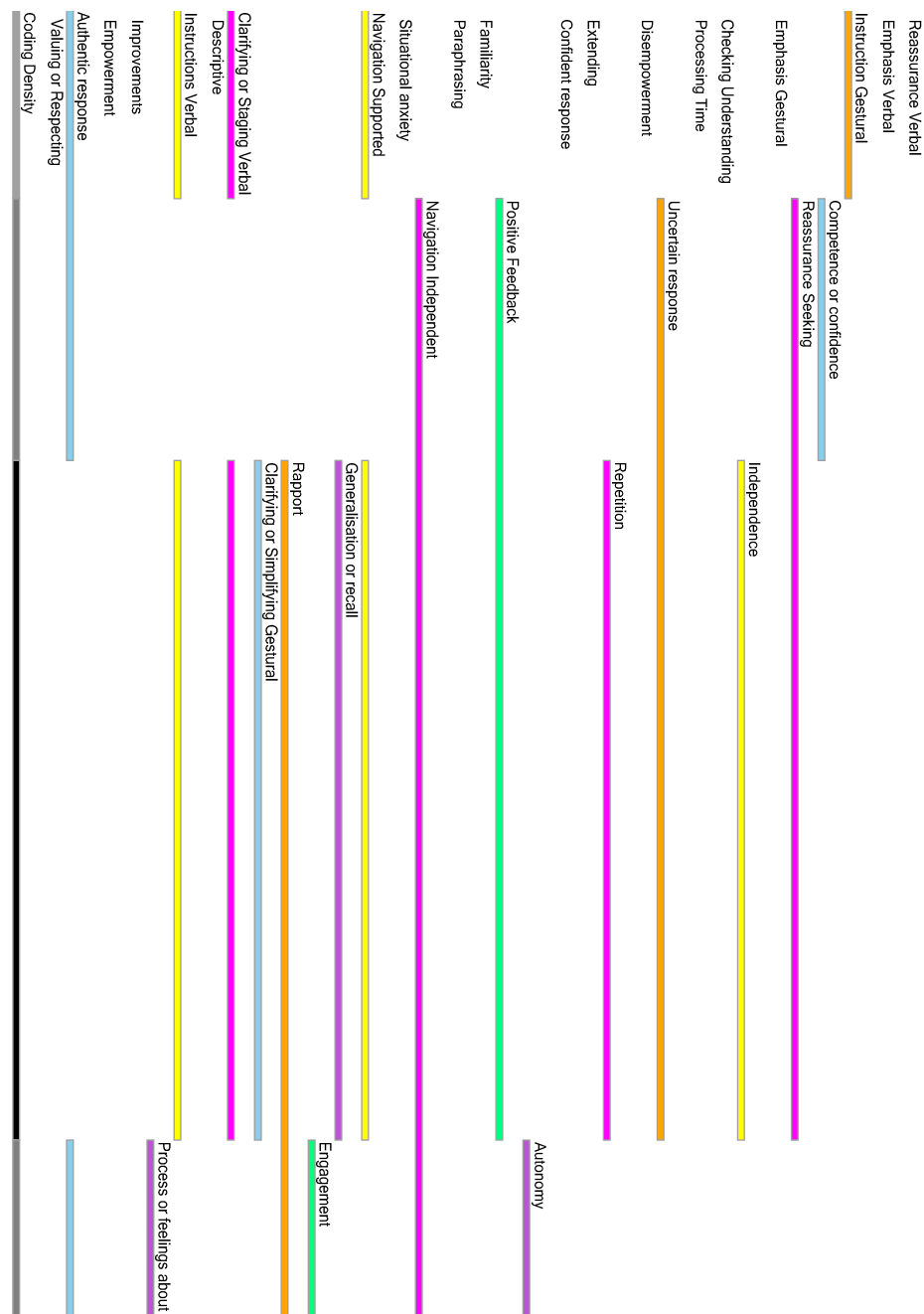
Date: 28/11/12 Time: 2:30 Duration: Name:

P=Pupil; R=Researcher; A=Assistant (LSA); K=EP; **↑**= intonation; ... = pause; *italics* = structured qn Words are underlined where A omits or adds words that alter the meaning of the question. LSA remained in background at her desk at P's request but left the room twice during the video. All verbal interactions are therefore with R. P told R he was quite nervous in initial meeting before transcript begins. The interruptions contrast with the pupil's emotional state. All R's responses are deliberately very minimal, and in a calm, reassuring voice. P's voice grows in volume / confidence throughout the interview. Body language changes from sitting forward and being very aware of camera, to relaxing in chair and more smiles.

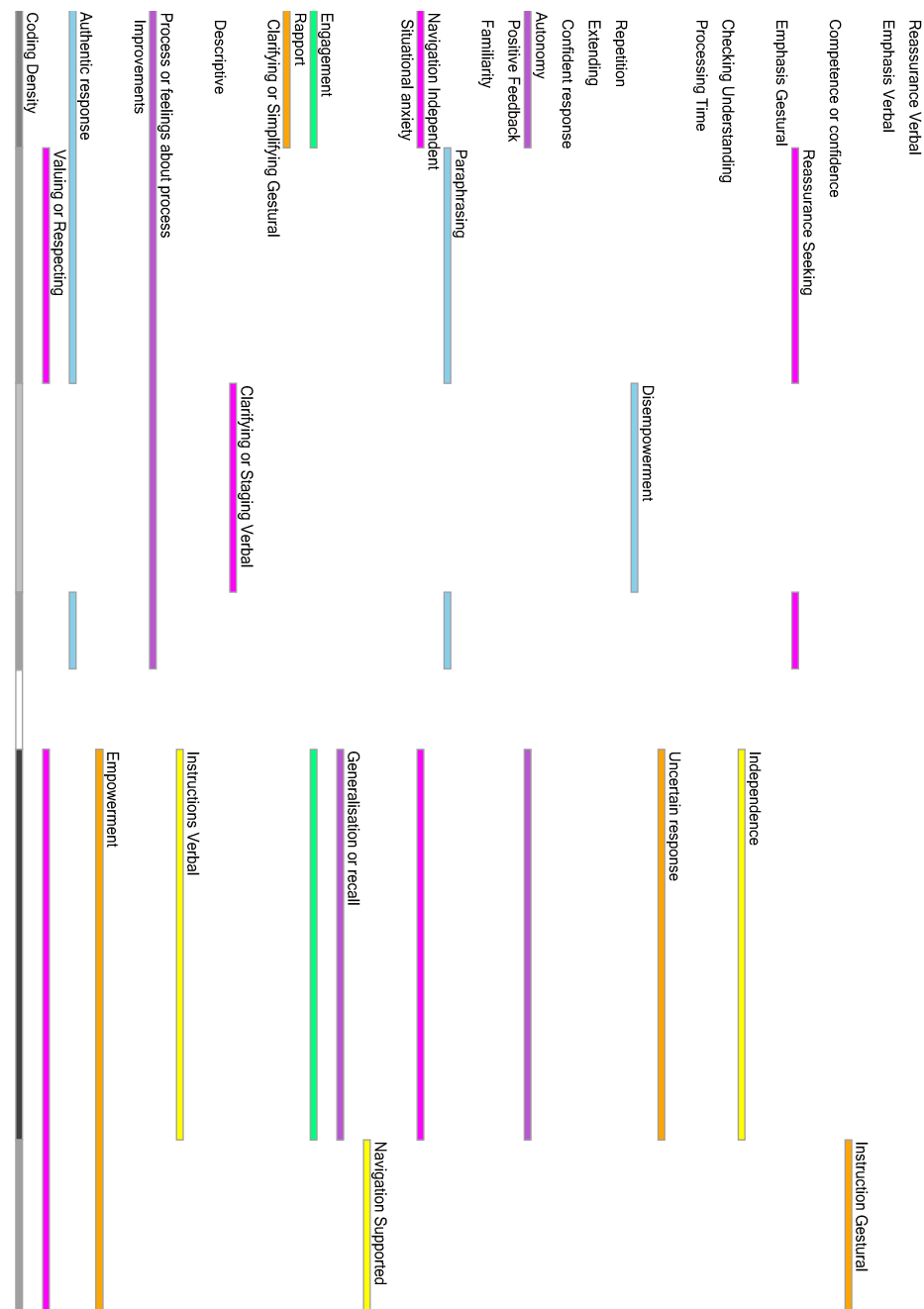
Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)	(1) (00:00)	R: So what you need to do is hold your finger down...just one finger...that's it, now off you go...read it through.	I (V)
2)	P has no difficulty operating iPad without assistance.	P: <i>Hello, thank you for taking part. This is all about what it was like for you to meet the Edu.</i> R: The EP (both laugh) P: The EP. Please touch the start button R: (softly) Well done.	Independence Confidence Rap I (V) Pr
3)	P reads well – fluently but without pausing at full stops.	P: <i>Here is a practise question to help you. Anything you want to put is ok. When you are ready, please press 'Next'.</i>	I (V) N (Ind)
4)	P ¹ doesn't understand the sentence endings choices ² Quickly understands and goes to Next with no prompting.	P: <i>There are five choices to answer this question. Try them all out. I think chocolate ice-cream is</i> R: I think chocolate ice cream <i>is...</i> (points to the options) So you have to choose from along that little bar there. P: (chooses delicious) R: You can try them all if you like P: Next	Independence. Confidence. I (V) Emp (V) (G) I (V) Ext N (ind)
5)	P finds it hard to see where the	P: <i>There are 10 questions. Please ask if you need any help.</i>	I (V)



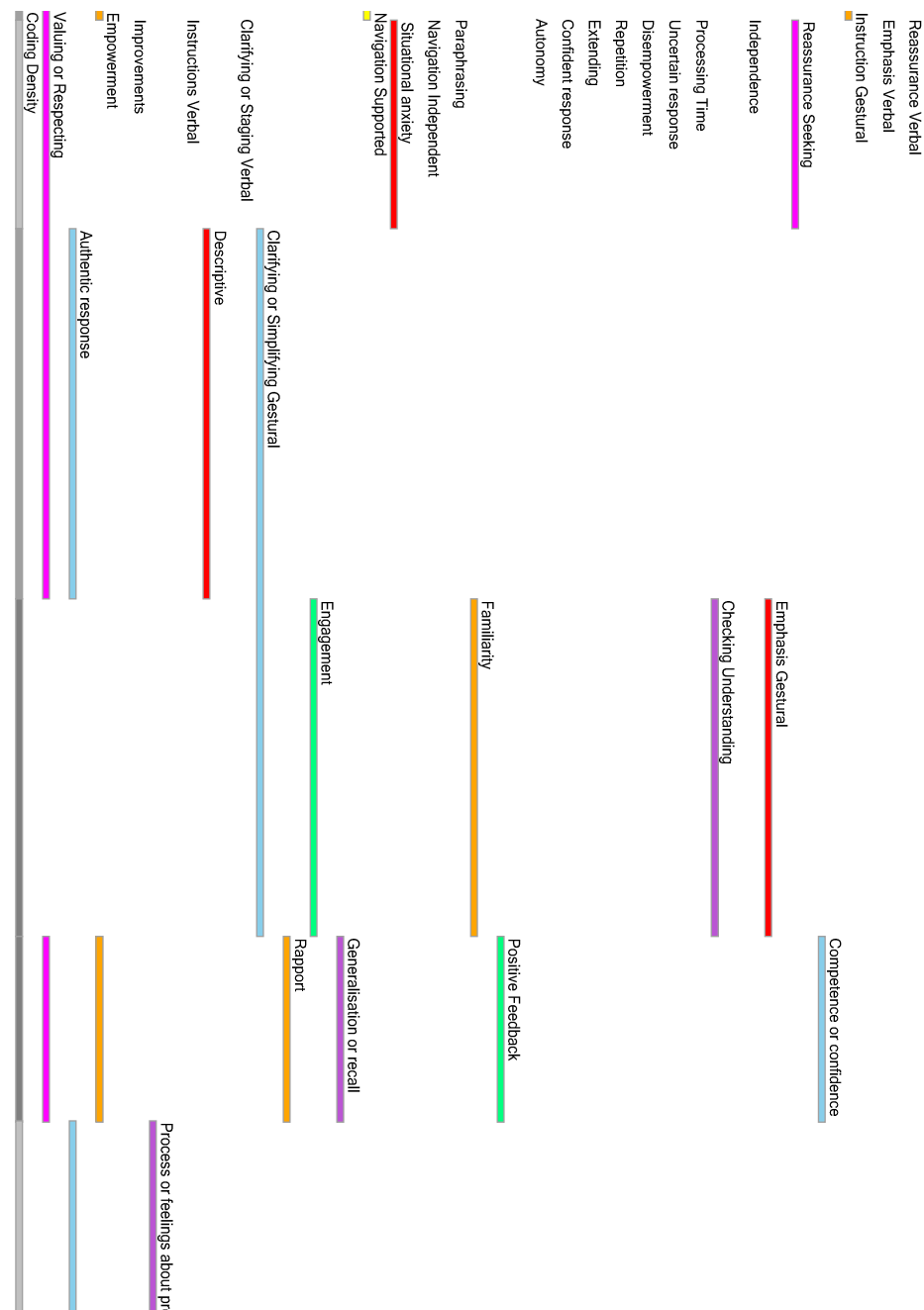
	next question is. Goes to move to 'next' after first question without seeing other one below.	R: So the question is just there – points P: <i>I was told that the EP was coming to see me</i> P: Yes, I was told (chooses this one) R: Not yet, there's another question there (points below)	I (G) AR N (sup)
6)	(01:45) Thinks carefully about this. Looks to R – for reassurance? Very definite about second answer.	P: <i>I understood why the EP was coming to see me</i> P: Erm...I'm not sure P: <i>I knew where we would meet</i> (chooses) P: <i>I was told who else would be there</i> (looks up at R) No, I wasn't told. R: Good boy	Competence? N (ind) AR Reassurance
7)	(02:10) P selects two, then presses next	P: <i>What did you do or talk about</i> R: You can choose as many of those as you want R: Did you talk about how you feel? That was on there as well, look (scrolls back one page) because you said about your wrist band... P: Where's that? How I feel... (presses) ... and ... is that all? (unticks other previous choices) R: I don't know. You've got... <i>people in your family, shapes and blocks</i> ...you've talked about lessons, keep that one. R: Er...what does that say ... <i>what you think?</i> Did you talk about what you think? That's that one. P: What one? (scanning) R: there – points. (P presses) R points to each other one in succession, P says 'no' each time. Then presses Next. R: Well done. (P smiles)	N (sup) I (V) Helping generalise Confidence? MisU / UR I (V) Fb Rep N (sup) Ind N (sup) CS (G) Pr / N (Ind) Rap
8)	(03:01) Has no difficulty with the slider questions now. Moves to lower question with no prompt.	P: <i>Meeting the EP was</i> ...really good P: <i>Would you like to type your next answer, or draw a picture?</i> P: <i>What did you like best?</i> Playing games	AR Aut Process



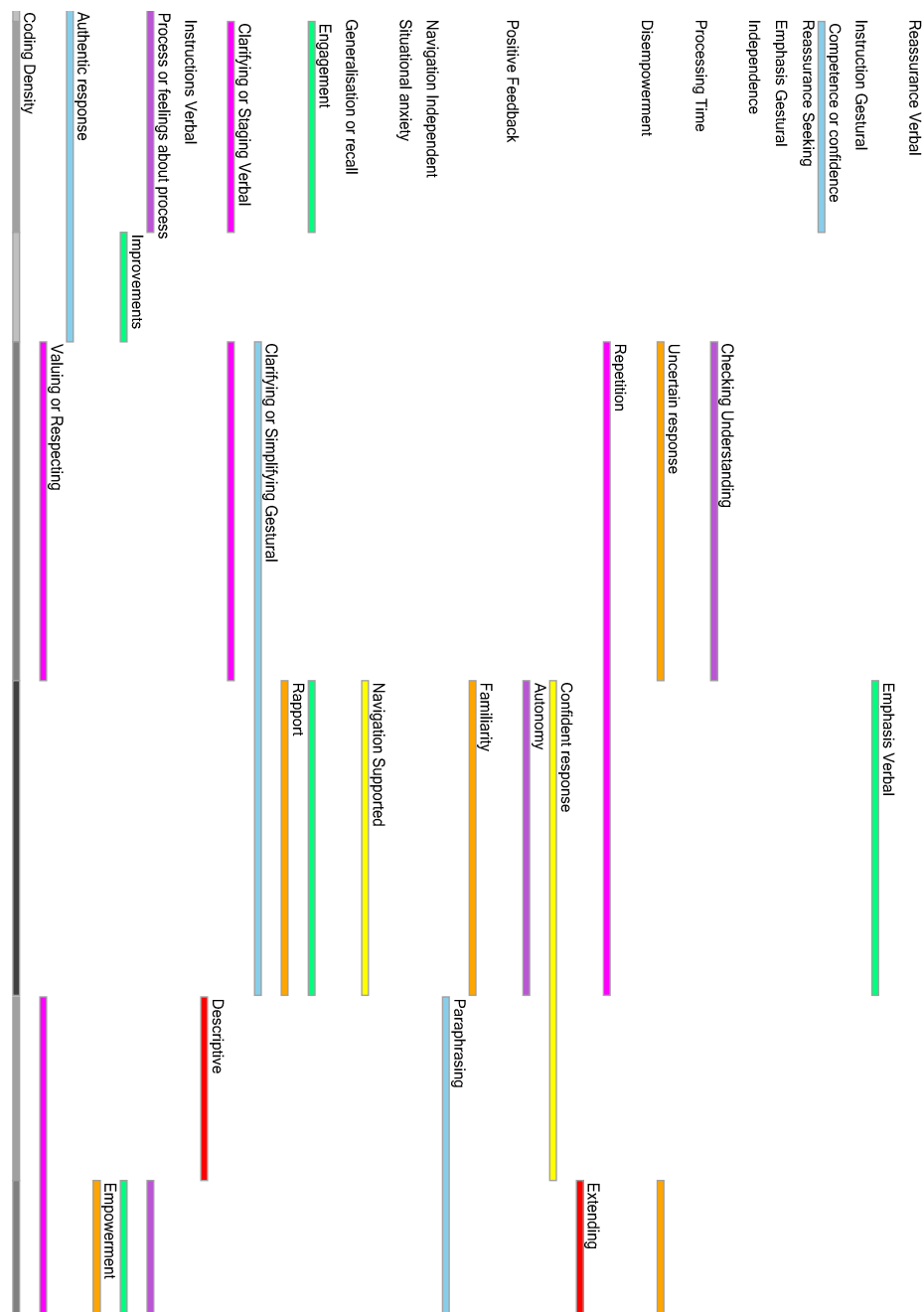
			Reference checking Competence?
9)	(03:43) Looks to R for support with answer P doesn't appear to hear R's question. Moves to next screen.	P: <i>Which bits would you like to change?</i> R: What would you change or do differently about meeting K? P: I would like to change some of the games. R: What would you change them to?	Process, evaluation, value Reassurance Val R Para
10)	Another member of staff walks into room. Stands behind P sorting through papers in her hand. P ignores and continues.	P: <i>How did meeting the EP make you feel?</i> R: You've got lots of different choices on this one. There are five choices. P: Ok	Relatedness – staff member isn't showing respect/privacy/ value of her needs over P CS (V)
11)	Looks to R – uncertain, so R expands.	P: <i>I know what the next steps are</i> R: So, what's going to happen now. P: I'm not sure (to R)	Expanding definition of question Para SRe Lack of autonomy
12)	(04:59) (smiles and shrugs) Confident to type	P: <i>What else would you like to say?</i> P: I'm not really sure...nothing really R: Are you not curious about how ... what's in K's report? You mentioned that at the beginning when we looked through the leaflet. P: Yea, can I do it? (gestures at keyboard) R: Yes, you can say whatever you want↑. ... P: How do you spell curious? R: C...u..r..i..o..u..s.. P: Right, I'm a bit curious of the report. There you go.	Aut N (Ind) Gen UR Ind
13)	(05:58)	P: <i>Touch to finish</i> R: Read that bit first (points to text above) P: <i>Thank you very much for saying what you think about meeting the EP. Your views are very important.</i> (smiles) Please touch the finish button	N (Sup) I (G)



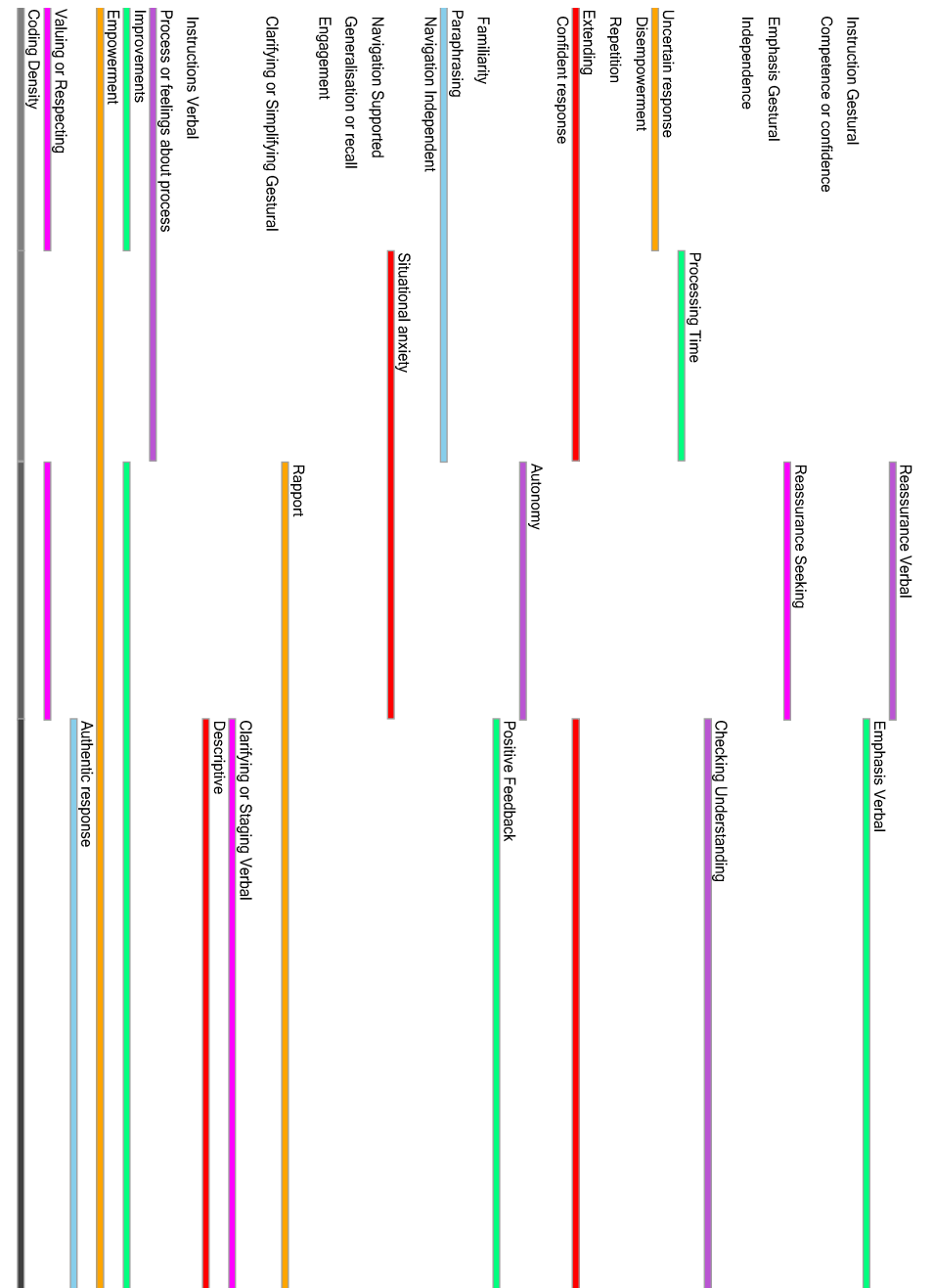
14)	(06:27) P looks up at R and smiles. Looks at camera.	R: That's it, well done. P: You can turn that off now if you want. R: I just need to leave it on while I'm asking you these questions. Is that ok? P: Oh, yes, ok.	Sit A
15)	(2) (00:14) PIL is on the table between R and P. R turns pages to help visually support P with answers. Pupil holds good eye contact and body orientation. Speaks confidently. ³	R: Were you...you weren't given this leaflet beforehand were you? P: No R: What do you think of the pictures? Do you think they're useful for other children? P: I think they are...very useful for other children because ... that (points) is the most important, feelings, right? as I've got these... (holds wristbands)... well, I think all of them are very good, and very popular as well...so I think everything should be used for other children. ⁴	Disjointed answers Hard to formulate answers Descr AR Val R
16)	(00:46) P really animated by this – sitting up, smiling, oriented towards R.	R: Did you notice they were the same as on the iPad? When you were using that? P: Really? R: They were the same pictures...look (holds up iPad) Look at the front cover of that...and the cover of that (PIL). P: Oh Yeah! ↑ R: So that's the idea...that if you have this before then you're more familiar with the pictures...so they're easier to work out on here.	Happy to have made self-discovery. Connected and understands. CS (G) Eng
17)	(01:11) P uses arm gestures as he speaks. Increasingly relaxed.	R: Why do you think it's called MiView? P: Because it's actually your view of what you think. R: Well done. You're the first person who has been able to answer that. (P smiles and turns wrist band from between red/yellow, to full yellow).	Competence Val R Empower Fb
18)		R: How did the pictures help you remember the meeting? P: Er, because they were very interesting and very helpful...and they actually made me think. R: Did they? Good.	Giving answer expected? Process AR



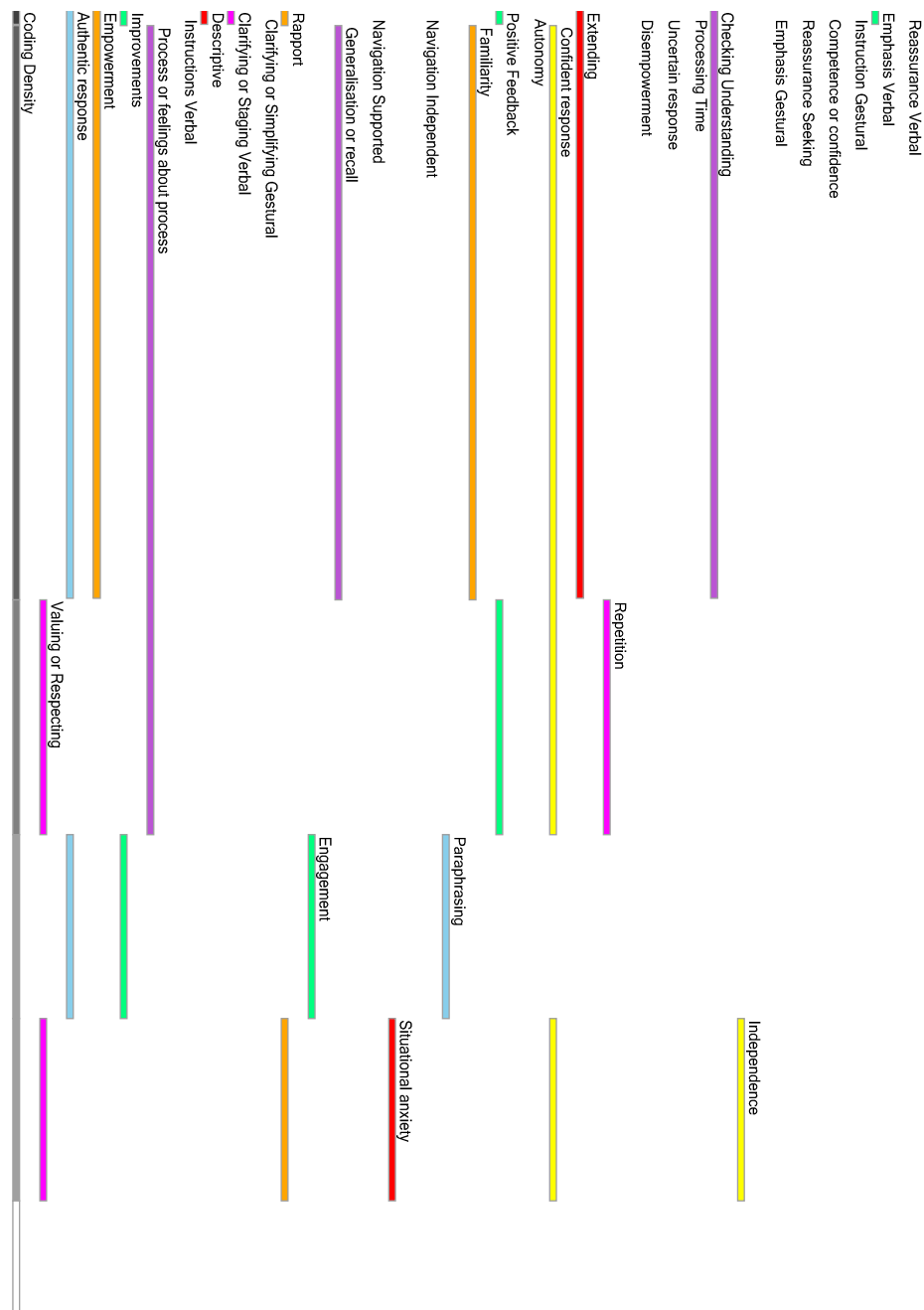
19)	(01:37) P again very animated to answer this. Face is open and happy, not bewildered.	R: What were your favourite type of questions? Slider questions where you pick a face? Choosing pictures...where you picked all those different pictures? Or drawing, speaking, or writing? P: Speaking and sliding faces.	Competence. Straightforward question. CS (V) Eng
20)		R: Ok, so maybe if I had a button on there, and you pressed it and you could speak you answer then that would be even better? ⁵ P: Yes (nods)	Improv AR
21)	(02:04) Staff member re-enters room. P distracted, watches her.	R: Ok, are there....when you were going through the sliders...you tended to choose the middle one, or the outside one, even if you had five choices. So, do you think I should have three? Do you know what I mean? P: Yes R: Shall I show you what I mean? P: Yes	Helped by repetition, clear visual support.
22)	(02:24) R taps each choice in turn to show Pupil is smiling and interacting with screen again, simultaneously with R	R: Alright, so on that one, for example with the ice cream... P: One, two, three, four, five R: There's disgusting, there's not very tasty, there's ok, quite tasty, delicious P: Let's see disgusting (smiles) R: So there are five ↑ points. Ok? P: Yes, nods.	Explaining – repetition with visual support. Rap Eng Fam Aut
23)	P looks up and nods to affirm answers	R: Do you think that's enough choices? Or should there be more choices for other children? Or less choices? Is that too many...? P: Just enough R: Yes, you think five choices on each one? P: Yes	Descr Para CR
24)	(03:01)	R: Are there any bits missing? Is there anything that you did with K that you haven't been able to talk about? P: Yeah, there's some bits that I haven't talked about. I haven't talked about school.	Val R Descr Process Empower Ext



		<p>Erm...</p> <p>R: With K, or with me?</p> <p>P: With K ... and....</p> <p>R: You didn't talk about school with K...?</p> <p>P: No</p> <p>R: ...and would you liked to have done?</p> <p>P: Yeah.</p>	
25)	P touches wristbands but they stay on yellow and green	<p>R: Ok. What would you have told her about school?</p> <p>P: Er, that I want to have more friends as usual, so I want to make more friends, because lots of people sometimes be nasty to me outside in the playground.⁶</p> <p>R: and you didn't get a chance to talk about that with K? Ok..ok.</p>	<p>Empower</p> <p>Process</p> <p>Ext</p> <p>Para</p>
26)	P: nods and smiles – seems relieved	<p>R: So that would be very interesting...so maybe we sh...shall we tell K about that? Would you like me to tell K about that as well? Would you like me to tell her that you'd like to talk about that?</p> <p>P: No thank you</p> <p>R: Ok, that's fine because I said that we would keep this confidential as well.</p> <p>P: Thank you (exhales audibly)</p>	<p>Val R</p> <p>Empower</p> <p>Aut</p> <p>Rap</p>
27)	(04:11) R gestures to iPad screen	<p>R: What else could help you remember the meeting with K? Is there anything else I could put on there...? Or something that I could send you?</p> <p>P: Something that you could send me...like a letter...</p> <p>R: From K?</p> <p>P: From K, yea</p> <p>R: She could send you a letter afterward and that would help you remember meeting her?</p> <p>P: (nods)</p> <p>R: Send you a letter to your house, or to school?</p> <p>P: To my house</p> <p>R: Ok, that's a really good idea... a really good idea.</p> <p>P: So mummy can come to the school...pick it up...and then go back home.⁷</p> <p>R: Or we could just send it straight home?</p> <p>P: Or we could...yea (smiles)</p> <p>R: With the postman...yes (smiles)</p>	<p>Process</p> <p>Descr</p> <p>AR</p> <p>Pr</p> <p>Ext</p>



28)	(04:37) Pupil's face in thought	<p>R: What decisions have you talked about in school? ...</p> <p>What about when you were in Lego club? Did you decide whether you were going to join Lego club or did someone else decide that?</p> <p>P: Someone decided...or, no, no actually I decided</p> <p>R: You decided</p> <p>P: Yes R: and did you get <i>listened</i> to? P: Yes (nods) R: and then...afterwards then you joined Lego Club? P: Yea</p>	<p>Empower concentrating</p> <p>Gen or recall</p> <p>Ext</p> <p>AR</p> <p>CR</p>
29)	(05:16)	<p>R: ...and ...how does it feel to be asked what you think?</p> <p>P: What?</p> <p>R: How does it feel to be asked what you think?</p> <p>P: Very nice...and...and I think it's very polite to ask children about what they think of their lessons, so ..yes...very polite to ask.</p> <p>R: Fantastic answer, thank you.</p>	<p>Process Repetition</p> <p>Concentrating on verbal questions difficult</p> <p>Val R</p>
30)	(05:35)	<p>R: So, we're all done. Is there anything else that you wish that I had asked you about?</p> <p>P: No...just about school...</p> <p>R: About your friendships...</p> <p>P:...about friendships as well.</p> <p>R: Ok (smiles)..that's a really good answer, thank you. (P smiles, nods).</p>	<p>AR</p> <p>Improv</p> <p>Eng</p> <p>Fb</p> <p>Para</p>
31)		<p>R: I'm going to turn this off now, is that alright?</p> <p>P: Yea.</p> <p>R: Did you want to see any of it played back? Did you want to see yourself?</p> <p>P: No (laughs)</p> <p>: Ok (laughs).</p>	<p>Val R</p> <p>Rap</p> <p>CR</p>



Reassurance Verbal
Emphasis Verbal
Instruction Gestural
Competence or confidence
Reassurance Seeking
Emphasis Gestural
Independence
Checking Understanding
Processing Time
Uncertain response
Disempowerment
Repetition
Extending
Confident response
Autonomy
Positive Feedback
Familiarity
Paraphrasing
Navigation Independent
Situational anxiety
Navigation Supported
Generalisation or recall
Engagement
Rapport
Clarifying or Simplifying Gestural
Clarifying or Staging Verbal
Descriptive
Instructions Verbal
Process or feelings about process
Improvements
Empowerment
Authentic response
Valuing or Respecting
Coding Density

Annotations

- ¹ Difficult to hold incomplete sentences
- ² Impact of communication difficulty - receptive
- ³ Sometimes the pupil's anxiety and CD can be masked behind surface communication skills
- ⁴ Impact of communication difficulty - expressive
- ⁵ Idea for improvement
- ⁶ Inditement on process - that pupil needed time to discuss feelings during SA
- ⁷ CD impacts logical reasoning - esp in verbal domain

Name: Transcript_C1

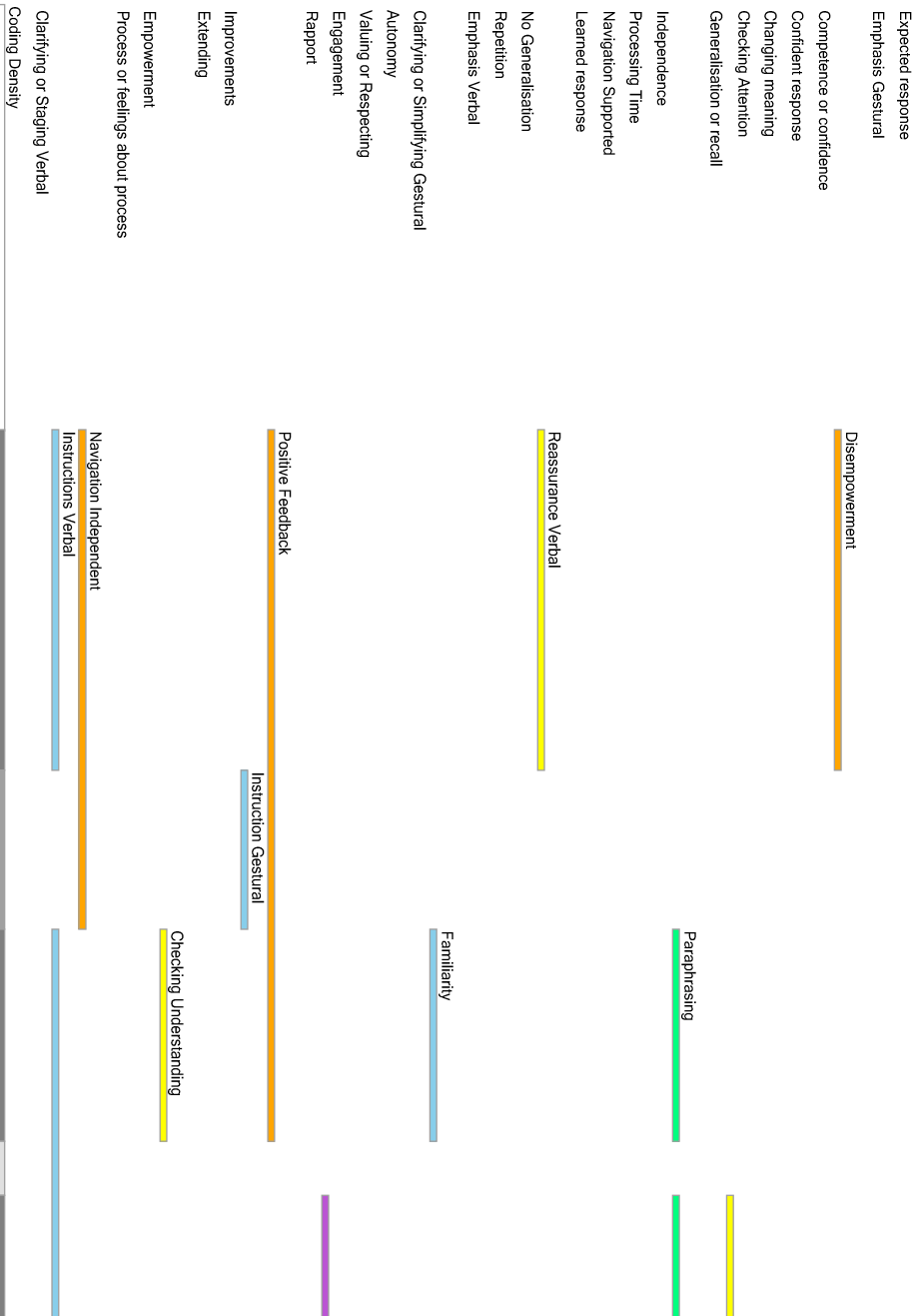
Stage 4 Transcript

Name: Calvin

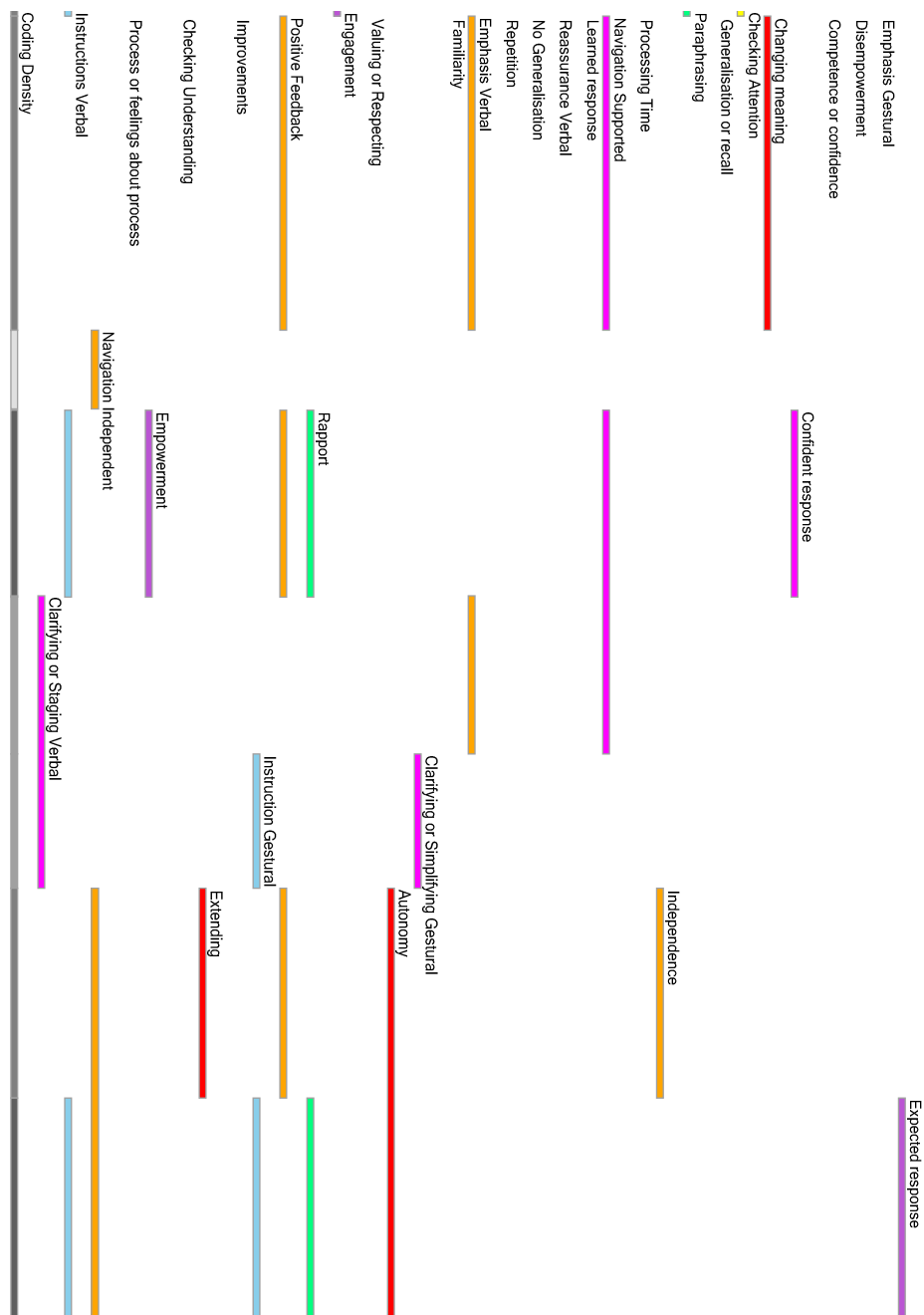
Date: 23/11/12 Time: 09:30 Duration: 10:24

P=Pupil; R=Researcher; A=Assistant; K=EP; ↑= intonation; ... = pause; *italics* = structured
qn Words are underlined where A omits or adds words that alter the meaning of the question.

Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)	P looks at screen but seems unable to read the text. P smiles when A says she will read. Pupil follows instruction and reaches out to the right part of the screen	R to A: Would you like to read that to him? A: Yea, yea, yea... it says "Thank you for taking part" A: "This is all about what it was like for you to meet the Educational Psychologist. Please touch the start button". A: "Good boy".	
2)	P follows point and presses	A: "Here is a practise question to help you. Anything you want to put is ok. When you are ready please press 'Next'" A: On top (points). Good boy	
3)	A points to each option in turn, then looks at P to check understanding. P chooses, then looks towards the next button.	A: "I think chocolate ice cream is" Do you think it's ok, delicious, or disgusting? A: (confirms action) good boy, press next.	
4)	P nods	A "There are ten questions. Please ask if you need any help." Are you ready? Press 'Next'	
5)	P focused on screen. Attending very well.	A: Ok, look at the pictures. "I was told that the Educational Psychologist was coming to see me" You've got 'no I didn't know', 'not sure', and 'yes, I was told'.	



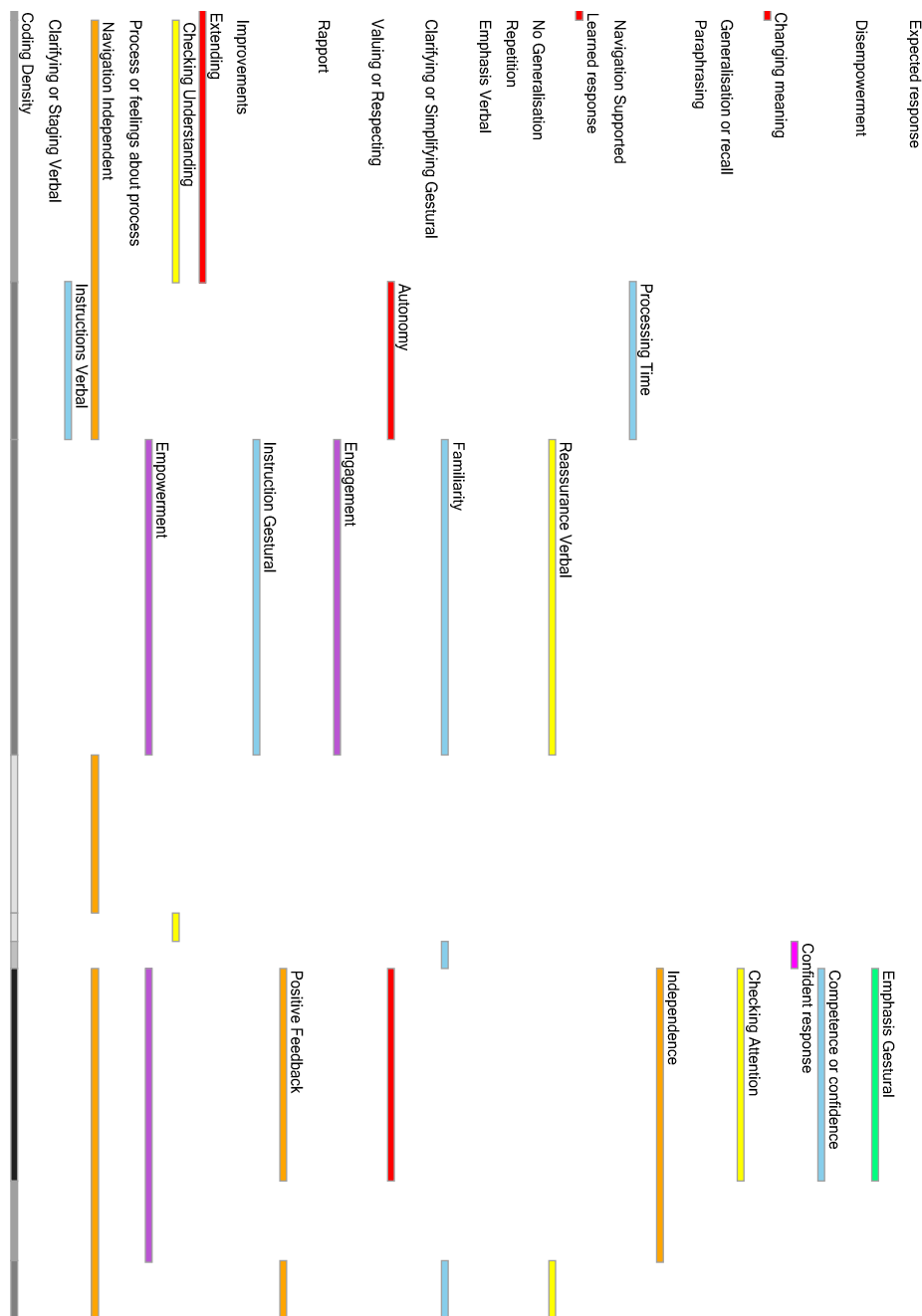
6)	P makes selection P makes selection, doesn't know to move on. A points to 'Next' button. P presses.	A: Good boy A: "I understood why↑ the Educational Psychologist was coming to see me" "Didn't understand", 'not sure', 'yes, I understand'.	A makes error which changes meaning of question – current v previous
7)	P makes selection and moves on	A: "I knew where we would meet". 'No, I didn't know', 'not sure', 'yes, I did'.	P able to move to next question independently
8)	P speaks for the first time. (01:54) A points to each option. P smiles, chooses 'yes'.	A: "I was told who else would be there" A: 'No, I wasn't told...' P:...yes I was (smiles) A: Good boy. 'No, I wasn't told, not sure, or 'yes, I was told' A: Good boy. Next.	P able to answer question confidently
9)	P nods, presses this option	A: "What did you do or talk about?" So you've got erm ... Did you talk about what other people think? Did you talk about shapes and blocks? Did you talk about what you think? ↑	
10)	A points to each option in turn	A: Lessons and teachers. Letters and reading. People in your family. Show your work. Who helps you. Puzzles and games. Numbers and maths. Did you talk about your friends...or how you feel?	
11)	P looks at all the pictures. Chooses.	A: Anything else? A: Is that everything? Or did you want to tick some more?" P: mm (presses 'Next') A: Good boy.	Independent use
12)	(02:54) A points to options as she reads P chooses 'really good' (A laughs) P moves on to	A: "Meeting the Educational Psychologist was...not very good, quite good, or it was really good"...or you've got the middle ones	



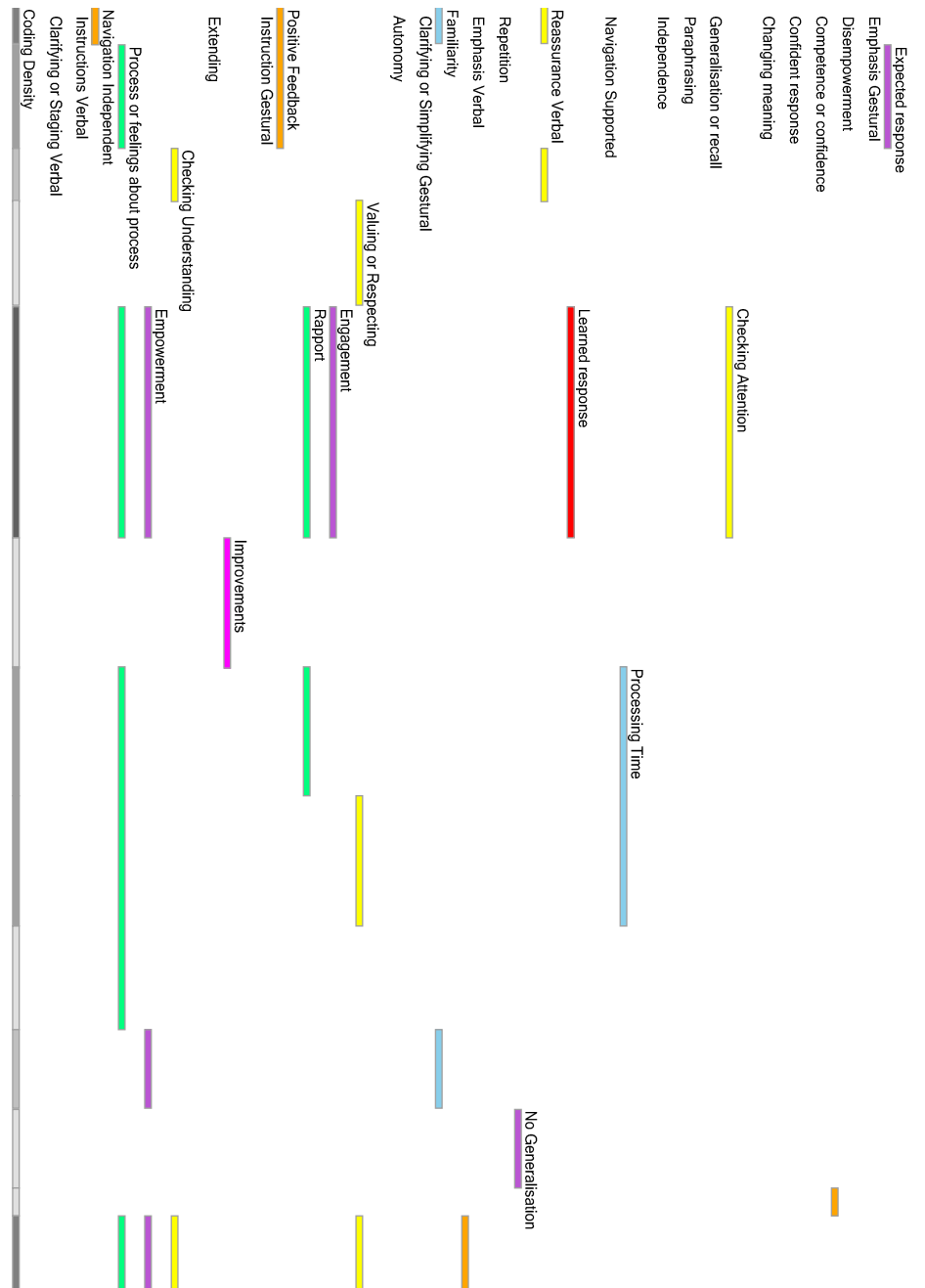
	next question		
13)	P chooses drawing and presses next	A: "Would you like to type your next answer or draw a picture?" What would you like to do?	Independence. Comprehension. Confidence. Competence.
14)	R passes P paper and pens. (03:54)	A: "Please draw what you liked or didn't like on the paper. Then take a photo of your drawing". R: There's your paper. See if you can draw something that you liked or didn't like when you met K"	P engages with drawing
15)	(04:39) P replaces lid on pens. R shows P how to hold the iPad camera over the picture and take a photo.	R: Have you finished? P nods R: What is that a picture of? P: The shapes R: The shapes. Good boy. Fantastic. R: Ok, now you can do this bit. So what you do is you hold it over there...there's your picture...(P presses the snapshot button with no assistance). R: Ah, you know what to do...good boy. Ok, now press 'Next. Fantastic. Well done.	P smiling, engaged, motivated, looking. independent
16)	P smiling and engaged with iPad	A: Now it says "How <u>did the Educational Psychologist</u> make you feel?"	A omits 'meeting' and changes semantics
17)	(05:02) A no longer pointing to options, but P is scanning and trying all answers	A: Did you <i>not</i> like it, did you <u>not really like</u> it, it was <i>ok</i> , it was in the middle, or you <i>really liked it</i> ? P chooses and moves on to next question. A: Good boy	Moved on in independence - learning
18)	P shakes head. Rolls yellow stretchy man in left hand. Chooses 'no' with confidence	A: <i>I know what the next steps are.</i> Do you know what the next steps are? ↑ A: <i>Don't know, not sure or yes I know what will happen next</i>	Confident. Beginning to be less motivated?
19)	P shrugs P shrugs again P shrugs again – maintains eye contact with iPad screen, not A.	A "Who else would you like to say...what else would you like to say? A: Is there anything else you want to say? A: Can you think of anything comes in your head?	

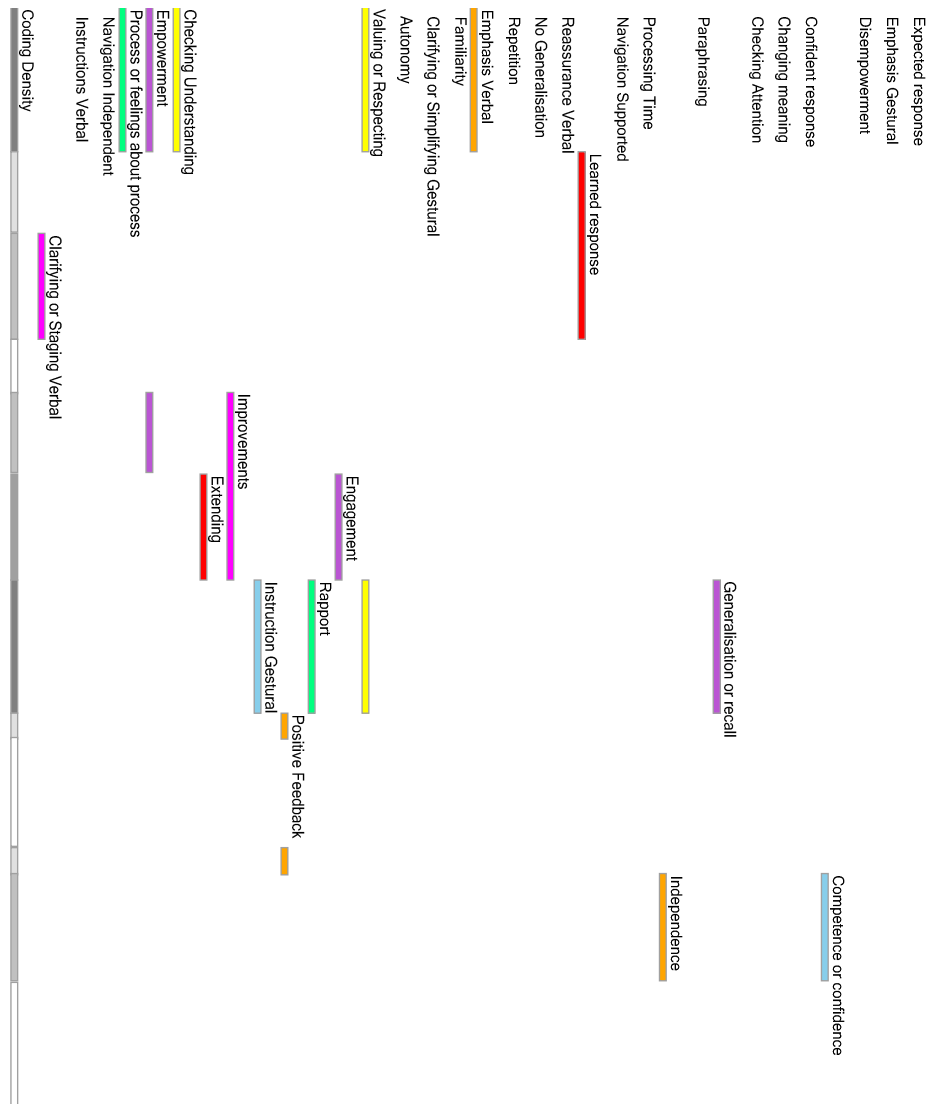


20)		<p>A Nothing at all?</p> <p>P shakes his head</p> <p>A So we're not going to walk out this door and you'll ask me loads of questions.</p> <p>P shakes head again (no eye contact with A)</p> <p>P presses 'Next'.</p>	<p>Maintains focus on screen</p> <p>Independence. Choice?</p>
21)	<p>(05:53)</p> <p>P suddenly reaches for 'Back' button.</p>	<p>A: <i>"Thank you very much for saying what you think about meeting the Educational Psychologist..."</i></p> <p>P: I do know (goes back to previous page)</p>	<p>No help necessary to go back.</p>
22)	<p>P searching around keyboard</p> <p>Continues to search. Not responding to A</p> <p>(06:12) P smiling, motivated to write</p>	<p>P: Where's W? (phoneme) A: Do you want to type it? ... Or d'you want to tell me what you want to say. P: e (phoneme)</p> <p>P: e (phoneme)? A: Go back...next to the 'w' (phoneme)</p>	<p>Motivated Engaged</p>
23)	<p>P smiling and more communicative but eye contact remains on iPad</p>	<p>P: i (letter name) A: What? An i (phoneme)? or a (unintelligible) i...next to the word? P aaah...got rid of the 'e' (letter name) 'e' (phoneme)</p>	<p>Self corrects. Uses interface independently.</p>
24)		A: Do you want the word 'i' or just the letter?	
25)		P: Just the letter	
26)	<p>A assists by pointing to each letter requested by P. P in total control and only his is voice heard. (06:51)</p>	<p>P: 'i' again...'i'...'i'</p> <p>P: 't' (phoneme)... where's a 't'?</p> <p>A: Top line (points). Can you see it? ↑ Good boy.</p> <p>P: Done (smiles).</p>	<p>Contrasts strongly with first 5 mins of observation.¹</p> <p>Independently completes question and moves to next screen.</p>
27)	P: presses finish	A: the last bit says 'please touch the finish button'	



		A: That's it, well done.	
28)		R: Fantastic↑. R: Was that easy? P: Nods R: Good.	
29)		R: So now I've just got a couple of tiny questions for you... and then you're done. Ok?	
30)		R: Is it still ok for me to ask you those questions? P: Nods	
31)	P looking down. R checks P able to attend to question P looks at R, smiles, makes eye contact.	R: So, my question is...how do you think... R: C? (pupil's name) R: How do you think that I should find out about P... I don't know R... what children want to say?	Says 'I don't know' before question is asked
32)	(08:13)	R: Well, you said that was a good way...right? ... with the iPad? P: nods	
33)	P: looks at R and smiles	R: Should I ask any other questions? P: Shakes head R: Should I do more drawing...? R: Or something different...?	P needs processing time for question.
34)		...(long pause)... R: Or did you like that just the way it is? P: Nods	
35)	P has back to A. No eye contact made with R or A.	A: Did you like drawing C? P: Nods	
36)		R: Shall I go to the next question? P: Nods	
37)	R points to first cover screen (08:58)	R: Why do you think ...(I don't know if you noticed on the front cover)... it's called MiView. Why do you think it's called that?	
38)		P: I don't know	
39)	P continues to look down at the floor.	R: do you know what a 'view' is? (P looks down at floor) R: It means that's what you think ↑	Seems disengaged.





		...	
		R: So I'm trying to find out what children think.	
		R: How did it feel to be asked about your view?	
40)	Looks directly at R, smiles as answers.	P: Don't know	
41)	P looks down at the floor. Removes shoe.	R: Did it feel good? Was it enjoyable to be here today...or was it not so good? ... R: Or you don't know.	
42)		P: shakes head.	
43)		R Alright. I've got one more question. How can I make it even better? P: (smiles and looks away) I don't know.	
44)		R: If the questions had been read out to you and Ms J (A) hadn't had to read them – would that have been better? P: Smiles and nods	
45)	A directs this conversation to pupil. Gestures to ear for headphones.	A: Yeah, you'd like that wouldn't you. You like it in Lexia...when the man talks to you. You like that don't you. P: Nods, smiles	
46)		A: He's good at it as well.	A encouragement / relations
47)		R: (Smiles) Alright. Well, that will do then. That's perfect. Thank you very, very much.	
48)		A: Well done.	
49)	P stands, handed back shoe by A. (10:24)	R: Thank you (to A and P) P: Thank you	

Annotations

¹ P is now very engaged in pupil-led activity

Name: Transcript_C7

Stage 4 Transcript
Charlie

Date: 7/12/12 Time: 9:30 Duration: 19 min Name:

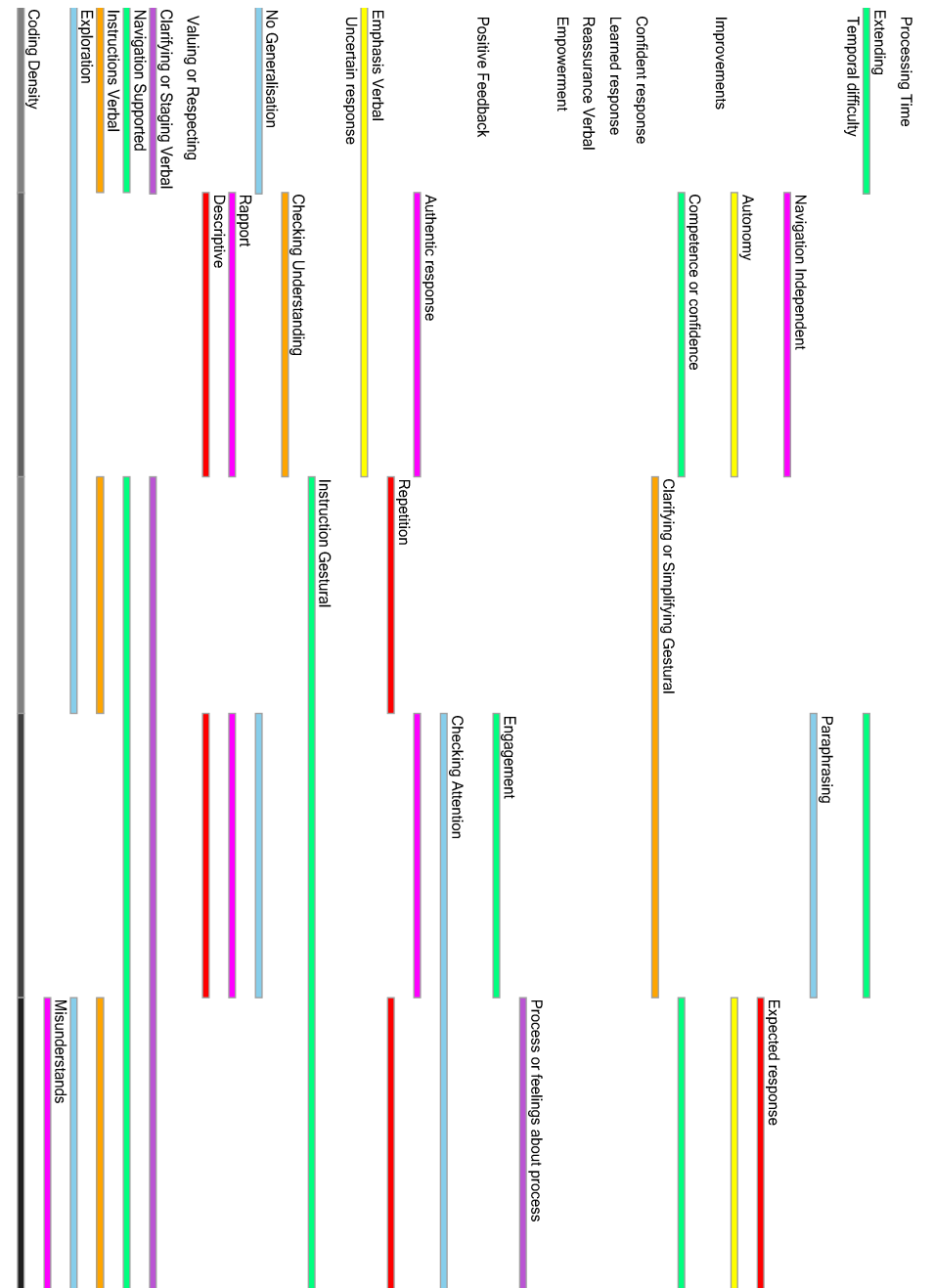
P=Pupil; R=Researcher; A=Assistant; La=EP; ↑= intonation; ... = pause; *italics* = structured question. Words are underlined where A/P omits or adds words that alter the meaning of the question.

P was unaccompanied¹ so this is just a dialogue between her and the researcher. The SENCo entered the room just before the end. P is very interested and excited by camera in the beginning. R leaves it running (not recording) initially to help P become accustomed to it.

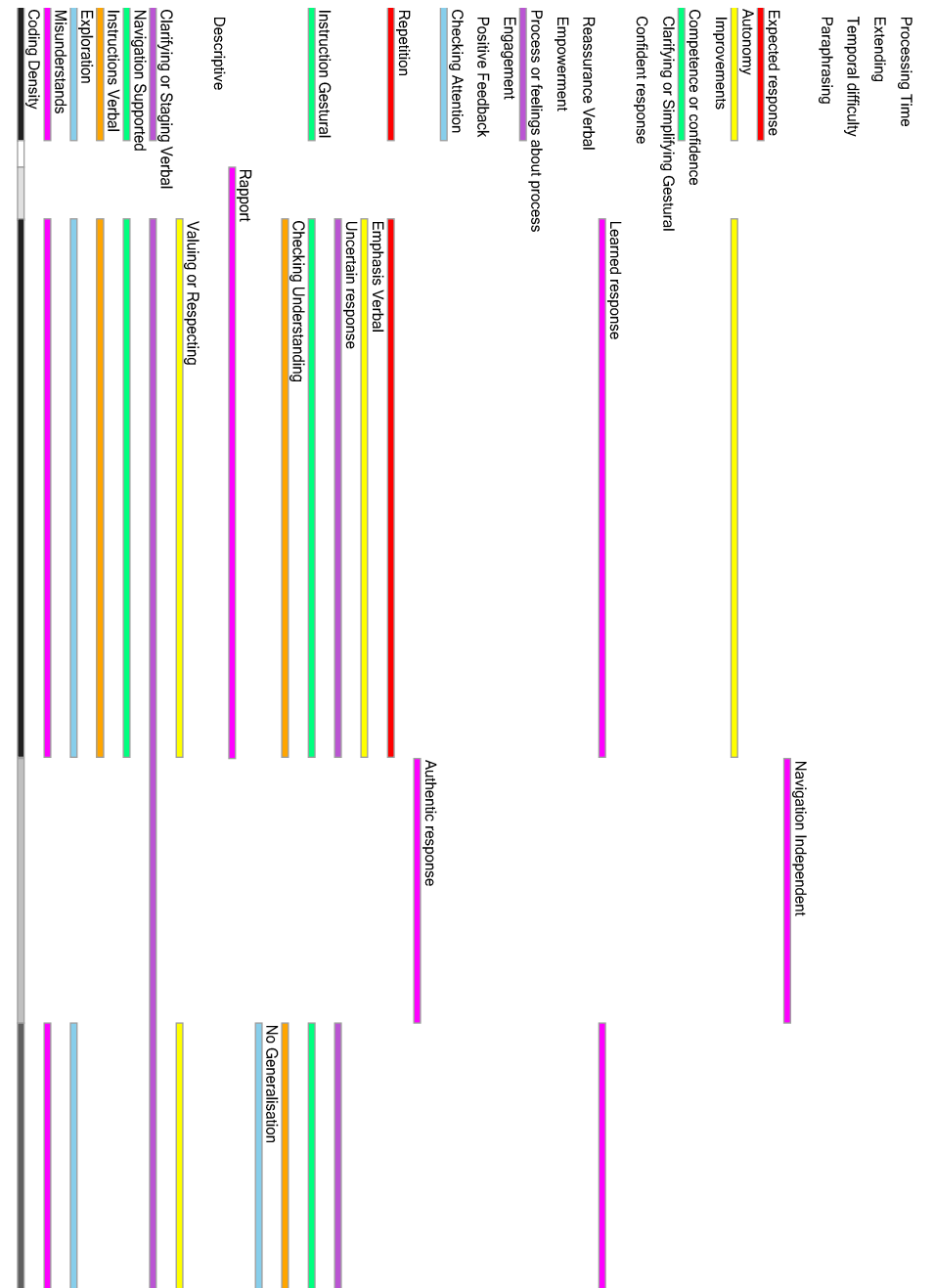
Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)		<p>R: Ok, put your finger down...touch...and let go. Ok.</p> <p>R: It says <i>Hello, thank you for taking part. This is all about what it was like for you to meet the Educational Psychologist.</i> So that's her (hold up picture) we mean her, don't we.</p> <p>P: Me want press it</p> <p>R: Hang on <i>Please touch the start button.</i></p> <p>P: (presses)</p> <p>R: Perfect.</p>	Immature language / expression
2)	(00:58)	<p>R: <i>Here is a practise question to help you. Anything you want to put is ok.</i></p> <p>P: K²</p> <p>R: <i>When you are ready please press 'Next'.</i></p> <p>P: (searches screen)</p> <p>R: It's that one (points) 'next'</p> <p>P: (presses)</p> <p>R: Good girl</p>	
3)	(01:10) P slides along line with finger	<p>R: <i>There are five ↑ choices to answer this question. Try them all out by touching each little line.</i></p> <p>R: Just press, and let go. That's it. That one says <i>disgusting</i>. That says <i>not very tasty</i>. Try that one..</p>	Difficulty with interface



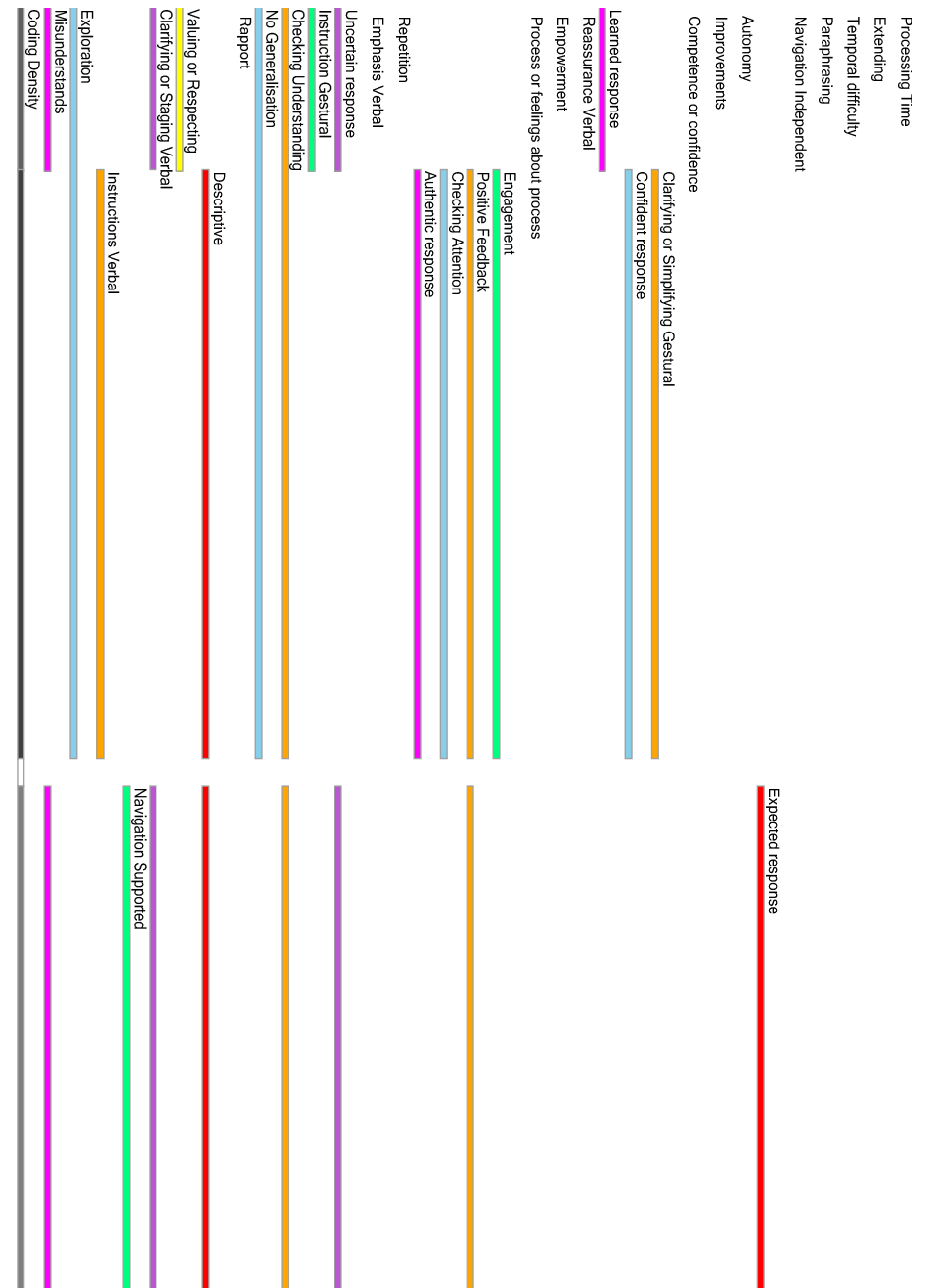
	P manages two choices, then tries sliding finger with considerable pressure which doesn't work	<p>...just press...that's it. That says <i>ok</i>. Try that one. That little line there (points) <i>quite tasty</i>. What's that last one? <i>delicious</i>.</p> <p>R: The question is...<i>now try this</i>. I think <i>chocolate ice cream is</i>↑...</p>	
4)	<p>P presses all options again, once each. Perfectly accurate this time</p> <p>R emphasises each word choice.</p>	<p>R: Which one are you going to choose? <i>Quite tasty</i>? Ok. <i>Not very tasty</i>, or <i>disgusting</i>. What do you think chocolate ice cream is?</p> <p>P: (presses along each option again) (Scrunches up nose and smiles at R). (Stops on delicious).</p> <p>R: Delicious? Yes?</p> <p>P: (Smiles and presses 'Next')</p> <p>R: Is that your answer? Ok.</p>	Competence with interface
5)	<p>(02:10)</p> <p>P attempts to press 'Next' straightaway on each screen. Doesn't appear to listen to instructions.</p>	<p>R: <i>There are 10 questions. Please ask if you need any help</i>. Ready? Please press Next.³</p> <p>R: Gently, just tap it once. That's it. <i>The next questions are about what you thought before you met the EP. The pictures (points) there are to help you remember. Tell me what you think is happening in the pictures</i>. What do you think's happening in that picture?</p>	Curiosity to explore interface. Mastering competence. Enjoying stimuli. ⁴ li.
6)	<p>(02:39)</p> <p>Engaged with iPad.</p>	<p>R: Try not to touch it (P presses picture repeatedly). What is happening in that picture?</p> <p>P: Erm...sitting down</p> <p>R: Someone's sitting down</p> <p>P: Daddy and mum...oh (presses picture and changes screen)</p> <p>R: (laughs) don't touch it.</p> <p>P: And what's happening in that picture (points)</p> <p>P: Mum, sister and dad.</p> <p>R: Now press next.</p>	<p>P describes parts of picture, not relating to context.</p> <p>P doesn't mention herself</p>
7)	<p>(03:06)</p> <p>P immediately starts pressing slider choices.</p> <p>P looks at picture of EP when directed</p>	<p>R: This says <i>I was told that this lady</i> (shows picture) <i>was coming to see me</i>. Were you told she was coming to see you?</p> <p>R: <i>No I didn't know, not sure, or yes, I was told</i></p> <p>P: Plays with interface</p> <p>R: Which one do you think the answer is?</p> <p>P: Erm..Yes</p> <p>R: Somebody told you? That this (points) lady was coming to see you?</p> <p>P: Yes (nods) continues to play with slider.</p>	Exploring interface



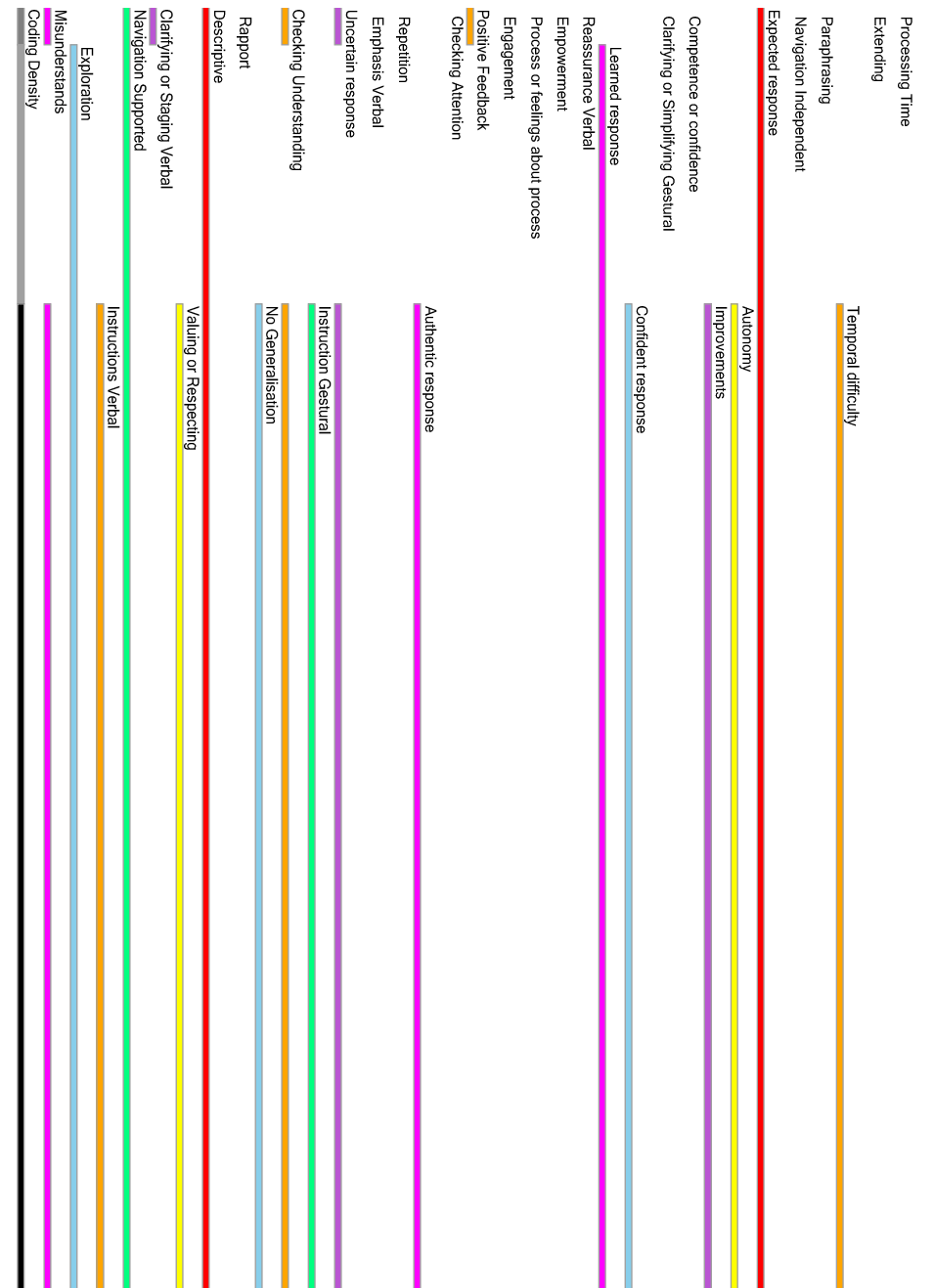
		<p>R: Ok then, which one are you going to choose?</p> <p>P: Presses 'yes'</p> <p>R: Alright then, press next.</p> <p>P: (presses, smiles)</p>	<p>Competence and confidence with interface.</p> <p>Rapport with adult.</p>
8)	<p>(03:34)</p> <p>P continues to play with slider – enjoying faces changing.</p> <p>P presses in short taps on all points of slider. Doesn't appear to understand. Appears to be choosing happiest face.⁵</p>	<p>R: Gently. That's it. <i>I understood why this lady (points) was coming to see me.</i></p> <p>R: Did you understand why</p> <p>P: Yes</p> <p>R: Why did she come to see you?</p> <p>P: (plays with screen – changes it to next question)</p> <p>R: Wait. Did you know why she was coming to see you, or not really? Don't do that yet because we haven't answered that one.</p> <p>P: (presses 'yes' and looks up at R, smiles)</p> <p>R: What do you think?</p> <p>P: Erm... (presses randomly)</p> <p>R: It seems like you're...did you know why she was coming to see you?</p> <p>P: Yes (presses next)</p> <p>R: You did. Alright.</p>	<p>Adult seeks clarification of understanding</p> <p>'we'</p> <p>P in control of interface.</p>
9)	<p>(04:18)</p> <p>P seems to understand this (2nd) question.</p> <p>P looks at the slider options and chooses</p>	<p>R: <i>I knew which room we would be in (1). Which room were you in when you met her (2)?</i> (points)</p> <p>P: Erm...don't remember (shakes head)</p> <p>R: Ok then, leave it on <i>no, I didn't know</i></p>	<p>Pointless to ask (1) before establishing (2). Breaking down questions.</p> <p>P able to show authentic choice</p>
10)	<p>(04:26)</p> <p>P plays with slider. Picks up pencil. Pulls iPad to her across the desk. R retrieves pencil.</p> <p>P operates</p>	<p>R: <i>I was told who else would be there (1). Who else was there when you met La? Was it just La, or somebody else was there?</i></p> <p>P: Erm...La (EP's name)</p> <p>R: Just you and La and nobody else?</p> <p>P: (presses screen repeatedly)</p> <p>R: Did you know that ... did you know who was going to be there?</p> <p>P: No (presses along slider)</p> <p>R: Are you saying yes, or no?</p>	<p>P appears not to understand question (2)</p>



	interface	<p>P: No R: Then you need to choose 'no' (points) P: (chooses no) But now say happy (chooses 'yes' and 'next') R: Ok</p>	
11)	<p>(05:30) P looks at pic</p> <p>P continues to play with screen</p> <p>P presses screen. Changes screens.</p> <p>R lifts iPad up to help reduce distraction of presses</p> <p>Unsure if this is what P means. P rises up in chair to reach for iPad screen</p>	<p>R: <i>The next questions are about what you thought when you met ... who? Who are we going to talk about?</i> (shows pic)</p> <p>P: L...La R: Try not to touch (R moves iPad across table). Nice, quiet hands. (R moves iPad back)</p> <p>R: When you met La...what do you think's happening here?</p> <p>P: Reading stories R: Reading something, good girl ... and... C, don't touch the screen. R: What do you think's happening here?</p> <p>P: Erm... reading a book and (unintelligible) ...pray (could be play ground?) R: Praying? (signs) P: (nods) (imitates sign) praying</p> <p>P: Can I press it? (presses)</p>	<p>P very motivated by interface</p>
12)	<p>(06:16) P folds arms.</p> <p>P looks at all the choices before touching.</p> <p>P presses twice by accident</p>	<p>R: Right, this says <i>touch all the pictures of the things that you did with La</i>. So, tell me what you did when you met her. Did you do some <i>shapes and blocks</i>?</p> <p>P: No (shakes head) R: Did you <i>show her your work</i>? P: No R: Did you tell her <i>what you think</i>? P: No. I did... R: Did you talk about <i>who helps you</i>? P: Helps me (presses) R: Well done. Did you talk about <i>lessons and teachers</i>? P: (presses) Yea R: Did you talk about <i>letters and reading</i>? P: Yea R: You did? P: (presses) R: Just tick that one once.</p>	<p>Photos would be much better here.</p> <p>Confidence with understanding of question and interface operation</p>



13)	<p>(06:52)</p> <p>P presses repeatedly, then holds down finger pressing hard. R restarts instructions.</p>	<p>R: What about <i>your friends</i>? Did you talk about your friends with her? P: Yes (presses) R: You just need to tap it gently...just once...that's it...no don't push so hard, just once (laughs)...try again.</p> <p>R: Ok, look. Wait. Right, now just tap once, gently.</p>	
14)	<p>P begins to press yes for each. Suspect has forgotten question context and is answering something like 'what is this a picture of?'</p> <p>P scrolls around screen. Presses final choice many times as it ticks on/off. When it is ticked, P returns to other unticked items.</p> <p>P continues to press on and off different choices. She often presses too hard, or not with enough precision for the iPad to recognise her input.</p>	<p>R: Did you talk about <i>people in your family</i>? P: (presses) R: You did? ok. R: Did you talk about <i>numbers and maths</i>? P: Yes (presses) R: Did you do <i>puzzles and games</i>? P: (presses) R: Did you talk about <i>what other people think</i>? P: yea (looks uncertain) R: You did? R: And what's that last one there? About <i>how you feel</i>... P: Yeah. (ticks).</p> <p>R: and now do 'next' P: (presses each) R: Oh, are you trying to get them all on? P: Yes R: I don't think you did do them all, did you? R: You told me you didn't do shapes and blocks with La. When she came, which ones did you do? Shall we look at them again?</p> <p>P: No, no I do choo choo trains. R: With La, you did trains? Was it an actual train, or was it in a book? (signs to accompany words) P: Why's not keep working? R: Because you're pressing it too hard.</p> <p>R: Did you do an actual train? P: Yes R: Alright then, so maybe we can put that under puzzles and games. So leave that ticked.</p> <p>R: Did you do shapes and blocks? P: Yes R: You did? Are you sure?</p>	<p>Competence with interface.</p> <p>Motivated perhaps to do what she can ahead of what is being asked?</p> <p>Can be successful each time with iPad.</p> <p>If question was read aloud this would bring a more natural pause for the pupil. Knowing to stop and listen⁸.</p>



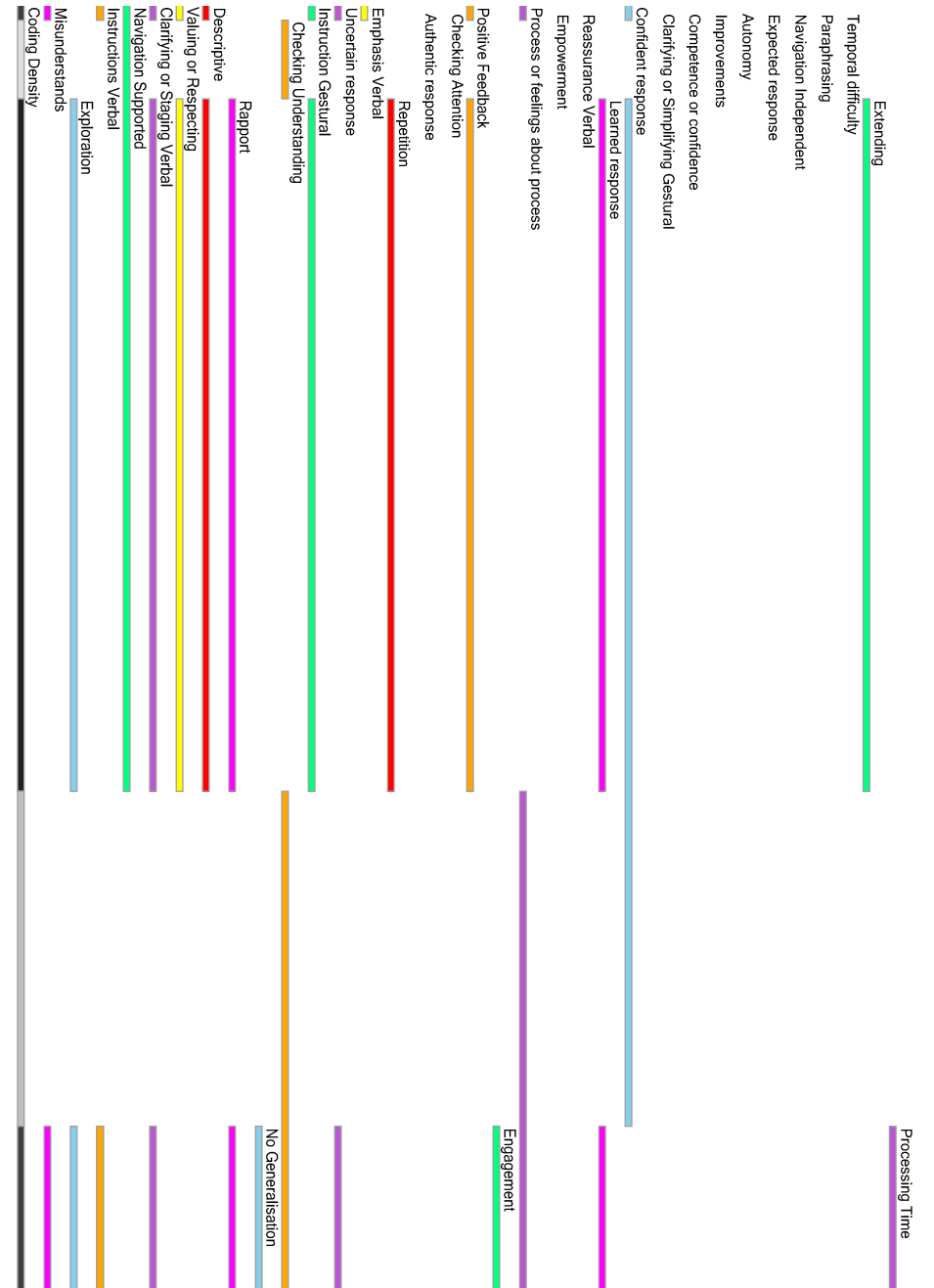
		<p>R: Did you show her your work?</p> <p>P: Yeah</p> <p>R: You need to tick them, if you did them. Like that (demonstrates). Ok, so they've got a little tick.</p> <p>R: Did you say what you think?</p> <p>P: Yes...</p> <p>R: C (pupil's name)...you need to do this nicely because I think that you're just pressing everything. And you're pressing a bit too hard on the screen. You need to press gently like that look. (R touches back of pupil's hand with forefinger in very light tap. P mimics on iPad).</p> <p>R: That's it, now it works.⁷</p>	
15)	<p>(09:02)</p> <p>P improves success with interface. Presses now seem more purposeful</p>	<p>Alright. So I need you to tell me which ones you <i>did</i> do with La.</p> <p>P: (Presses different options)</p> <p>R: You did do shapes and blocks...and you did do letters...did you get your books out and show her your work?</p> <p>P: (shakes head) no</p> <p>R: Did you talk about what you think with her?</p> <p>P: (shakes head)</p> <p>R: No</p> <p>R: Did you talk about who helps you?</p> <p>P: Yea (smiles)</p> <p>R: You did, right leave that one ticked 'on'. That's the first row. We're done with the first row, (Signs finished)</p> <p>R: Did you talk about your lessons?</p> <p>P: No</p> <p>R: Did you do something about letters and reading?</p> <p>P: Yes</p> <p>R: Good girl, leave it ticked.</p> <p>P: Did you talk about your friends?</p> <p>P: Yes</p> <p>R: Right, did you talk about your family?</p> <p>P: Um (presses off)</p> <p>R: Leave that as it is, that's perfect</p> <p>R: Did you do numbers with her?</p> <p>P: erm... erm... yes</p> <p>R: Are you sure?</p> <p>R: and you did do something about trains, so leave that ticked, because you <i>did</i> do that</p> <p>P: Yes</p> <p>R: and did you talk about how you feel?</p> <p>P: Yes</p>	<p>Overwhelmed by choice.</p> <p>Adult breaking down into manageable chunks.</p> <p>Completing task bit by bit.</p> <p>Valuing P's answers and contribution</p> <p>Using P's language</p>

Presses all over iPad. Smiles at R.

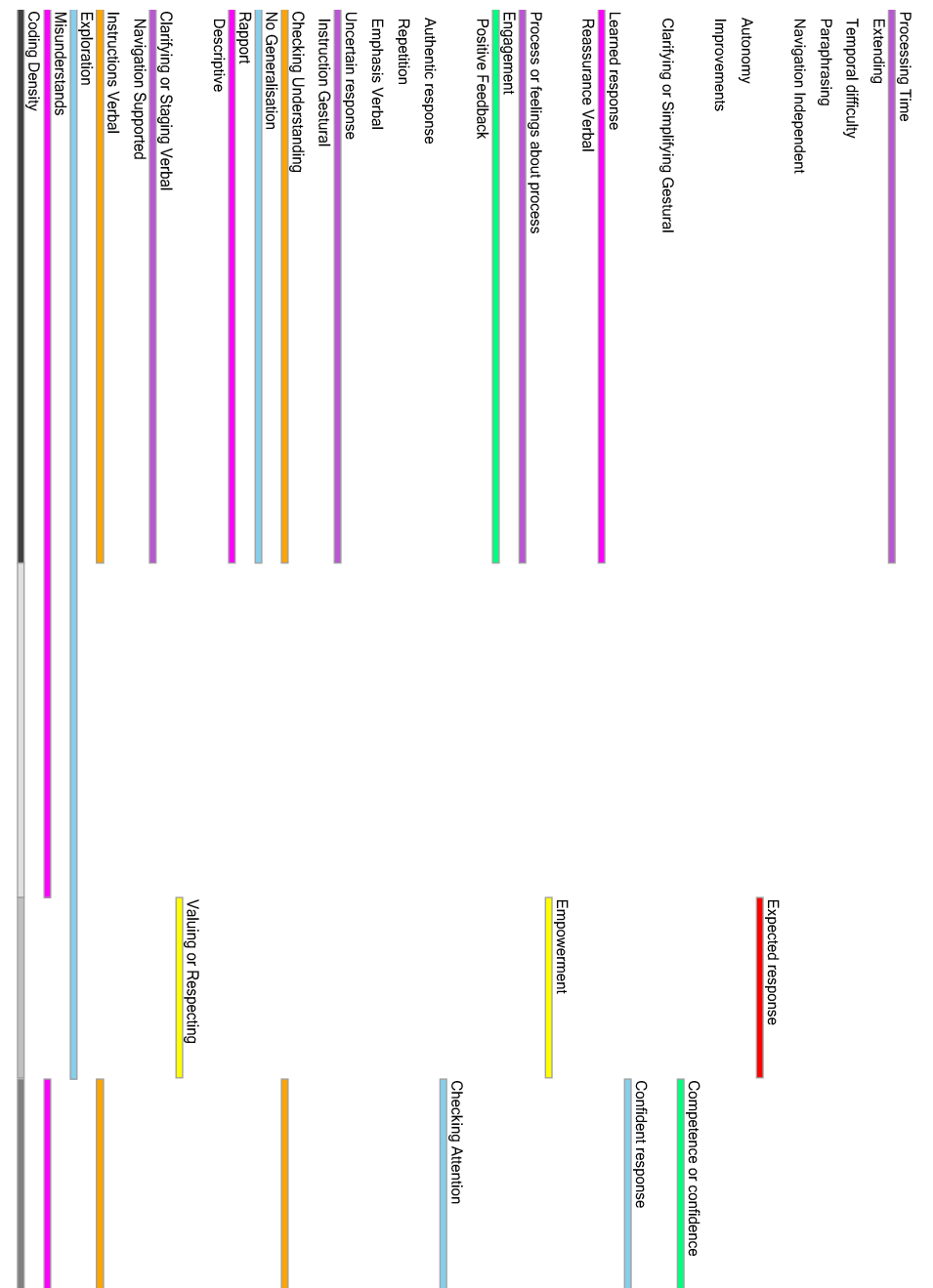
locates and presses 'next'⁶

Processing Time	
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Temporal difficulty	
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Expected response	
Autonomy	
Improvements	
Competence or confidence	
Clarifying or Simplifying Gestural	
Confident response	
Learned response	
Reassurance Verbal	
Empowerment	
Engagement	
Checking Attention	
Authentic response	
Repetition	
Uncertain response	
Instruction Gestural	
Checking Understanding	
No Generalisation	
Rapport	
Descriptive	
Valuing or Respecting	
Navigation Supported	
Instructions Verbal	
Exploration	
Misunderstands	
Coding Density	
Clarifying or Stepping Verbal	
Emphasis Verbal	
Positive Feedback	
Process or feelings about process	

16)	(2) (00:00)	R: Alright then...and we can tick 'something else' because you did trains. Lovely, Now press next.	Using P's language	
17)	<p>P tries to press the top pictures</p> <p>P stretches and grins broadly</p> <p>R mirrors P's body language – they are both leaning into the iPad from opposite sides of the table.</p>	<p>R: <i>The next questions are about what you thought after you met La.</i></p> <p>P: Erm... (presses to change screen – looks at R and smiles)</p> <p>R: No C, quiet hands here, and here (gestures either side of iPad, on table. C smiles. R smiles back). Good girl. What do you think's happening there?</p> <p>P: Weeding</p> <p>R: Reading?</p> <p>R: Tell me what's happening in that picture?</p> <p>P: Er...he putting thumbs up (copies)</p> <p>R: He's putting his thumbs up? He is, isn't he.</p> <p>P: Yea</p> <p>R: I think that's a child who's very happy.</p> <p>R: Are you very happy?</p> <p>P: Yea</p> <p>R: Good. Now press next.</p>	Checking affect	
18)	(2) (00:50)	<p>P gives this answer clearly and confidently</p> <p>Interface becomes harder to use when P excited and pressing hard.</p>	<p>R: <i>Meeting La was...</i></p> <p>P: Happy</p> <p>R: <i>quite good, really good, ok or not good?</i></p> <p>P: (presses)</p> <p>R: Really good?</p> <p>P: (nods)</p> <p>R: Ok, next...gently...just tap...that's it</p>	
19)	(01:09)	<p>P engaged – leaning over iPad.</p> <p>Smiling at</p>	<p>R: <i>How does it feel when you are asked what you think?</i></p> <p>P: Erm</p> <p>R: When I ask you what you think, how does that make you feel?</p> <p>P: That how it made me</p>	<p>Doesn't understand question.</p> <p>Too abstract?</p>



	<p>choices.</p> <p>P presses all options on and off</p> <p>P folds arms – attentive.</p> <p>P presses all options again.</p>	<p>R: Is it good that I ask you what you think?</p> <p>P: Er, no</p> <p>R: It's not good?</p> <p>P: No, I mean angry (presses)</p> <p>R: It makes you angry? Are you angry right now?</p> <p>P: No (shakes head)</p> <p>R: No, it doesn't make you angry↑ does it?</p> <p>P: No (unticks)</p> <p>R: That says '<i>I love↑ this</i>'</p> <p>R: (laughs) You just like pressing everything</p> <p>R: Shall we try and read them properly?</p> <p>P: Yes</p> <p>R: Alright, do you think it's brilliant?</p> <p>P: n...no</p> <p>R: When I ask you what you think...do you think you're <i>not sure, you don't like it...</i>or do you think <i>something else</i>?</p>	
20)	<p>(01:51)</p> <p>P presses 'hate it'</p> <p>P presses 'love it'</p> <p>P presses everywhere on screen.</p>	<p>R: Which ones are you going to choose?</p> <p>You've chosen I hate ↑ it. You don't look like you hate it right now? When people ask you what you think... you love it?</p> <p>P: Love it</p> <p>R: You love it. Ok, and you've chosen <i>it's good</i> as well. Did you mean to do that?</p> <p>P: Two</p> <p>R: Yes, you can have two. That's good. Is it confusing? ↑</p> <p>P: Yes (presses)</p>	<p>Repeating question. Breaking down. Pupil led.</p>
21)	<p>(02:27)</p> <p>P saying 'bing, bing' with each tick on and off.</p>	<p>R: Ok, shall we just try and choose a couple that you actually mean?</p> <p>(P continues to press)</p> <p>R: Shall we leave that one?</p> <p>P: Yes</p> <p>R: Ok, remember I said that you can pass on questions. Press next.</p>	<p>Low emotional literacy?</p>
22)	<p>(02:47)</p> <p>P: Typing (presses)</p> <p>R: Wait... <i>drawing or talking</i></p> <p>P: Erm...(presses typing)</p> <p>R: Typing? Really? You'd rather do typing than drawing?</p>		



	P is very fast on interface now and increasingly more accurate.	<p>P: Yes R: Ok, which one ... you need to choose one... Typing...ok. That's it. Now press next.</p>	
23)	<p>P's speech very hard to understand. R asks for repetition. R Repeats to ensure understanding</p> <p>Keyboard is uppercase only</p>	<p>R: I think you might be better with drawing but we'll see... when you met La, what was the best↑ thing that you did?</p> <p>P: I want to press this (points to keyboard) R: Ok, but tell me first, what's your answer going to be. What was the best thing about meeting La? P: La's happy R: Because she was happy? P: Yeah, and tell nanny off too. R: Tell nanny off? Who told nanny off? P: La (points to pic) R: La told your nanny off? P: Yeah, and can you put letters on it? R: Sorry, can I put the letters on it? The letters are there but I've only got big letters on that. Do you want to draw your answer? I think that would be a lot easier.</p> <p>P: Yeah</p>	<p>Adult clarifies</p> <p>Difficulty with uppercase letters</p>
24)	<p>(03:58)</p> <p>P presses keys repeatedly as R stands to get paper.</p> <p>P says this very decisively.</p>	<p>R: Alright. What I want you to think about is, when you met La, this lady here (R moves iPad). You and your pressing fingers...I don't know (smiles). P: (Smiles) R: There are your colours (gives pens) P: You got big colours R: I know. Right, when you met La, what did you like best? (signs). What was the best↑ thing? Was it the train? Was it doing letters? Was it because she was talking to you? P: Erm... trains.</p>	<p>Confident response.</p>
25)	<p>(04:40)</p>	<p>R: It was the trains. Ok, can you draw me a train in there please (points). P: Where's red (picks up thin and thick red markers) Two reds! R: Yes, I've got a big red, and a little red. Off you go then, draw a train.</p> <p>R: ...and then can you think of what you didn't ↑ like when you met La?</p>	



		Fist grip – mark makes in circles.	
26)	(04:58)	<p>R: That's a train, yes? Fantastic. And (points to other side) what about...what would you change? Would you do something different?</p> <p>P: I'm go back me's classroom</p> <p>R: Say that again</p> <p>P: Going back in the classroom</p> <p>R: You'd go back in the classroom....do you mean when you met La? Or do you mean now?</p> <p>P: Erm....after playtime.</p> <p>R: After playtime you're going to go back. That's a nice drawing. Who's that?</p> <p>P: Me</p> <p>R: That's you↑ ... in the classroom...</p> <p>P: ...and nanny taking me in school.</p> <p>R: ...and that's nanny... but that's not something you'd change is it? That's just because you want to draw that, right. Perfect. Now we need to take a photo of your drawing.</p> <p>P adds straight lines either side of figure. R interprets as a room.</p>	Validates contribution
27)	(05:50)	<p>R: Put the lid on the pen for me. Now I need you to press the photo button ...I'll have to lift this higher. There. Can you press that one there, just gently, just once. Perfect. Look at that. So your drawings are in there now aren't they?</p> <p>P: (smiles)</p>	Motivated
28)	(06:17)	<p>R: Lovely. That's your train that you did with La. And that's you and nanny coming to school.</p> <p>P: Doing nanny's hair.</p> <p>P sits and picks up thin red marker and continues to draw.</p>	<p>Adult recaps child's contribution.</p> <p>Not understanding question/ task?</p> <p>Happy and engaged.</p>
29)	(06:39)	<p>R: Ok, ready?</p> <p>P: Yes</p> <p>R: When you met La how did it make you feel.</p> <p>P: Happy</p> <p>P: (Squeals)</p> <p>R: C. C?</p> <p>P: (stops pressing and looks at R)</p> <p>P starts pressing all options again and makes 'bing' sound with each press. Appears very excited.</p>	<p>Concentration?</p> <p>Adult reengages P by using her name and stopping.</p> <p>Rapport /</p>



		<p>R: Did you <i>really like it</i>, did you <i>like it a bit</i>, ...</p> <p>P: Erm. yes I did (presses really like)</p> <p>R: So, you really liked meeting La, ok. Now press next.</p>	relations
30)	<p>(07:13)</p> <p>P tries to press 'Next' Seems restless.</p>	<p>R: C? Listen.</p> <p>P: (presses all options)</p> <p>R: Now you've met her, what happens next?</p> <p>(1). Do you know?</p> <p>P: Met her</p> <p>R: Do you know what's happening next?</p> <p>P: Yes</p> <p>R: Tell me what's happening now that you've met her – what's she doing about it?</p> <p>P: Erm...I'm going to (unintelligible – turns away from camera) classroom in... (tails off)</p> <p>R: Alright, so you're not sure are you? So put not sure....and then this is the very last bit.</p>	<p>P appears to answer the question 'what are you doing next'.⁹ Can't answer this either so presses all options.</p> <p>Misunderstands</p>
31)	<p>(07:50)</p> <p>P plays on keyboard, pressing all letters.</p> <p>Pupil uses multiple touch as well as just single index finger. Makes high pitches noise 'dee, dee'</p>	<p>R: and that says...<i>what would you like to ask?</i>"</p> <p>Have you got any questions for me? About when you met La?</p> <p>P: Have you got numbers?</p> <p>R: Yes. You've just pressed the number key. You need to play more with an iPad, don't you? (laughs)</p> <p>P: (laughs)</p> <p>R: When you're done, press next. Ready?</p> <p>(SENCo walks into room, says hello, I've just come to see what you're doing)</p> <p>R: (to SENCo) Ah, we're just finishing off. (To P) Press Next.</p> <p>R: That's it. That says <i>thank you very much for saying what you think about meeting La. Your views are very important. Please touch the finish button.</i></p> <p>P: (presses)</p> <p>R: That's it, we're done. Ok</p> <p>R: (to SENCo) C's had lots of fun pressing all the buttons on the iPad.</p> <p>SENCo: Well done C.</p> <p>P: Smiles</p> <p>R: Thank you <i>very</i>↑ <i>much</i>. That was brilliant.</p> <p>SENCo: You can go and have your snack now</p>	



	<p>then C. Good girl.</p> <p>R: Thank you. C I've got something for you. To say thank you to all the children I go and see get to choose a stretchy man or a sticker. What would you like?</p> <p>P: A sticker</p> <p>R: A sticker. What's your favourite colour, red? Shall we find you a red one then?</p> <p>P: Hmmm</p> <p>R: Aw, this is a nice one under there look. That's the biggest smile ever.</p> <p>P: Yea</p> <p>R: Do you want me to stick it on you?</p> <p>P: Yea</p> <p>R: And then you can say, if anyone asks you why have you got that sticker, you can say because I did fantastic ... fantastic and very, very sensible work with (R) today. It was lovely to meet you.</p>
P smiles, leaves.	

Annotations

- ¹ Pupils interviewed not given choice of somebody with them at this junior school
- ² Echolaic speech?
- ³ Pupil enjoys stimulus - plays with interface. Developmentally she is the youngest participan - doesn't place herself in any pic / context. Not sure if she understands this is about her. Lack of sense of self throughout. Diagnosis of autism.
- ⁴ Curiosity
- ⁵ Appears to make selection on happiest face criteria, not to do with the answers elicited.
- ⁶ Answering a different, easier question. Enjoying being successful?
- ⁷ Pupil/adult dynamic revisited
- ⁸ Screen reader benefits
- ⁹ Answering a slightly different but seemingly related / relevant question - how often would this go unnoticed?

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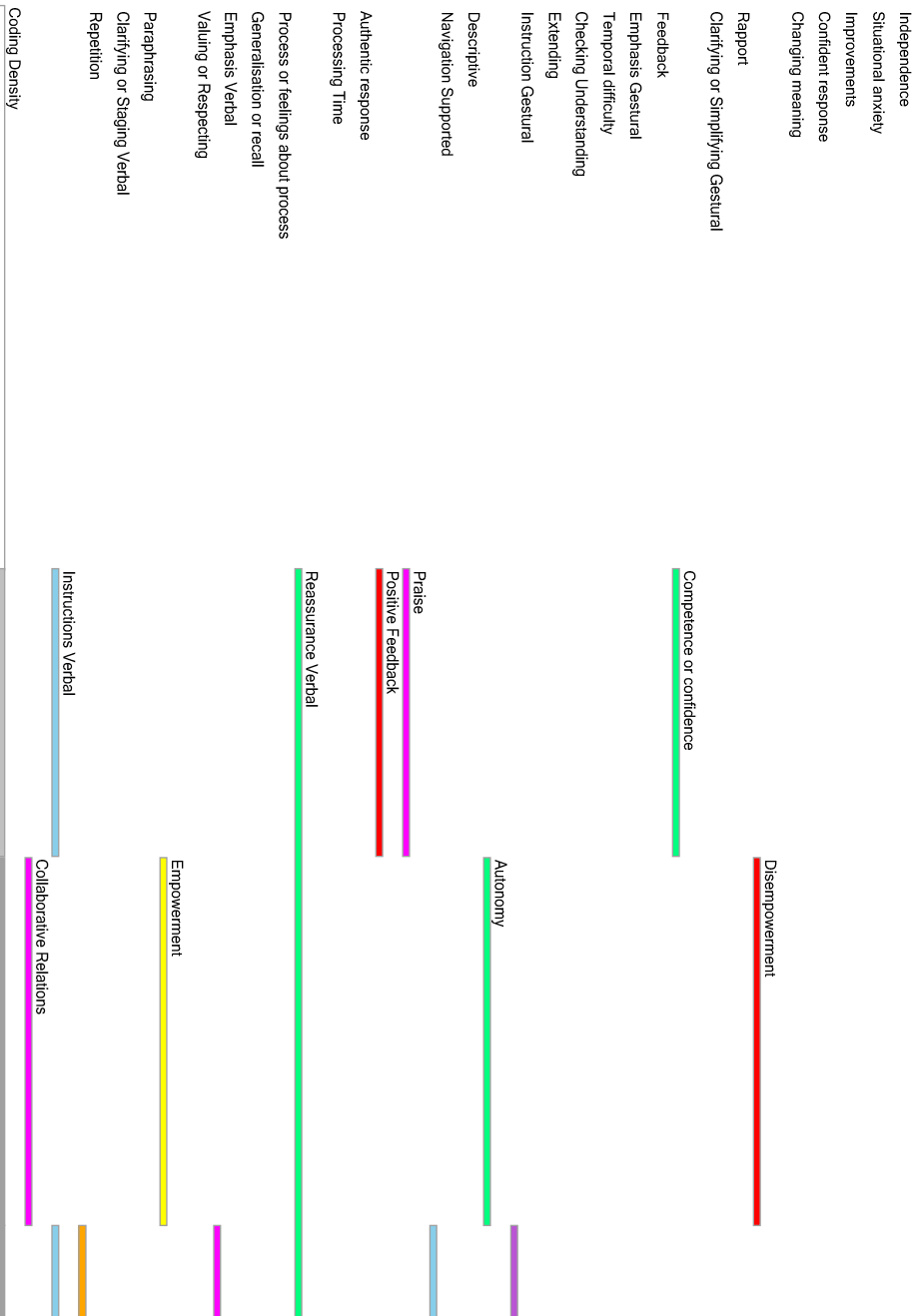
Stage 4 Transcript

1:30 Date: 23/12/12 Time:
Duration: 25 min Name: David

P=Pupil; R=Researcher; A=Assistant; S=EP; ↑ = intonation; ... = pause; *italics* = structured question. Words are underlined where A/P omits or adds words that alter the meaning of the question.

The penultimate day of school before Christmas. P opts to see R rather than be part of indoor play. P's speech is very unclear at times, though he tries hard to make himself understood. R suspects there is a mixing up of personal pronouns in this interview which further confuses P.

Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)	(00:00)	R: So, what you need to do is just hold your finger down anywhere on the screen ... and let go, perfect. R: If you can read all the instructions out loud as you go, that would be really helpful, and if you would like Mrs B (A) to help then that's fine. A: Yes. P: Yeah. R: Off you go then	Praise. Competence. Curiosity.
2)	(00:31) P looks much happier at this suggestion	P: H...he...hello A: Hello R: (to A) if you want to read it out for P then that's fine. A: Yes. Do you want me to read it? P: (nods) yea A: Yeah, ok, it says... <i>Hello, thank you for taking part. This is all about what it was like for you to meet the Educational Psychologist. EP.</i> Remember, the lady you saw yesterday. P: Yes A: <i>Please touch the start button.</i> Put your finger there, good boy.	Struggling with reading Checks with P. Relationship. Empowerment through decision making.
3)		A: <i>First, there is a practise question to help you.</i> Anything you want to put is ok. Alright? So, <i>anything</i> you want to say, is ok.	Repeating, emphasising key words



	(01:03)	<p>Emphasises 'Nnnnext. P tries to press the word 'next' in the script rather than the button.</p>	<p>Are you ready↑?</p> <p>P: Yeah</p> <p>A: Press that word. That says 'next'.</p> <p>R: The button, up there (points).</p> <p>A: Oh, yes press there D</p>	Interface not intuitive.
4)	<p>A holds up five fingers to visually support words.</p> <p>Doesn't try choices. Interface not intuitive.</p> <p>P looks confused.</p> <p>P touches line</p>	<p>A: Try all five↑ choices. So you've got five choices, Yeah.</p> <p>P: Uh huh</p> <p>A: Touch each little line. Now try this. I think chocolate ice cream is...</p> <p>A: So you've got (points to each) disgusting, ok or delicious. Which do you think? Chocolate ice cream. Which one do you think it is?</p> <p>...</p> <p>A: So you can touch which one you think it is. So this side is disgusting, that says quite tasty, and that says delicious. Chocolate ice cream.</p> <p>R: (demonstrates) Can you see they're all different? (To P).</p> <p>A: Oh, I see. Oh, right. So, if you touch the line...oh, that's why it said about the five (smiles). You do it, D. Touch the line and that changes.</p>	<p>Emphasis. Ensuring understanding and breaking down.</p> <p>Repeats key words.</p> <p>Waiting for instructions. Infantilised?</p>	
5)	(02:02)	<p>P begins to explore interface</p> <p>P Smiles</p> <p>P presses next without prompt.</p>	<p>P: already (? unintelligible)</p> <p>A: So it says not very tasty, that's disgusting. Can you see the change of the face as well?</p> <p>P: Yeah</p> <p>A: That says quite tasty...delicious↑...</p> <p>A: Which one do you think?</p> <p>P: (very definitely) that↑ one!</p> <p>A: Delicious? Yeah? Chocolate ice cream.</p> <p>P: Yeah!</p> <p>A: I think that's a good choice!</p> <p>P: Yeah.</p> <p>A: Good boy!</p>	<p>Highlighting key visual points. Deliberate intonation</p>
6)	(02:22)		<p>A: Ok, there are ten questions. Please ask if you need any help. Ok?</p> <p>P: Yeah</p> <p>A: Ready?</p> <p>P: (nods)</p> <p>A: Alright then, away you go. Press next...up there.</p>	



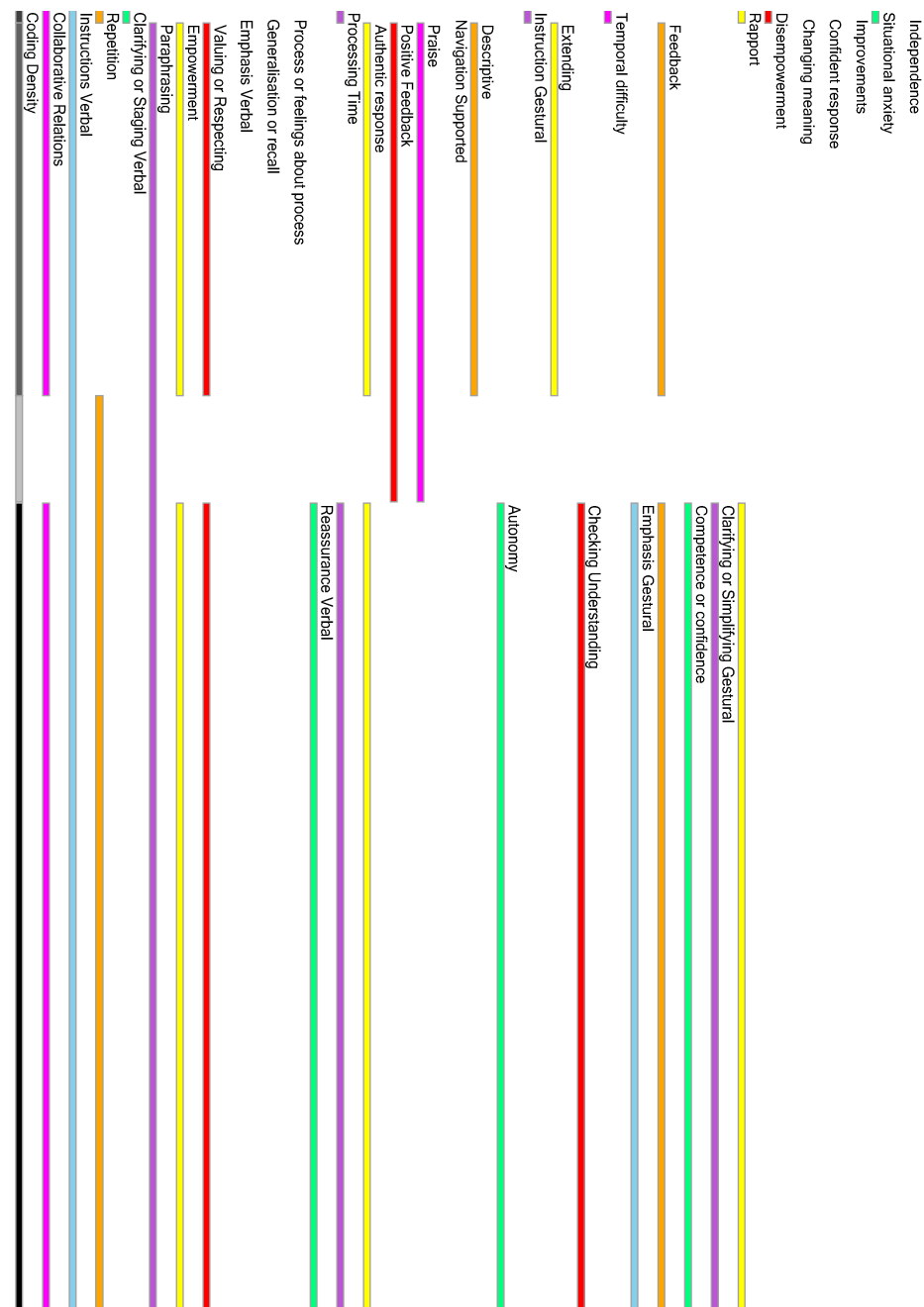
	in thinking pose.	<p>A: So, you didn't know that she was coming?</p> <p>S.</p> <p>P: No</p> <p>A: No. Ok. So, find the one...(indicates)...press it again...that says <i>no, the EP just turned up</i></p> <p>...</p> <p>A: <i>I don't think I was told</i></p> <p>A: Is that the one you want to use?</p> <p>P: I think so, yeah.</p> <p>A: Are you sure?</p> <p>P: Yeah</p> <p>A: Ok, well done.</p>	<p>understanding.</p> <p>Is 'turned up' understood? literal interpretation?</p> <p>Checking Processing time Allowing to change mind Praise³</p>
10)	(04:39) P looks deep in thought. Unsure if this is lack of understanding or uncertain of memory.	<p>P: I'm not sure.</p> <p>A: Do you want me to go through them again. Through the answers again?</p> <p>P: Yeah</p> <p>A: Ok, press the next one again there (gestures)</p> <p>A: So that says, <i>I don't think I was told, I think I knew</i>, or...<i>yes I knew all about it...</i> or <i>no, the EP just turned up</i>, so S just turned up.</p>	<p>A is calm, polite and patient.</p>
11)	(05:02)	<p>P: (chooses)</p> <p>A: <i>Yes, I knew all about it</i> that one says.</p> <p>P: Yeah</p> <p>A: Sure? Happy with that?</p> <p>P: Yeah</p> <p>A: Ok</p>	<p>Accepts P's answer. Respectful position.</p>
12)	(05:12) P explores interface without prompt. P screws eyes tight shut for two seconds. Tiredness? P chooses	<p>A: <i>I understood why the EP was coming to see me</i></p> <p>A: So, that one says <i>I think I understood. I don't think I understood. No, I don't understand at all. Yes, I was completely understood.</i></p> <p>A: Which one is it?</p> <p>P: That one's a big smile...(imitates)</p> <p>A: Do you want to go through them again?</p> <p>P: Yeah</p> <p>A: Go on then, press it again. That says <i>no, I don't understand at all, I don't think I understood, I think I understood</i>, or <i>yes, I completely understood.</i></p> <p>A: Yep? Good boy.</p>	<p>A's misread makes this more difficult to answer. Should read No, I didn't understand at all. Temporal aspect of qn?</p>
13)	(06:04)	<p>A: <i>I knew which room we would be in</i></p> <p>P: the sensory room</p>	<p>Misunderstands . Answers question 'which</p>



			room were you in?' (1)
14)	<p>(06:09)</p> <p>P doesn't seem to understand. Looks confused.</p> <p>P doesn't appear to give an informed answer to this question.</p> <p>Needs rewording. Matching symbols?</p>	<p>A: Did you go into the sensory room?</p> <p>P: Yeah↑</p> <p>A: And you knew which one you would be in, yeah?</p> <p>P: So, which one... which one?</p> <p>A: That says <i>I think I knew</i>. That one there (points) says <i>Yes, I did know</i>.</p> <p>P: (Chooses)</p> <p>A: Yes, <i>I did know</i></p> <p>P: Yeah, that one</p> <p>A: Well, you've got <i>I think I knew</i>. So, if you want <i>Yes, I did know</i>, that would be that one, wouldn't it (points)</p> <p>P: (presses as directed)</p> <p>A: The other one. Ok.⁴</p>	<p>Seems that qn doesn't make sense to P. Combined with not understanding how the choices line up with particular answers.</p> <p>Lack of competence. Lack of independence.</p>
15)	<p>A reads options as P selects them along slider.</p> <p>P looks very confused, as if he didn't understand the original question. Verbal overload?</p> <p>P chooses but seems uncertain of this. Doesn't understand.</p> <p>P presses next unprompted</p>	<p>A: <i>I was told who else would be there... I think I knew who would be there.</i> That's the one you're on now. <i>No, I had no idea. I'm not sure.</i></p> <p>Or yes, <i>I was told everyone's names.</i></p> <p>P: Can you...can you please go...</p> <p>A: Through it again?</p> <p>P: Yeah</p> <p>A: Ok. That says <i>Yes, I was told everyone's names.</i></p> <p>P: What names?</p> <p>A: The names of the people who you were with. You were just with Shirley weren't you, there was no one else in there (1)⁵</p> <p>P: No</p> <p>R: Did you <i>know</i> that it was just going to be you and S? (2)</p> <p>P: No</p> <p>R: Nobody told you who was going to turn up. I think that might be that one then? (points)</p> <p>Wouldn't it? <i>I had no idea</i></p> <p>A: (to P) <i>I had no idea</i>, yep?</p>	<p>Building confusion onto misunderstood question base.</p> <p>Breaking down question into two parts. 1) Confirms understanding and recall. 2) Asks to recall a pre-existing perspective.</p>



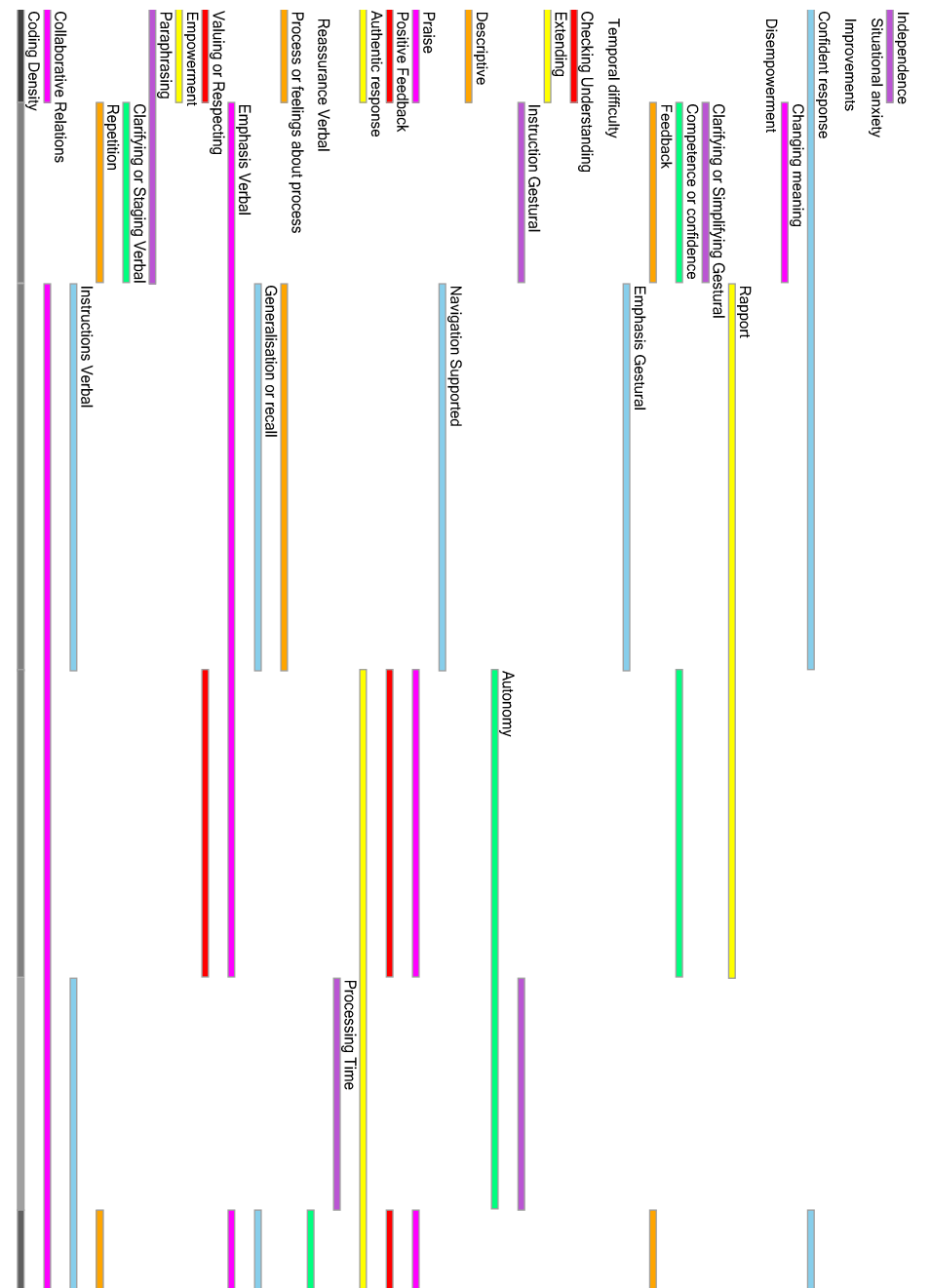
16)	(07:34)	<p>A: Ok, <i>the next questions are about what you thought at the time you met the EP. There are pictures to help you remember. Say what you think is happening in the pictures. So, what do you think? What's happening in that picture?</i> (points)</p> <p>P: I'm doing the...erm...erm...someone is helping me practise all....practise all the ...um...learning stuff⁶</p> <p>R: That's a good answer, well done!</p> <p>A: What about the other picture D?</p> <p>P: Um...doing all aptimities...</p> <p>A: <i>Activities, that's a good word. What's next?</i>⁷</p>	
17)	(08:22)	<p>A: Well done. <i>Please touch all the pictures of things you did with the EP.</i> So, all the things you did with S, touch the pictures of ...there for me.</p>	Repeats. Simplifies.
18)	<p>P reaches out to iPad. Explores new interface.</p> <p>P selects</p> <p>P selects</p> <p>P appears to understand much more of this question. Answers are more confident. Non-verbal matches verbal.</p> <p>A's tone is patient, supportive.</p>	<p>A: Puzzles?</p> <p>R: You might need to read some of them out</p> <p>A: Right, yeah. It says <i>use shapes</i>...did you use shapes? (P presses).</p> <p>P: Erm..yeah.</p> <p>A: Yeah↑ Sure? <i>Showed your work</i></p> <p>R: Did you get any of your books from class and show S?</p> <p>P: No</p> <p>A: You didn't, did you, no.</p> <p>A: <i>Shared your views</i></p> <p>P: What's that?</p> <p>A: Talked about things you thought about...<i>shared your views</i></p> <p>A: Yep. <i>Said who helps.</i> Said who helps you in class or in the school</p> <p>P: No</p> <p>A: No. <i>Talked about lessons</i></p> <p>P: (shakes head) no.</p> <p>A: Ok. <i>letters and reading</i></p> <p>P: No</p> <p>A: Er...<i>talked about friends</i></p> <p>P: Is it that one?</p> <p>A: That one there, yes</p> <p>P: Erm, no.</p> <p>A: No. Ok. Sure?</p> <p>P: I think so but I don't remember. I've forgotten.</p> <p>A: Oh, we'll come back to that in a minute.</p>	<p>Rephrasing</p> <p>Affirming</p> <p>Explaining</p> <p>Repeating</p> <p>Paced.</p> <p>Relationship – knowing child's pace.</p>



19)	(09:34)	<p>A: <i>Talked about your family...about mummy and daddy and C (brother).</i></p> <p>P: No</p> <p>A: No. <i>Numbers and maths</i> is that one (points)</p> <p>P: No</p> <p>A: Talked about what other people think (points). Which is that one. What other people think.</p> <p>P: That's the feelings.</p> <p>A: Yeah, it is. It says <i>Talked about how you feel.</i></p> <p>P: Yeah, that one.</p>	
20)	(09:58)	<p>A: Yeah. So, shall I go through them all again quickly?</p> <p>P: Well</p> <p>A: <i>Talked about your family</i>, that one (points)</p>	
21)	(2) (00:00)	<p>A: That says <i>talked about friends</i></p> <p>P: I think so but...I think so but...I'll tick it anyway</p>	
22)	(00:10)	<p>R: That's alright (smiles)</p> <p>P: Erm, I think ...should tick that too</p> <p>A: Yeah, about family</p> <p>P: That it</p> <p>A: That's it, ok, go to next.</p> <p>R: Well done.</p>	<p>Reassurance / affirming</p> <p>Repeating –has been heard</p> <p>Praise</p>
23)		<p>A: <i>The next questions are about what you thought after you met the EP.</i> So, after you met S.</p> <p>A: <i>There are pictures to help you remember. Say what you think is happening in the pictures.</i> So, you've got that picture first.</p>	<p>Repeats.</p> <p>Simplifies.</p>
24)	(00:34)	<p>P: Got paperwork</p> <p>R: Whose got paperwork?</p> <p>P: (makes brief eye contact with R). Erm...) picks up picture of S and shows me)</p> <p>R: S's got paperwork. Well done! She has. She has lots to write now.</p> <p>R: And what's happening in the other picture?</p> <p>P: I did remember. I did remember.</p> <p>A: You did remember. Is that what the thumbs up means?</p> <p>P: Yeah</p> <p>R: Oh, that means 'I remember'. Is that you remembering?</p> <p>P: Yea</p>	



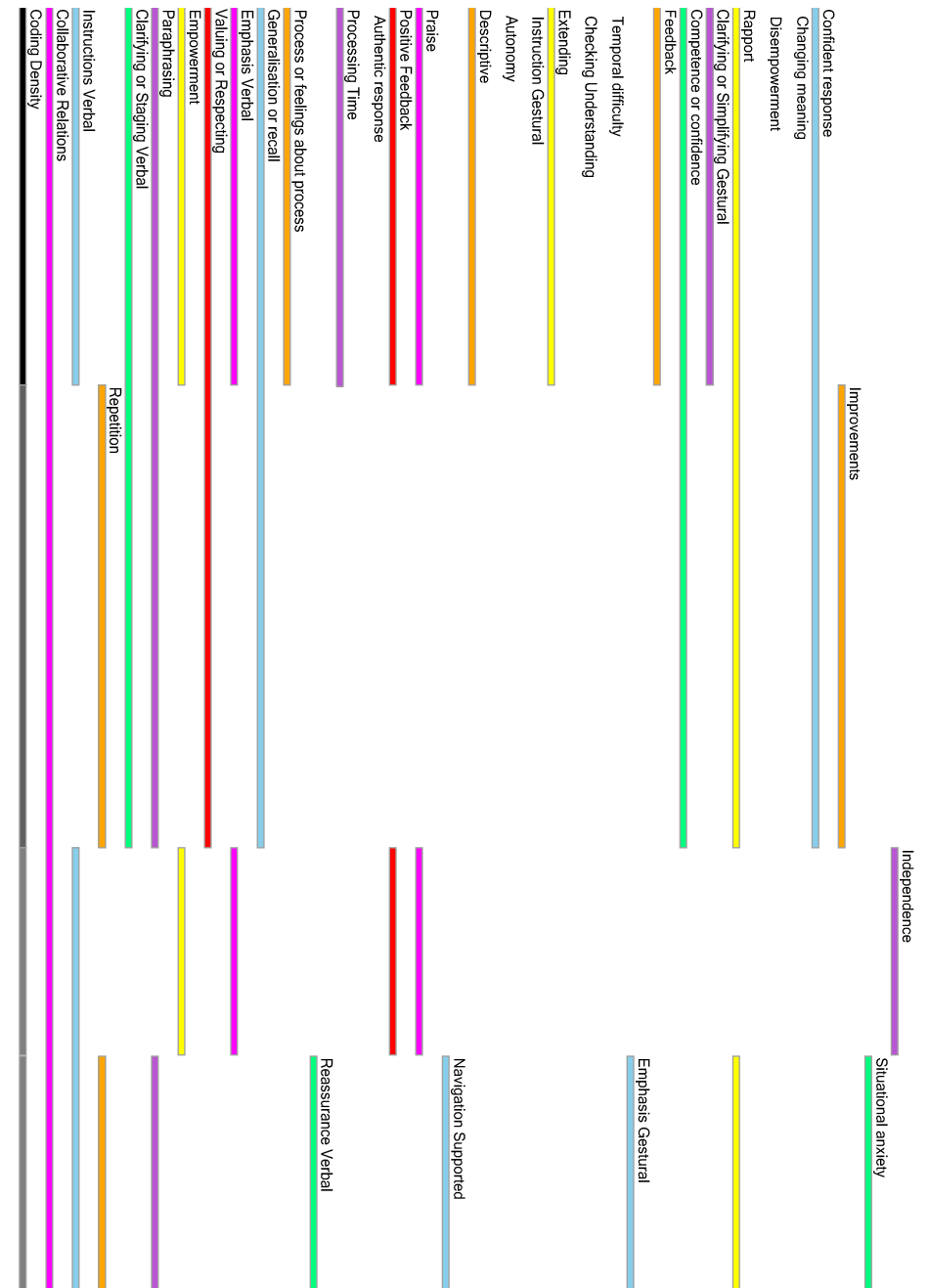
		<p>R: Very good↑!</p> <p>R: Well done, ok</p>	
25)	<p>(2) (01:06)</p> <p>P stands for a few seconds</p>	<p>A: <i>Meeting the EP was...</i> and that one's on <i>quite good</i>... So, when you met S, it was... <i>Not good, I don't like it, it was ok, it was quite good, or really good, I loved it.</i></p> <p>P: Yeah, it was (presses)</p> <p>A: Yeah? Oh↑. Wow, that was good.</p>	<p>Should say <i>didn't</i> – changes question.</p> <p>Confident and competent.</p>
26)	<p>(01:30)</p> <p>P is engaged, relaxed.</p> <p>A points to each in turn as she reads with emphasis on key words.</p>	<p>A: <i>When you are asked what you think, how does it make you feel?</i> So you've got. You can choose more than one, it doesn't matter how many. You can say: <i>I love being asked, I'm not sure, I don't like being asked, I want to know more...</i> see there's a big thinking bubble (rubs P's head) you know we do thinking bubbles... you think / <i>want to know more... I'm confused</i>↑ It's confusing, you're not quite sure. <i>It makes me feel important</i>↑ <i>It's good to be asked...</i> I <i>hate</i>↑ <i>being asked</i> ...aw, he's got a grumpy face.</p> <p>P: (Growls) imitates grumpy face.</p>	<p>Emphasising key words.</p> <p>Supporting visually</p> <p>Helping generalise knowledge</p> <p>Rephrasing / explaining</p>
27)	<p>(02:09)</p> <p>P operates screen with confidence. Good understanding of question.</p> <p>P: (Smiles) (but no eye contact)</p>	<p>A: You can choose as many of them as you like ... you <i>love being asked</i>... I thought you'd choose that one (smiles)...you <i>want to know more</i>↑</p> <p>P: What that one?</p> <p>A: That's <i>makes me feel important</i>↑</p> <p>P: (chooses) Yeah</p> <p>A: Yeah?</p> <p>P: Yep</p> <p>A: They're all brilliant answers, well done (smiles)</p>	<p>Relationship Confidence</p> <p>Relationship Knowledge of pupil</p> <p>Praise Rapport</p>
28)	<p>(02:25)</p> <p>A reads slowly, pausing after each option.</p>	<p>A: <i>Please choose your favourite way to answer a question. Do you like to answer by talking (points), typing or drawing?</i></p> <p>P: (presses)</p> <p>A: Ah...</p> <p>R: Which one? talking?</p>	<p>A uses visual cues, directing attention Supporting</p>
29)	<p>(02:40)</p> <p>P thinks about</p>	<p>A: Ok, <i>Please finish these two sentences out loud. What I liked most about meeting the EP was...</i> what did you like most of all?</p>	<p>Repeats</p>



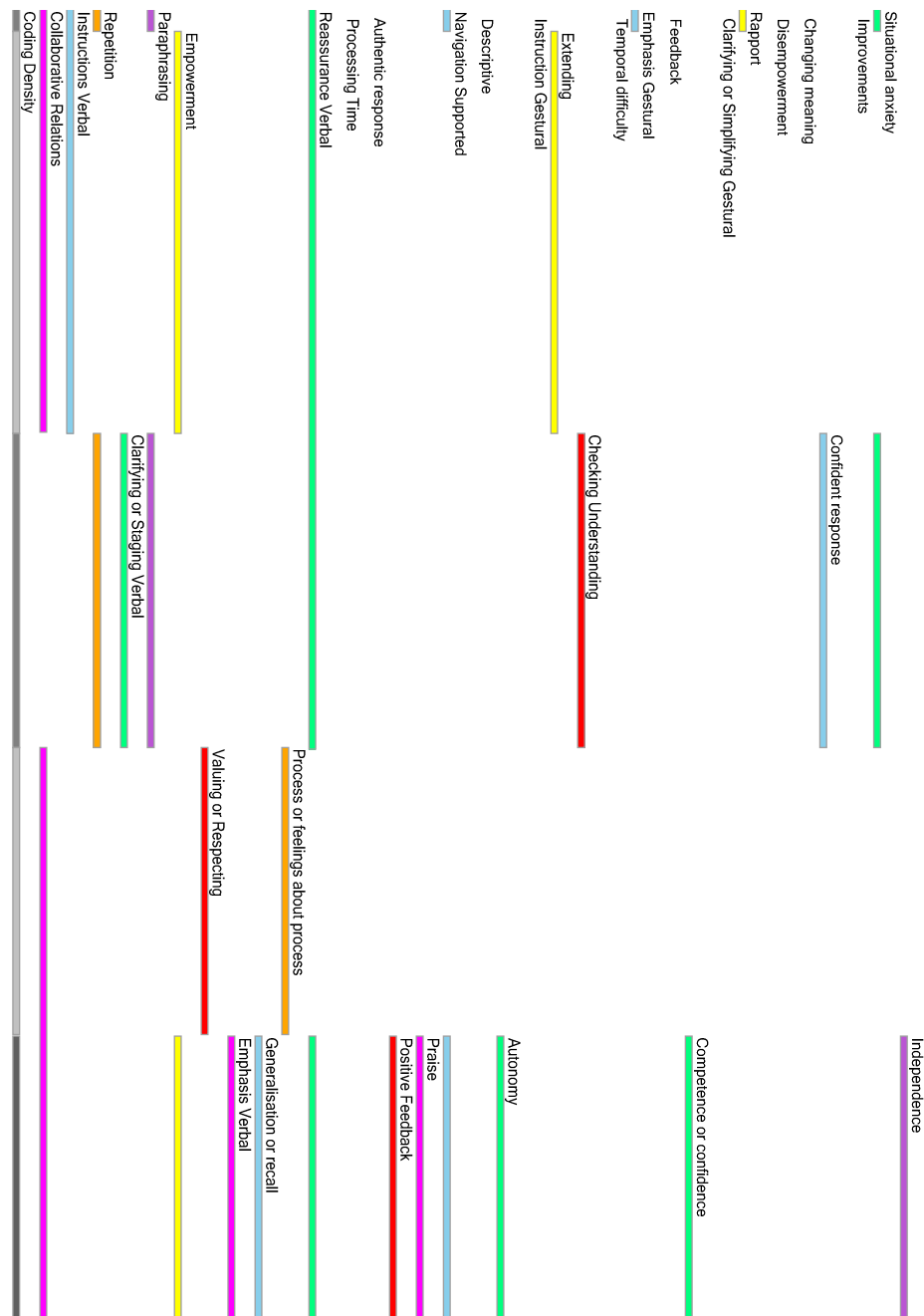
	this, then turns to R and A to answer. No direct eye contact.	P: Playing games A: Yeah↑, fine. Brilliant. ↑ P: Playing activities A: Good.	Enthusiasm, affirming responses.
30)	P looks confused. Appears to zone out and forget the question, then just repeat A's suggestion. P operates interface easily now.	A: <i>Something I would change about meeting the EP is...</i> what would you do differently? Something that you would change. ... P: What? A: Or was it all wonderful, you wouldn't change anything? P: No, I wouldn't change anything A: You wouldn't change anything? Wow. That was a good meeting. Can you press next? ⁸	Rephrases Explains Leading question
31)	(03:16) P looks directly at camera. Troubled by it?	A: <i>The last two questions are about what you thought after you met the EP. There are pictures to help you remember. Say what you think is happening in the pictures.</i> So, that's the first one (points). So, after↑ you met the EP, after you met S. P: I can't remember. ⁹ A: What about the other picture? P: (to R) you forgot to do that (points to camera) A: No, it is still...it is doing it, it's just its covered.	Rapport —intuition about how to redirect pupil's attention.
32)	(03:51)	A: Look at that one. What do you think's happening in that one? After you met S. P: I think we did ... erm...writing. Writing. A: You did writing? P: (nods) writing A: After you met her? P: I think I did it. A: Ok	Explaining P is answering different question Not judging, but helping.
33)	P makes eye contact with R	R: It's good to remember that you did some writing with S. P: I think so R: Do you remember, <i>after</i> she said goodbye to you...what do you think's happening after that? After she went home. You said that you think she's doing some paperwork? P: (nods) R: What do you think is happening there? There are three people. What are they doing? P: They're all, like, telling who going to go ... to erm... who going to go to me first.	Positive.



	R slows voice / pace to match pupil (Noise levels outside the door in adjacent classroom increase. A checks watch)	A: Ahh... (smiles) R: They're deciding who is going to go you you first. P: Yep R: That's a good answer. What do you think is happening there? (points to other picture). That word there says 'report' (points).	Supportive. Praise
34)	(05:06) A looks surprised at this level of response. ¹⁰ Looks uncertain Seems unsure.	P: I think...like...reporting back to me...they are reporting back to me... R: So all the adults are going to report back to you? P: Yea R: Would you like that to happen? Would you like to know what all the adults have found out? P: Yea R: Like I'm going to report <i>this</i> back to you aren't I? I said I'm going to send you a letter. Would it be nice if all the other adults sent you a letter as well? P: (nods) R: Would you like that? P: Yeah R: (Smiles) ok, press next.	
35)	(2) (05:40) A moves at P's pace. Encourages him to operate interface.	A: <i>How did meeting the EP make you feel?</i> That says <i>angry or upset, unhappy or grumpy, just ok, happy or good, really happy or excited.</i> P: Yes. A: Yep. Brilliant ↑ You love it don't you. P: (smiles) but not looking at A A: (smiles)	Independence
36)	(06:05) P appears daunted by the keyboard.	A: <i>After meeting the EP, I know what the next steps are.</i> After meeting the EP, I know what the next steps are...so I know what's going to happen next (gestures). A: So the first one is <i>no, I have no idea, I'm not sure, I think I know, yes, I know what will happen next.</i> P: Ooh...oh no.. A: (laughs) The last...it says <i>the last</i> ↑ <i>bit.</i>	



37)	(06:41)	<p>A: The last one, ok. <i>Remember that this is about what you think. So now it's your turn. What would you like to ask? You can type or just talk ...</i> so you don't have to use that, you can just ask if you want.</p> <p>P: Oh, that's fine</p> <p>A: Yep, ok. So what do you think you'd like to ask....Ask I (R)?</p> <p>R: You could ask me. Or, if you've got a question for your EP (shows pic of S) then you could say that and I'll give her your question.</p> <p>P: Or, you might want to know what's going into all that paperwork?</p> <p>Or...anything, about anything</p>	
	P considers this. Looks thoughtful.		
38)	(2) (07:30)	<p>P: (turns in A's direction) Erm...I'm a little...a little bit confused.</p> <p>A: That's fine. If you haven't got anything to ask, that's ok.</p> <p>R: Are you confused by this question?</p> <p>P: Yeah</p> <p>R: Ah, ok. Well, I've asked you lots of questions, on this iPad haven't I?</p> <p>P: Yeah</p> <p>R: So this is your chance to ask me a question. If you have any questions. It's to make sure that <i>you've</i> had time to ask <i>me</i>.</p>	
39)	(07:53)	<p>P: I'm erm...the lady is erm...</p> <p>R: S</p> <p>P: S is erm...is really fun</p> <p>R: (smiles) She was really fun?</p> <p>P: Yeah</p> <p>R: Yes, she is. She's very nice. Is that a question? Or did you just want to make that comment?</p> <p>P: I think it is...I think it is a question. I think it is a question</p>	
40)	(08:27)	<p>R: Alright. Well you can type whatever you want to in that box there (gestures). Or you don't have to</p> <p>P: But I don't know how to spell S (EP's full name).</p> <p>R: Ah, well you could put EP couldn't you? That's much easier isn't it?</p> <p>P: E (hunts for it)</p> <p>R: Good boy. The P is on the top row.</p> <p>P: EP ...is...</p> <p>A: which one is the space one?</p>	Confidence



		<p>A: You know how to spell 'is'.</p> <p>P: 'I'...'S'...</p> <p>A: Space</p> <p>P: EP is 'F'...</p> <p>A: What's the middle one?</p> <p>R: It's hard because it's capitals</p> <p>A: We do use this in computers though. We do have things that you can put over them, but it is silly.</p> <p>P: EP is fun.</p> <p>A: Oh↑ brilliant. Well done↑</p>	<p>Generalising knowledge.</p> <p>Praise.</p>
41)	(3) (00:00)	<p>P: Where's full stop</p> <p>A: Under the question mark. There you go. Yes.</p> <p>A: The EP is fun. There you go. What a lovely thing to say.</p>	<p>Navigational help</p> <p>Praise</p>
42)	(00:16)	<p>A: Aw, it says <i>Thank you very ↑ much about saying what you think about meeting the EP. Your views are very important. Please touch the finish button.</i></p>	
43)		<p>R: Well done</p> <p>A: Yay!</p> <p>R: Remember that I said I just have a couple more questions, and</p> <p>P...how about games?</p> <p>R: ...and then a game if you want one and you have time for one. Sure.</p> <p>P: Yeah!</p> <p>R: Ok, so S showed you that leaflet, didn't she, with all the pictures in it?</p> <p>R: Did you like that leaflet?</p> <p>P (nods)</p> <p>R: Did you notice that they were the same pictures on there?</p> <p>P: (nods)</p> <p>P has begun to look at camera again – worried?</p>	
44)	(3) (00:48)	<p>R: Can you tell me why S came to see you?</p> <p>...</p> <p>P: No</p> <p>R: Right. Remember that I said that you can pass on questions if they're hard. You don't have to answer them. (P nods)</p>	
45)	(01:04)	<p>R: Tell me something you remember about meeting her. You said you might have done some writing...and you did some blocks? Or puzzles? Or shapes?</p> <p>P: Yes, shapes.</p>	



	Staff member opens door to retrieve something from room.	<p>Too noisy on tape to hear anything said.</p> <p>R: (laughs) Ok, what did you do with the shapes? ... Did you have to make patterns?</p> <p>P: Well, she had a little book, and I had to copy the shapes in the book.</p> <p>R: So, there was a pattern...and did you have blocks?</p> <p>P: Yeah, there was little, tiny cubes and there was little square things.</p> <p>R: Ah, were they yellow and black?</p> <p>P: Yeah</p> <p>R: Ah, I see. I think I know what they are... I know what you mean...and was that the best bit? Of meeting her? You said you liked the activities.</p> <p>P: Yes (nods)</p> <p>R: Better than the writing? Or the same?</p> <p>P: Better...even better.</p> <p>R: (laughs) ok.</p>	<p>R verifies P's understanding</p> <p>Encouraging recall.</p> <p>Encouraging recall</p> <p>Wonder how pupil thought he had done on this?</p>
46)	(02:13) R shows P different pictures on different screens	<p>R: When you did this. It's called MiView. Do you know why it's called MiView?</p> <p>P: No</p> <p>R: Have you got any idea why it might be called that?</p> <p>P: No, I don't know.</p> <p>R: Ok, don't worry.</p> <p>R: Did you like any of these pictures in particular? Did you prefer looking at those types of pictures? Were they helpful?</p> <p>P: They're quite helpful</p> <p>R: How could I make it easier for another child?</p> <p>P: More pictures, coloured in. Coloured in.</p>	
47)	(03:08)	<p>R: Alright. Did you like these (slider) questions? Were they easy to do?</p> <p>P: Yes...de, daa, da, da (presses along slider)</p> <p>R: You had four choices on most of them – was that enough or would you have liked more? Or fewer?</p> <p>P: Maybe the same</p>	
48)	(03:41)	<p>R: Ok. In all these questions. What did I forget to ask about S? Was there anything you thought...I wished she'd asked me that?</p> <p>P: No, I don't think so.</p> <p>R: Ok, final question: when you have decisions</p>	



		<p>to make in school, who asks you questions about things?</p> <p>...</p> <p>Do you have school councillors?</p> <p>A: We do, but he goes out to...you go out to Mrs H don't you?¹¹</p>	<p>'He'</p> <p>Lack of inclusion is cyclical</p>
49)		<p>R: Ok, so who asks your opinion at school? If they want to know about how you think?</p> <p>...</p> <p>Do teachers ask you what you think?</p> <p>...</p> <p>P: Not sure</p> <p>R: I've been asking you a <i>lot</i> about what you think today haven't I?</p> <p>P: (nods)</p> <p>R: All sorts of questions because I'm <i>really</i> interested in what you think.</p> <p>R: Thank you very much.</p>	
50)	(05:04)	<p>R: Is there anything else either of you would wish to ask me?</p> <p>A: No, I haven't any questions.</p> <p>P: I really liked it with the EP.</p> <p>R: I know, you said that. If you give me your permission to, would you like me to tell S what you said about it being lots of fun?</p> <p>P: Yeah.</p> <p>R: Ok.</p>	
51)	R holds out bag of small thank you gifts.	<p>R: We're nearly finished, I just have a little thank you for you...you can have ...erm...you can choose a stretchy man or a sticker...you have a little delve in there and I'll turn off the camera.</p>	

Annotations

¹ There is a point to be noted about the language - most effective when A uses 'we', 'you'. Noticeable that pupils often externalise - use 'othering'.

² Question unclear to adult

³ Seems to be a recurring formula that works very well. Leads to confident, more autonomous answer by pupil. Requires rapport.



Independence
Situational anxiety
Improvements
Confident response
Changing meaning
Disempowerment
Rapport
Clarifying or Simplifying Gestural
Competence or confidence
Feedback
Emphasis Gestural
Temporal difficulty
Checking Understanding
Extending
Instruction Gestural
Autonomy
Descriptive
Navigation Supported
Praise
Positive Feedback
Authentic response
Processing Time
Reassurance Verbal
Process or feelings about process
Generalisation or recall
Emphasis Verbal
Valuing or Respecting
Empowerment
Paraphrasing
Clarifying or Staging Verbal
Repetition
Instructions Verbal
Collaborative Relations
Coding Density

⁴ Real difficulty with abstract language combined with being asked to take a previous perspective / suppress current knowledge of the room he had been in. Such questions, phrased in this way are disempowering. Need to be placed in present time, not future or past.

⁵ Building on a question that was misunderstood, this next question is too hard, too abstract and frankly unanswerable for the pupil. CD with receptive lang and the amount of verbal reasoning / working memory required compounds this.

⁶ Noone has overtly said that 'this is you' in the pictures, but pupil has begun to describe the pictures with such language.

⁷ A lovely example of empowerment. A repeats and clarifies the correct pronunciation, acknowledges the use of the new word, then praises this, then empowers pupil to move on.

⁸ Pupil would be unaware at the time that they could change or influence anything, so wouldn't have such knowledge to recall.

⁹ P tunes out to camera. Hears 'remember' and latches on to this word for his answer. If P only has one or two keywords in a sentence this will seriously effect comprehension of the instruction. In this case he is being asked to describe pictures, not necessarily recall or understand next steps.

¹⁰ Shows that questions asked in the right, staged and cumulative way to help pupil recall can unearth a surprising level of detail and insight on behalf of the pupil

¹¹ The opportunity for voicing a view is taken away from pupil as he is not present because of timetabling - priority given to literacy.

Name: Transcript_E5

Stage 4 Transcript

Name: Emily

Date: 3/12/12 Time: 1:00

Duration: 26min

P=Pupil; R=Researcher, A=Assistant (SENCo); Pa=EP; ↑= intonation; ... = pause; *italics* = structured qn Words are underlined where A omits or adds words that alter the meaning of the question. This pupil is coincidentally also included in Stage 1.

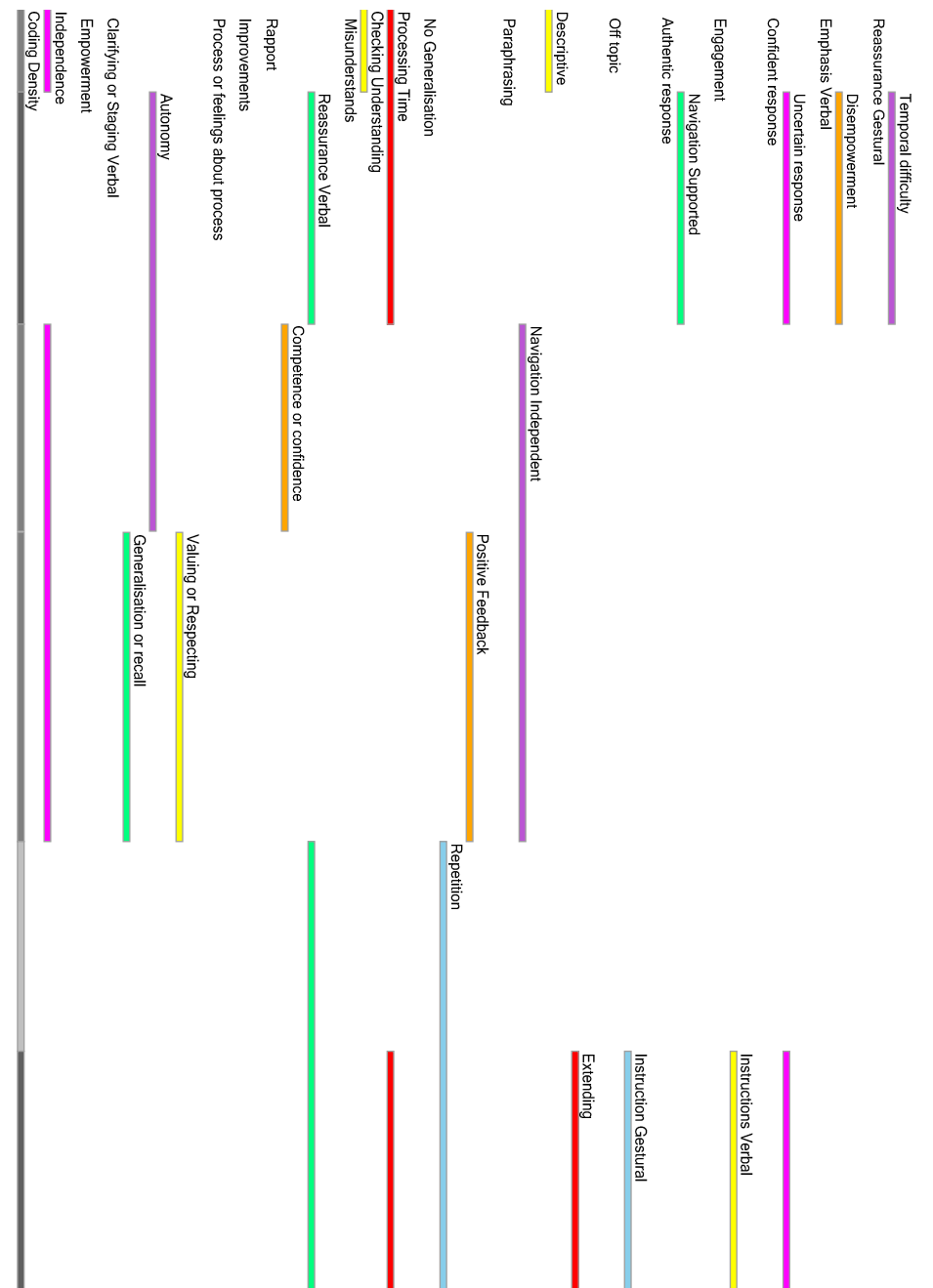
Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)	(1) P tries touching just above the line. After a few attempts she looks at R R indicates to A to help instead. P looks at A P now operating iPad independently – presses 'Next'	R: So what you need to do is just push your finger down...hold it down...that's it, you're off. P: <i>Hello, thank you for taking part. This is all about what it was like for you to meet the Educational P..</i> R: Psychologist P: <i>Psychologist. EP. Please touch the start button. Here is a practise question to help you. Anything you want to put is ok. When you are ready please press 'Next'.</i> P: <i>There are five choices to answer this question. Try them all out by touching each line. Now try this. I think chocolate ice-cream is</i> P: What do I do? A: Try and touch the line...that's it, you've got it ...that's fine. P: <i>There are 10 questions. Please ask if you need any help.</i>	Instructions not explicit enough. Empowerment of A to assist
2)	P goes to press 'Next' before describing the pictures. R gestures to A to	P: <i>The next questions are about you ... what you thought before you met the EP. The pictures above are there to help you remember. Tell the people with the...you what you think is happening in the pictures. Then press...</i>	Lack of comprehension

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	help P pause.	A: What do you think is happening in the pictures?	
3)	(02:11) P pauses, takes her time to answer this with thought. P relies on adult prompts	P: Well, I'm not sure...Well, um....that's...(points). (Looks at R) I don't know. R: That's ok A: Do you want me to help you with suggestions or go to the next one? P: shakes head R: It's ok A: Ok, then yes, just go to the next one	Self-doubt
4)	(02:38) (P uses iPad with no difficulty – tries different choices	P: <i>What was told that the EP was coming to see me</i> P: <i>I understand why the EP was coming to see me</i> P: <i>I knew which room we would be in</i> P: <i>I was told who else would be there</i>	Competence Autonomy Rapid ability to answer – friendly format
5)	(03:24) Looks at R	P: <i>The next questions are about what you thought at the time you met the EP. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures.</i> P: Well (pointing) we done some games...erm...after that we played with ... and Pa read the book to me and explained what happened. R: Brilliant, well done.	
6)	P: Looks at A for help	P: <i>Please touch all the pictures of things you did or talked about with the EP. Then touch next.</i> P: (to A) Do I touch next? ¹ A: Look at the pictures first and touch which ones you talked about with Pa.	
7)	(04:37) Begins to touch some pics. Hesitant. A helps by pointing as well as reading	P: Erm A If you just have a look through P: Yes ... A: Anything else as you look through? So you ticked that one... <i>Show your work?</i> What about these sorts of things...(points to other options)	Repetition Processing time Chance to return to visual stimuli more than once after



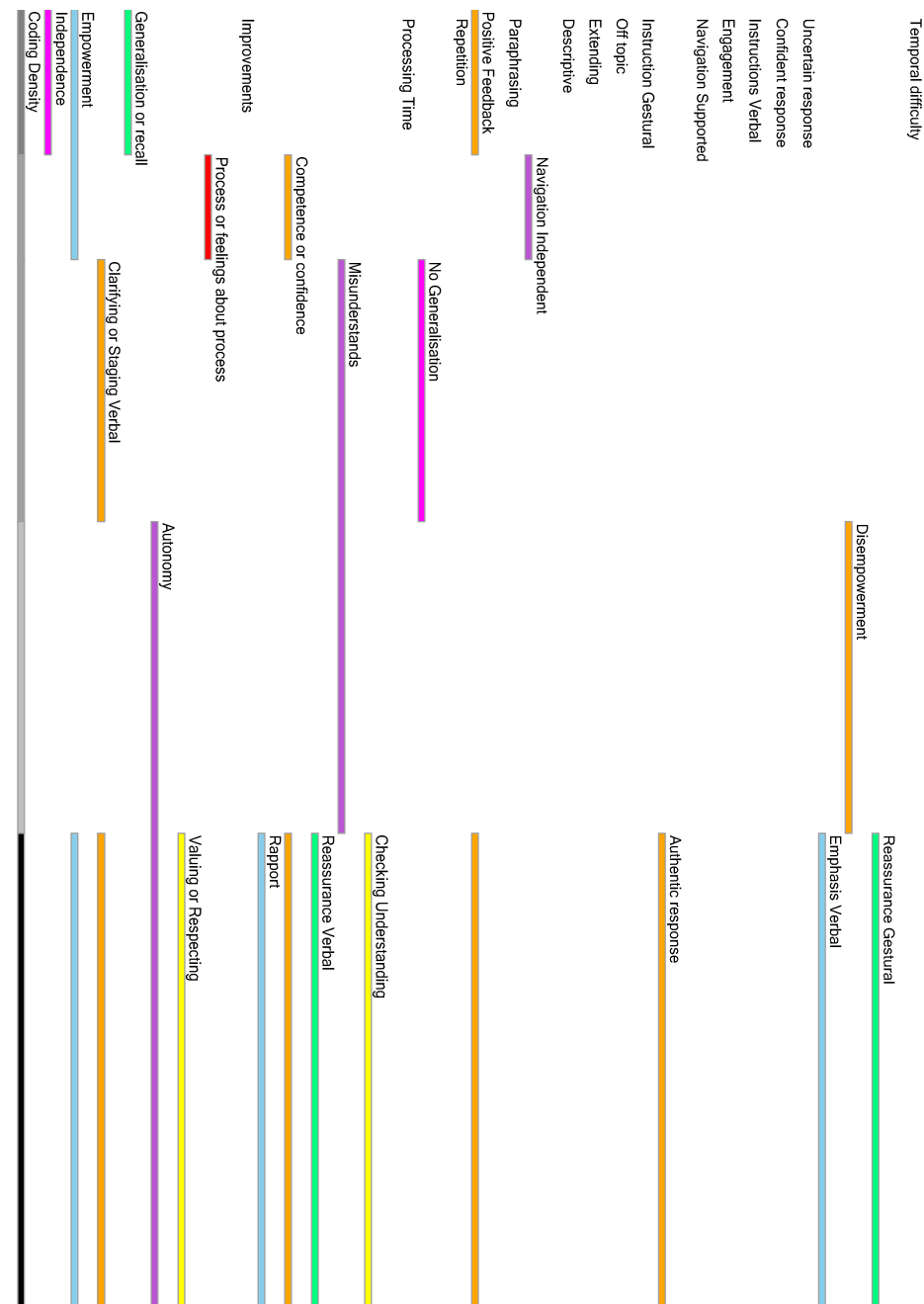
		<p>Did he ask you <i>what you think</i>?</p> <p>P: Oh yea, he did (ticks)</p> <p>...</p> <p>A: Take your time to look through it carefully</p>	<p>verbal instructions processed.</p> <p>A allows and encourages more time to be taken so pupil understands.</p>
8)	<p>(05:30)</p> <p>P shakes head.</p> <p>P carefully checks through</p> <p>P</p>	<p>P: What does that mean there? (points)</p> <p>A: <i>People in your family</i>. Did he ask you about your mum, your dad or your sister?</p> <p>P: well, he told me that mummy came in, in your room, so do I tick it?</p> <p>A: Well, if you talked about it then that's fine, tick that one.</p> <p>P: that's all</p> <p>R: Brilliant</p> <p>A: <i>That's fine, remember there are no wrong answers, it's not a test</i> (laughs)²</p>	<p>Uncertain of expectations of answer</p> <p>Unclear questions?</p> <p>Clear end to question</p> <p>Reinforces power dynamics</p>
9)		<p>P: <i>The next questions are about what you thought after you met the EP. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures.</i></p>	
10)	<p>(06:34)</p> <p>P forgets EP name – points to picture</p>	<p>P: Well, erm...is it Pa? (R nods) Pa said that he would write a report about me when... a report about me and ... that's it.</p> <p>R: <i>That's fantastic, well done.</i></p>	<p>Recalling short but accurate details.</p> <p>Whole picture lost?</p>
11)	<p>(06:45)</p> <p>P operates slide ruler and next functions independently</p>	<p>P: <i>Meeting the EP was</i></p>	<p>Independent use.</p> <p>Competently answers question.</p>
12)	<p>P chooses</p> <p>(07:35)</p>	<p>P: <i>How does it feel when you are asked what you think? You can choose more than one if you like.</i></p> <p>A: So, look at down here. How do you feel when someone asks you about how you think.</p> <p>R: A question?</p> <p>A: Well, you can see you've got the faces so you can choose which face how do you feel about it. You can pick more than one if you want but you don't have to.</p>	<p>Repetition of instructions.</p> <p>Lacking confidence</p>



	P nods – appears to understand better	<p>P: So does it mean how did I felt when he was explaining?</p> <p>A: Yea, when Pa was asking...</p> <p>R: Just generally...</p> <p>P: So when he explained stuff to me...</p> <p>R: No, if somebody asks you what you think...how does it make you feel? About anything.</p> <p>...</p> <p>A: Are you happy with that? Just two? Ok.</p>	
13)	(08:05)	<p>P: <i>How would you like to answer the next question?</i></p> <p>P: (to A) What do I do?</p> <p>A: So you've got three choices there haven't you. It says the three different ways you could answer it.</p> <p>P: <i>Please finish these two sentences. What I liked the most about meeting the EP was...</i></p> <p>A: So you chose talking about it didn't you</p> <p>P: Yea. Me trying to explain what I meant but he wasn't sure</p> <p>A: Ok, so what you liked <i>most</i> about the meeting was...</p> <p>P: Doing.. showing him my books</p>	
14)	P very engaged with task.	<p>P: <i>Something I would like to change about meeting the EP is...</i></p> <p>Exciting, because mummy told me when Pa was coming and when you (to R) was coming.</p> <p>R: and that was exciting for you?</p> <p>P: (grins and nods) yeah.</p> <p>R: and what would you <i>change</i>? Something different about meeting Pa.</p> <p>P: Yeah (shakes head)</p> <p>R: Is there something that you'd like to be different about that?</p> <p>P: (shakes head) No</p>	
15)	(09:20) P uses finger to keep place in text. ³	<p>P: <i>The last questions are about what you think will happen next. The pictures above are there to help you. Tell the people with you what you think is happening in the pictures.</i></p> <p>P: Well then Pa said that he would have a meeting and stuff like that, and that's ... I said</p>	



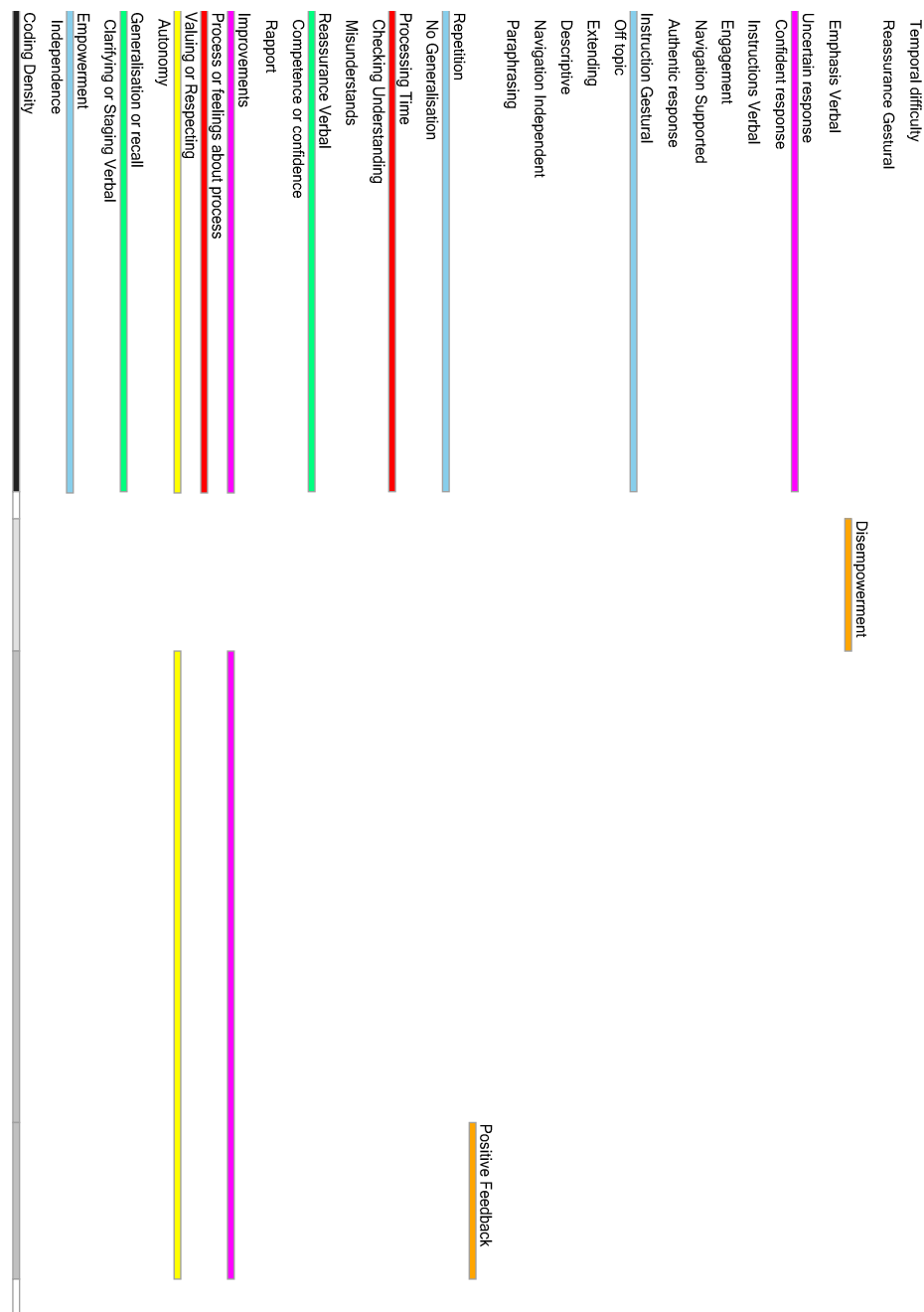
		on the other question as well... that when he said we were having a meeting...they would have explain with someone and that... ⁴ (looks at R) R: Brilliant	
16)	P operates easily	P: <i>How did meeting the EP make you feel?</i> P: <i>I know what the next steps are</i>	
17)	(2) (00:59) P reads in one sentence and misses out word so misses meaning.	P: <i>Remember that this is about you think. So now it's your turn. What would you like to ask?</i> P: What does it mean? A: Well, it means that I (R) has asked you lots of questions. Is there anything that you would like to ask I (R) today? Or something that you think you might have liked to ask Pa when you met him?	Misunderstanding
18)	P rubs eye, looks at iPad. Loses eye contact with A. (01:29)	P: Can I write what I liked...? I liked when ...erm...I showed him my maths work. A: That was good, yes, because when you answered that you said it's something you liked doing, but is there anything that you would like to ask? A: (unintelligible) the questions, because I (R)'s asked you lots of questions today and you've answered lots of questions on the .. erm...on the iPad. But is there anything that you'd like to ask I (R)? P: Erm...	A repeats but too long and wordy. Pupil doesn't appear to understand. Loss of eye contact.
19)	P relaxes back away from iPad. Gaze is up and left as if in thought. Pupil nodding, making eye contact with R throughout.	A: (to R) do you want P to type it in, or is that just an option? R: It's an op...you can say it, because it's being recorded anyway (smiles) so you don't have to type if you don't want to. P: Erm...that...why did you came here for me? R: Ah...that's a good question. I came here to see you, because you were one of the children who had just been seen by an EP. So, I have to find lots of children, all over Essex, who have just been seen by an EP. Then I go and see them a few days later, to find out what it was like to meet the EP, what sort of things you did, and what you can	



	Smiling, confident	<p>remember.</p> <p>It's very important, I think.</p> <p>I want you to know that what you've said to the EP is very important and that people listen to you, and what you think.</p> <p>Does that answer your question? P: Yeah. (nods). A: (to P) Was that a good answer? P: Yeah, (nods at A) (Smiles at R)</p> <p>Shall I press 'Next'?⁵</p>	<p>Ensuring comprehension</p> <p>Valuing P's feedback</p> <p>Pupil-led</p>
20)	(02:51)	P: <i>Thank you very much for saying what you think about meeting the EP. Your views are very important. Please touch the finish button</i>	
21)	P's posture relaxed.	<p>R: So, how was that?</p> <p>P: Yeah (nodding, smiling)</p> <p>R: Was that better than using the questions on paper before?</p> <p>P: Yeah (nodding)</p> <p>R: You could do it all on your own couldn't you.</p> <p>P: Yes (smiles)</p> <p>R: Mainly, that's a big difference.</p>	
22)	<p>R places the PIL on the table for reference</p> <p>R shows P the pictures again on the iPad</p>	<p>R: So, I've just got a couple of questions ... So, you were given the leaflet beforehand. What do you think of the pictures...? The reason I'm asking is that I noticed that you didn't really understand what the first ones meant, which is fine, it's good feedback...it was...those ones.</p> <p>That's supposed to be people meeting (points) That's a child meeting an EP or a teacher ...</p> <p>P: Pa said ...erm...that was mummy and daddy in there (points to other picture) R: Mmm, yes could be couldn't it. A: Who do you think is in this picture P: ... and then he told me that was him and that was me and he was trying to explain things and ask questions about me...⁶</p> <p>R: mm hmmm</p>	<p>Verbal overload to pupil.</p> <p>Benefits from visual support</p> <p>Sudden recall</p> <p>Recalls – because of different wording?</p> <p>Picture shared previously?</p> <p>Time for processing?</p>



	(04:55) Pupil leans back, uncertain. Hesitant with speech.	<p>P:...and I wasn't sure about that one (points)</p> <p>R: That's alright. What do you think I could put there instead? Or maybe I shouldn't have that?</p> <p>...</p> <p>R: That was supposed to be so you could think about which room you were going to be in ... or, maybe people need to be sitting around a table there, or... what else? Can you think of something else that would be better?</p> <p>P: (nods)</p> <p>R: <i>Before</i> you met the EP...before you met Pa...what else could go in there?</p> <p>P: <i>Erm...the table</i></p>	<p>Pupil talked over</p> <p>(This sentence appears to cut P's train of thought off)</p>
23)	(04:59)	R: That's ...kind of that (points to picture) isn't it? Maybe we just need this one? (points to other picture)	Pupil confused. Point made but not addressed
24)	(05:11)	<p>R: Or maybe...? You said the EP was going to try and help explain some of why you find things really easy or a bit tricky... so maybe we need something about that?</p> <p>P: (nods)</p> <p>A: What do you think we could have, if you have somewhere that you find things sometimes...sometimes you find them easy, sometimes you find them tricky...</p> <p>A: ...what might you have in the background.</p> <p>P: A house</p>	A uses R's language
25)		<p>A: Right, so what could you...what building could you have instead of a house?</p> <p>P: Well, you could have like the school like our top of our roof, and the sides, measurements, down there and there (points to walls)</p> <p>A: Yes, could do.</p>	Belonging 'our'
26)	Pupil stares astounded at R – this seems to be something she was not aware of	<p>R: ..and the tricky thing is, some people do meet with the EP at home...so it's kind of...(laughs)</p> <p>...hmm... ok, that was a really good answer, thank you. (P smiles)</p>	Contribution validated. Valued explicitly.



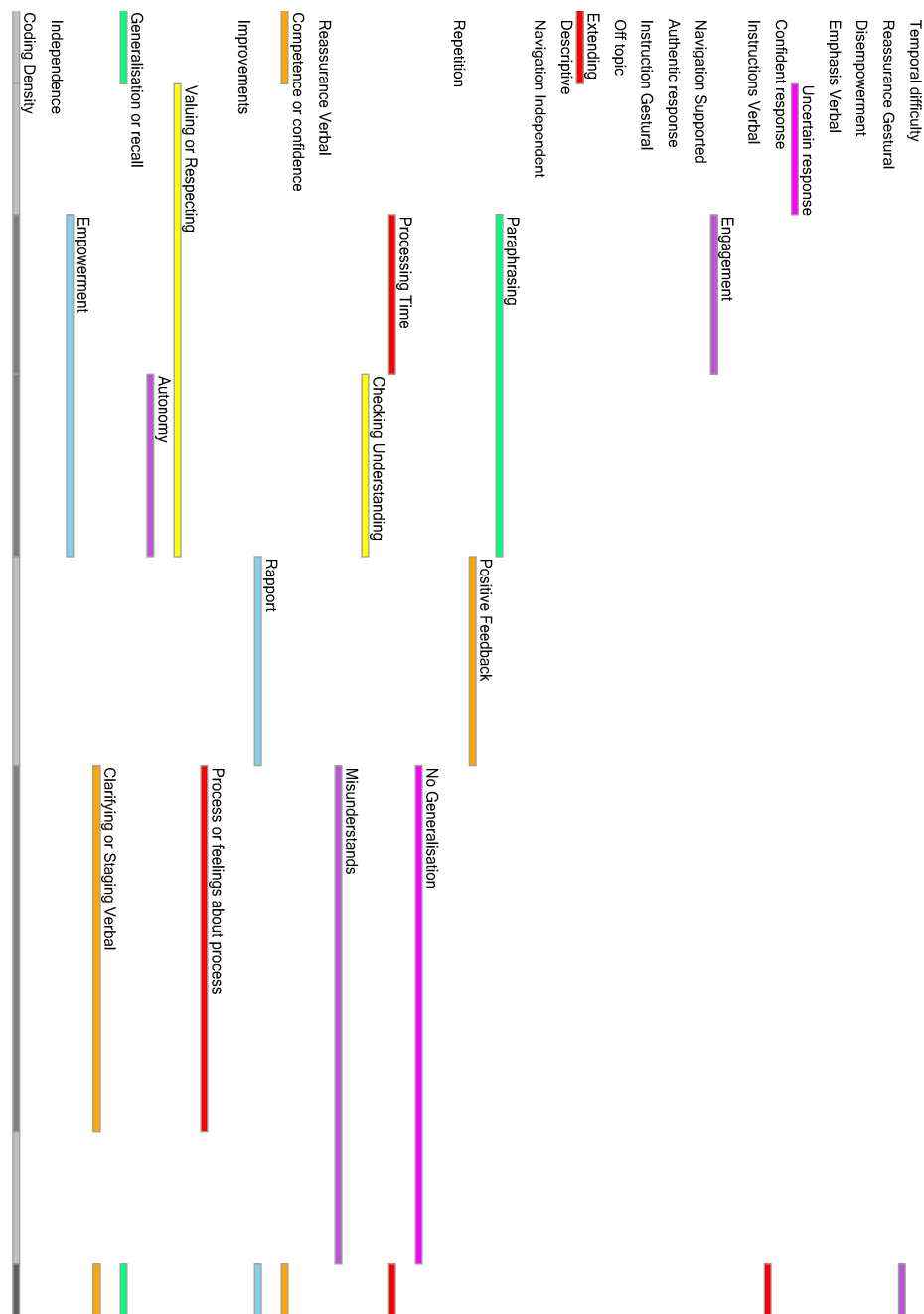
27)	(06:26)	R: Why do you think the EP came to see you? P: Because, erm, I needed help with...I needed help with a lot of maths and...well, not maths but my... lots of stuff. R: Ok	
28)	Face illuminates at 'standing' as if certain has found the right word. P leaning into table, more confident body language.	R Do you remember anything else about meeting Pa? P: Well, I remember that, erm, I showed his book and then he done some...he done that standing book (gestures)...and then erm I had to read the poem in the book, when it stand up, and I done... I think I had to write on this piece of paper, to write a sentence. I'm not sure. But he asked me questions...a lot of questions (laughs) ⁷ R: (laughs) yea ...was it too many questions or was it ok? P: Yeah, it's a little bit a lot and I didn't really understand them all. R: Well, that's ok... I'm sure it's ok not to understand them all. (smiles) P: (smiles)	Mixing up words
29)	(07:41)	R: This is called MiView...why do you think it is called that? P: Erm...because it's for ...like people...it's saying that me, you , Mr C (SENCo) and it's like what I need help with .. R: Ok...I think it should be called (P)'s view.	
30)		R: Do you know what a view is? If you've a view on something...if I said, what's your view on chocolate ice-cream...? P: Erm, I thought the view was ...if you take the 'i' away, that you look at the view... R: Ah, that's very true... that is another type of view isn't it.	
31)		R: Maybe I should call it... 'What I think' or something like that? P: (nods) R: Because it's about what you think...and that little person there (points) is supposed to be a pupil. They're saying 'I think...' and that's what it means: to give your view, or give your opinion. That's why it's called MiVlew.	
32)	(09:01)	R: Did the pictures help you remember the meeting?	



		<p>P: Yes, but I knew them... but not the house</p> <p>R: But not that one</p> <p>P: Yea</p>	
33)		<p>R: and what were your favourite type of questions? The ones where you moved along the slider? Or the ones where you choose the pictures.</p> <p>P: the ones where you have to say yes, or no I understand, what's your favourite ice-cream...</p> <p>R: So like the slidey ones...the one along the slider, ok</p>	
34)		<p>R: There is, in a couple of these questions, a few different other points. I'm trying to... I can't get the piece of software to put labels in there (points). I want you to touch on <i>any</i> line...</p>	
35)		<p>P: You could write,,,you could write there...⁸</p> <p>R: I can't, it won't let me...I can only change that description there (points)</p> <p>P: Oh</p> <p>P: You could remind them..</p> <p>R: Yes, but I'm trying not to butt in (smiles)</p> <p>What about if I put 'try them all out' all in really big letters – would that help?</p> <p>P: Yep</p>	
36)	P leaning in – collaborating on design ⁹	<p>R: Most of them have only three points. Like that one (points to screen). Do you think maybe I should have five on <i>all</i> of them?</p> <p>P: Yes, five each.</p> <p>R: Ok.</p>	<p>Listened to</p> <p>Valued</p> <p>Where on the participation ladder?</p>
37)	(00:51)	<p>A: It depends on the questions doesn't it. If you read the question 'I was told the EP was coming to see me' So, that's sort of like 'yes', 'no'...</p> <p>P ...and you could write 'maybe'¹⁰</p> <p>R: Yes, I could write perhaps 'I understood a little bit...?' I don't know though, it's hard isn't it.</p> <p>P: (nods)</p>	
38)		<p>R: Ok..erm..are there any bits missing? Are there any things that Pa did talk with you about that I haven't put in there at all?</p> <p>P: When he first came, erm, I ..he forgot to do the...I can't remember...but he forgot to do ...I don't know,...but when he first came he said</p>	



		ah let's do that next week, but I don't know what it was.	
39)		R: Ok, but is there anything that he did do with you that I haven't put in there (gestures to iPad) like...under any of the questions? P: errr...	
40)		R: There was an interesting thing that you'd said about people that he is going to meet. There's nothing in there about meeting other people. About meeting your mum...so I think I should put that in as it's very important. P: (nods and smiles)	
41)	(02:25) P smiles when her idea is used	R: Is there anything else that's missing from there? P: No R: You said you did the big A-Frame questions, that you showed some books... I could put that, make that easier to say 'showed some books'	Pupil's ideas collaborate to final design
42)	(02:51) P beams – enjoying the genuine praise	A: You can see from your (to P) books that your handwriting is really good. R: It's <i>really come on</i> . It's much smoother and faster...it's amazing that you've done so well... P: and I've got a pen licence R: I know... A: It's quite an achievement	
43)	(03:21)	R: Ok, I think I asked you this before...what decisions have you talked about in school? When do people ask you your views? P: Erm...the view outside R: Not that sort of view...I mean an opinion on something ... Like, maybe,,the menu in the canteen? Do you get a choice about that? P: (shakes head) R: Hmm...when do people ask what you think? In your lessons? Teachers ask you what you think about their lesson?	Vocab too new still Misunderstands
44)	(03:37)	P: Well, sometimes Mr (CT) says try and do this on your own. But sometimes I can, but sometimes I can't really think of stuff what I could do on my own. As a sentence or something.	Misunderstands. Unable to process?
45)		R: Ok, so can you think of (maybe Mr C [A]) can help you) anything at all that you might	



		<p>have been asked ... a student council question maybe? Do you have a student council at school?</p> <p>P: Yes, we've got ... is it H and L?</p> <p>A: Yes, that's right</p> <p>R: and what do they ask you about?</p> <p>P: Nothing really</p> <p>R: (laughs) They're supposed to ask you what you think about things, and then they're supposed to tell the rest of the school council¹¹</p> <p>A: They do come along to me, because I see the rest of the School council, they come along with their views, and the questions they're going to ask...</p> <p>P interrupts A</p> <p>P: Yea. they ask on the carpet what do you think to raise the money of like £1000</p>	<p>Processing time</p> <p>Situated knowledge / context</p> <p>Rapid recall</p>
46)	(04:50)	<p>P leaning into R – open body language. Smiling and engaged.</p> <p>R: That's a good suggestion. So H and L are asking your view</p> <p>P: Yea</p> <p>R: and what did you say ... do you remember?</p> <p>P: Yea, I said you could get a trampoline for PE (smiles) I've got my own trampoline</p> <p>R: That's a good suggestion. I like that idea. Perfect. When you suggested that, what happened then? So then they took that idea to the school council?</p> <p>P: Yeah</p> <p>R: Did you hear anything else about your idea after that?</p> <p>P: Well, everyone was thinking that we could do the walls a bit, but I thought no, cos the walls are fine as they are.</p> <p>R: That's good – so you've given another view then. That's two views. Brilliant. Fantastic</p> <p>P: (nods, smiles).¹²</p>	<p>Affirms value of P's input</p>
47)	(05:33)	<p>So, thank you very much for your help again today, Is there anything else that you wish I'd asked you about?</p> <p>P: No</p> <p>R: Have we talked about everything we need to?</p> <p>P: Yes.</p> <p>R: Fantastic, we'll turn this off and then I have a choice of a stretchy man or sticker to say thank you.</p>	



48)			
49)			
50)			
51)			

Annotations

- ¹ Sometimes even explicit instructions aren't enough - this appears to be a learned response / self doubt?
- ² This is meant light heartedly but shows how easy it is to inadvertently reinforce the power dynamic. C/f my comments on this. Keyword 'power'.
- ³ Pupils use a variety of strategies all the time to help with their CD.
- ⁴ P has excellent recall and is able to give a summary of what will happen. Evident that EP has taken time to explain in this instance.
- ⁵ A very empowering situation for the P, with everything reversed and her being the questionner. Even judging my answer :)
- ⁶ A good case for the benefit of cueing children in with the use of pictures, to aid explanation at the time, and subsequent recall.
- ⁷ How much more could she have said if there were photos too?? Excellent recall.
- ⁸ P is offering contributions without being asked. Very confident and involved. Enjoying giving her opinion.
- ⁹ Collaborating on design. Helps that researcher and pupil had already met in Stage One.
- ¹⁰ Power dynamic seems more equal as P, A and R collaborate in round of ideas re interface.
- ¹¹ Again, this pupil seems not to be very engaged with giving opinions at school
- ¹² Pupil doesn't appear to process question about follow up. Is there any way of her knowing what happens to the views of her and her peers?
- If they were or weren't followed up, she seems not to know either way.

Temporal difficulty
Reassurance Gestural
Disempowerment
Emphasis Verbal
Uncertain response
Confident response
Instructions Verbal
Engagement
Navigation Supported
Authentic response
Instruction Gestural
Off topic
Extending
Descriptive
Navigation Independent
Paraphrasing
Positive Feedback
Repetition
No Generalisation
Processing Time
Checking Understanding
Misunderstands
Reassurance Verbal
Competence or confidence
Rapport
Improvements
Process or feelings about process
Valuing or Respecting
Autonomy
Generalisation or recall
Clarifying or Staging Verbal
Empowerment
Independence
Coding Density

Name: Transcript_H9

Stage 4 Transcript

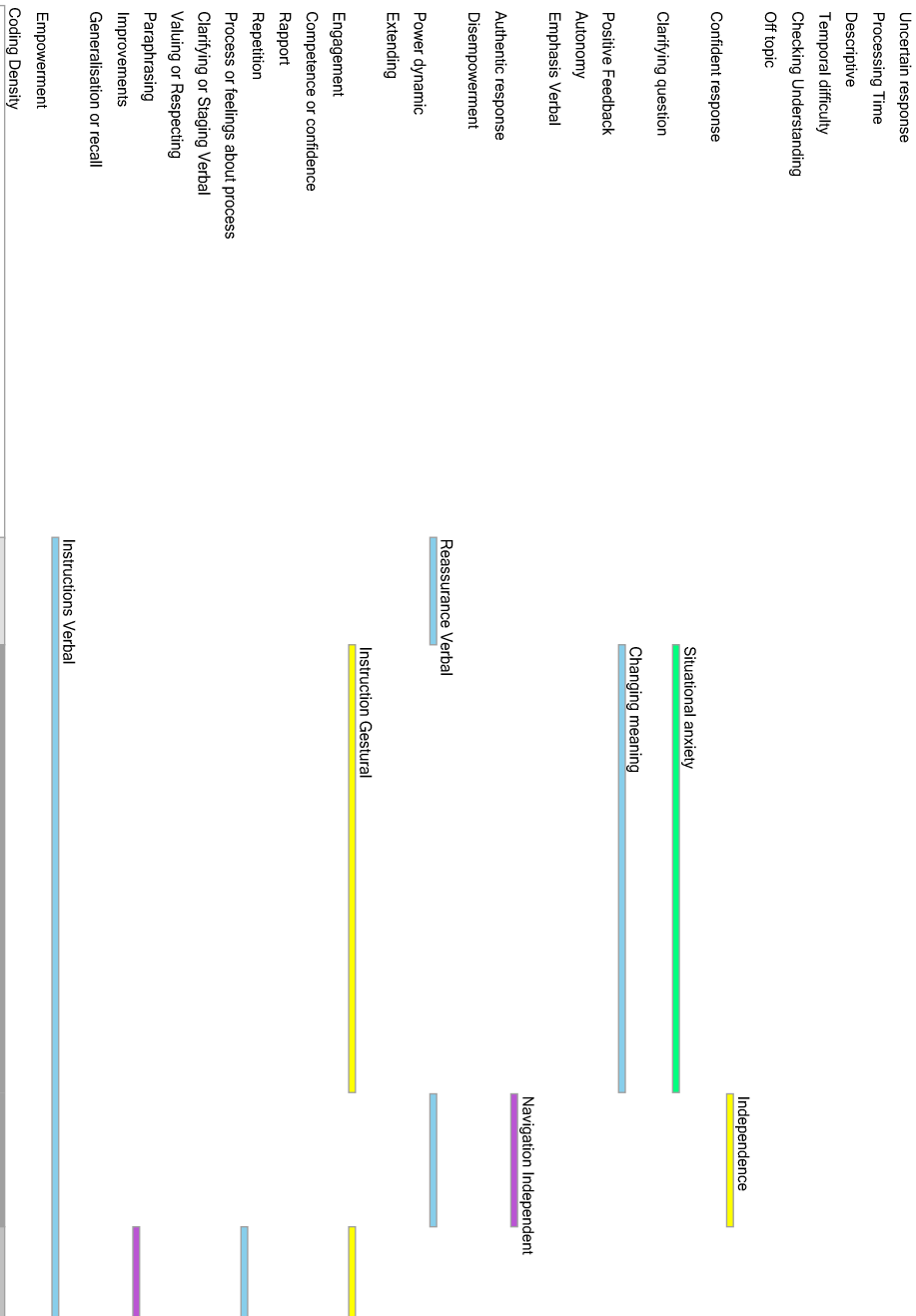
Date: 7/12/12 Time: 2:00

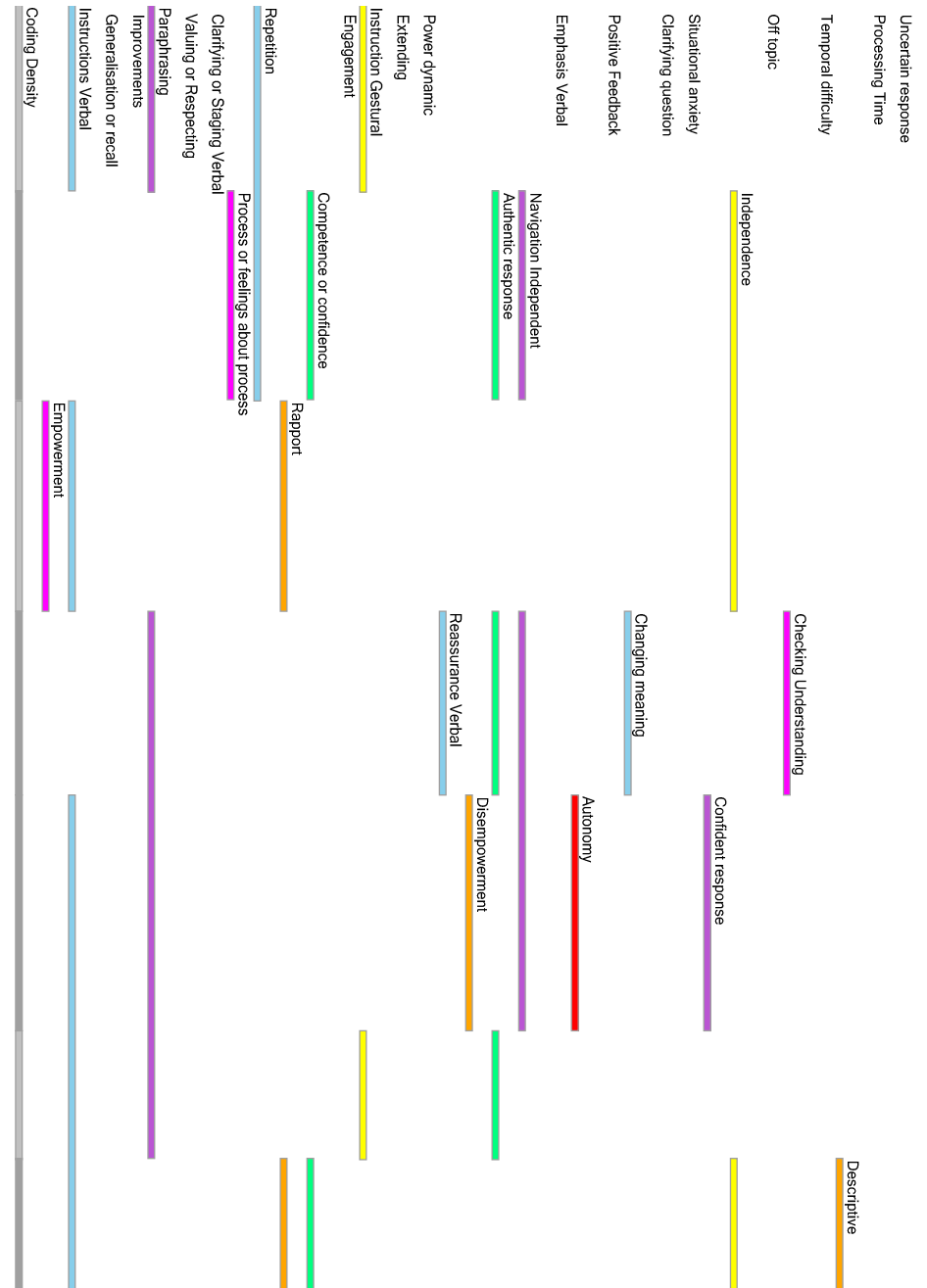
Duration: 21 min Name: Harvey

P=Pupil; R=Researcher; A=Assistant; M=EP; ↑ = intonation; ... = pause; *italics* = structured question. Words are underlined where A/P omits or adds words that alter the meaning of the question.

This interview took place at home. A is P's mother. H was very anxious at the beginning. At the end he was smiling and talking freely and brought his cat downstairs to show the researcher.

Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)		So what you need to do is just hold down your finger on the screen for one second...that's it...and then mum can read the questions to you.	
2)		<p>A: <i>Hello, thank you for taking part. This is all about what it is like for you to meet the Educational Psychologist. EP. Please touch the start button.</i> (points)</p> <p><i>Here is a practise question to help you. Anything you want to put is ok. When you are ready please press 'Next'.</i> (points)</p> <p><i>There are five choices to answer this question. Try them all out by touching each little line. Now try this: I think chocolate ice-cream is...</i></p> <p>You've gotta move (gestures along the line)</p> <p>R: Just touch each little line, rather than slide it, just touch ... that's it, yes, just try them all.</p>	P hesitant to try
3)	(00:48) P makes first choice on his own.	<p>A: Do you like chocolate ice cream? No. Not very tasty...ok...</p> <p>P: Not very tasty (chooses)</p> <p>A: Not very tasty, ok, that's it...and next.</p>	Independence. A reiterates P's choice
4)	(01:03)	A: <i>There are 10 questions. Please ask if you need any help. Ready? Please press Next</i> (points)	





		A: The next questions are about what you thought before met the EP. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures. Then touch next. A: What do you think is happening?	
5)	(01:23) A reducing verbal support to P to operate interface	P: Me telling the EP what I like about something A: Ok, and the other one, what do you reckon that is? P: Me doing that (not very clear on tape) A: Ok – (gestures towards the next button)	Greater independence
6)	P doesn't wait for A to explain options, know which he wants to choose, and does. Then presses next with no support.	A: I was told that the EP was coming to see me A: there's... ...yes, I was told, ok	Independence Relationship
7)	(01:50) Not sure is the default. P reads and knows to just leave it.	A: I understand why the EP was coming to see me Did you understand or not understand? P: I'm not sure A: Right, not sure, so just leave that one...ok	Changes meaning from what P knew, to asking what he knows now.
8)	(01:58) P lets A choose the answer for him. Moves forward by himself.	A: I knew which room we would be in Did you know which room you were going to see him in yesterday? P: No (shakes head) A: Ok (chooses no for P). Ok.	Lack of independence?
9)	(02:07)	A: I was told who else would be there A: Was you told who else would be in the room? P: (Shakes head) A: Ok, then do that first line. Press Next.	
10)	P is beginning to smile more and	A: The next questions are about what you thought at the time you met the EP. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures.	

	interact with A	A: (points) what do you think is happening there? P: Me reading a book to the EP and ...a puzzle and maths and reading. A: Ok. <i>Please touch all the pictures of things you did or talked about with the EP. Then touch next.</i>	
	P moves on with only 'ok' as a prompt from A.		
11)	(02:44)	A: That says ' <i>shapes and blocks</i> '. Did you do <i>shapes and blocks</i> ? P: No A: Did you <i>show your work</i> to the EP? P: (nods) A: Ok, press that picture A: Er...you told him what you thought, so you need to press that one. A: Did you say <i>who helps you</i> ? To the EP? P: (shakes head) no A: <i>Lessons and teachers</i> . Did you tell the EP about that? P: (shakes head) A: <i>Letters and reading</i> . Did you do any letters and reading? P: Shakes head) A: Ok. Did you tell him about <i>your friends</i> ? P: No (shakes head) A: No, erm.. did you tell him about <i>people in your family</i> . You know when you done that chart from zero to ten (gestures) P: (nods) A: I know you done that chart with him yesterday, Did you tell him about your ... I think you did tell him about your friends because that was on there (iPad) ... <i>your friends</i> P: (ticks) A: and did you do <i>numbers and maths</i> ? P: (shakes head) A: How about puzzles and games? P: (shakes head) A: Erm...what other people think. Did you tell him about what you thought other people think? P: (shakes head) no. I can't remember. A: You told him <i>how you felt</i> (points) because that was in the chart as well. P: (ticks) R: Well done.	A helps prompt P's memory
12)	(03:57)	A: The next questions are about what you thought ater you met the EP. The pictures	



		<p>above are there to help you remember. Tell the people with you what you think is happening in the pictures.</p> <p>P: Me remembering what I told the EP</p> <p>A: Ok A: Meeting the EP was... <i>not good, quite good</i> or <i>really good</i>. P: (selects) A: Really good, ok</p>	<p>A doesn't notice other choices for P. Needs uniformity.</p>
13)	(04:26)	<p>A: <i>What does it feel when you are asked what you think? You can choose more than one if you like.</i></p> <p>A: So what of those pictures describes how you feel? It's got <i>I love this, I'm not sure, I don't like it, I'm important, I want to know more, it's good, it's confusing, I hate it, or something else.</i></p> <p>P: What's the thing again? (points to the question)</p> <p>A: Right. <i>How does it feel when you are asked what you think? You can choose more than one if you like.</i></p> <p>A: So, out of those...what was the one how you felt? P: <i>I'm not sure...and...what was that one?</i> A: <i>It's confusing</i> P: (selects) A: Ok²</p>	<p>Independence reduced by not being able to repeat question text.</p> <p>But, motivated and able to ask.</p>
14)	(05:10)	<p>A: <i>How would you like to answer the next question? You can type. You can draw. Or you can talk.</i></p> <p>P: I don't know (shrugs)</p> <p>R: What do you prefer doing when someone asks you a question? Would you like to type your answer? Draw me an answer, or speak your answer?</p> <p>A: Is it easier to tell us, speak it or draw it? P: (chooses draw) A: Draw it, ok. A: Please draw what you like or didn't like on the paper, then take a photo of your drawing.</p> <p>Choice screen provides medium by which shy pupil can express preference non-verbally³</p> <p>R takes iPad and gives paper and</p>	<p>Providing non-verbal choice. Do school council's or other opportunities exist for this?</p>



	pens		
15)	(05:45)	<p>R: (smiles) In an ideal world you'd be able to draw on the iPad.</p> <p>A: Yes (laughs)</p> <p>R: The software won't let me draw on the iPad, so if you hold that (to P) on your knees I'll just grab you a pen. Now all I want you to do is draw what you...what it says on there... what you liked about seeing Mr (EP), and what you would change, something different.</p> <p>...</p> <p>So, for example, you said that you didn't know who was going to be there, you didn't know which room you were going to be in... so maybe there's something about those types of things...? About knowing more in the first place.</p> <p>Which do you prefer?</p> <p>P: This one</p> <p>A: Ok, I'll just put those down there if you want to change colours and there are normal biros there as well.</p> <p>A: Ok. I liked...</p> <p>R: So something about meeting M that you really liked, or liked the most.</p>	
	R holds out a range of pens		
	R holds out pic of EP		
16)	(06:54)	<p>R: It might just be that an adult sat and talked to you and made you feel important...that might be what you liked...it doesn't have to be a specific activity</p> <p>P: I would have liked to know when I was gonna be going.</p> <p>R: What...that when it would be finished? Or..</p> <p>P: Like when I was gonna be like going to meet him.</p> <p>A: You knew...mummy did tell you yesterday morning that you was gonna meet him...</p> <p>P: But I didn't know what time.</p> <p>A: You would have liked to have been told like before lunch / after lunch?</p> <p>P: (nods) Yeah.</p> <p>R: That's a really good answer</p> <p>A: Do you want to talk about this, or do you still want to draw the pictures?</p> <p>...</p> <p>R: (laughs) you could do both, if you want</p>	<p>Engagement Understanding Contribution</p> <p>Rapport</p> <p>Relations</p>
	P has picked up greatly in confidence and comes up with very good idea ⁴ .		



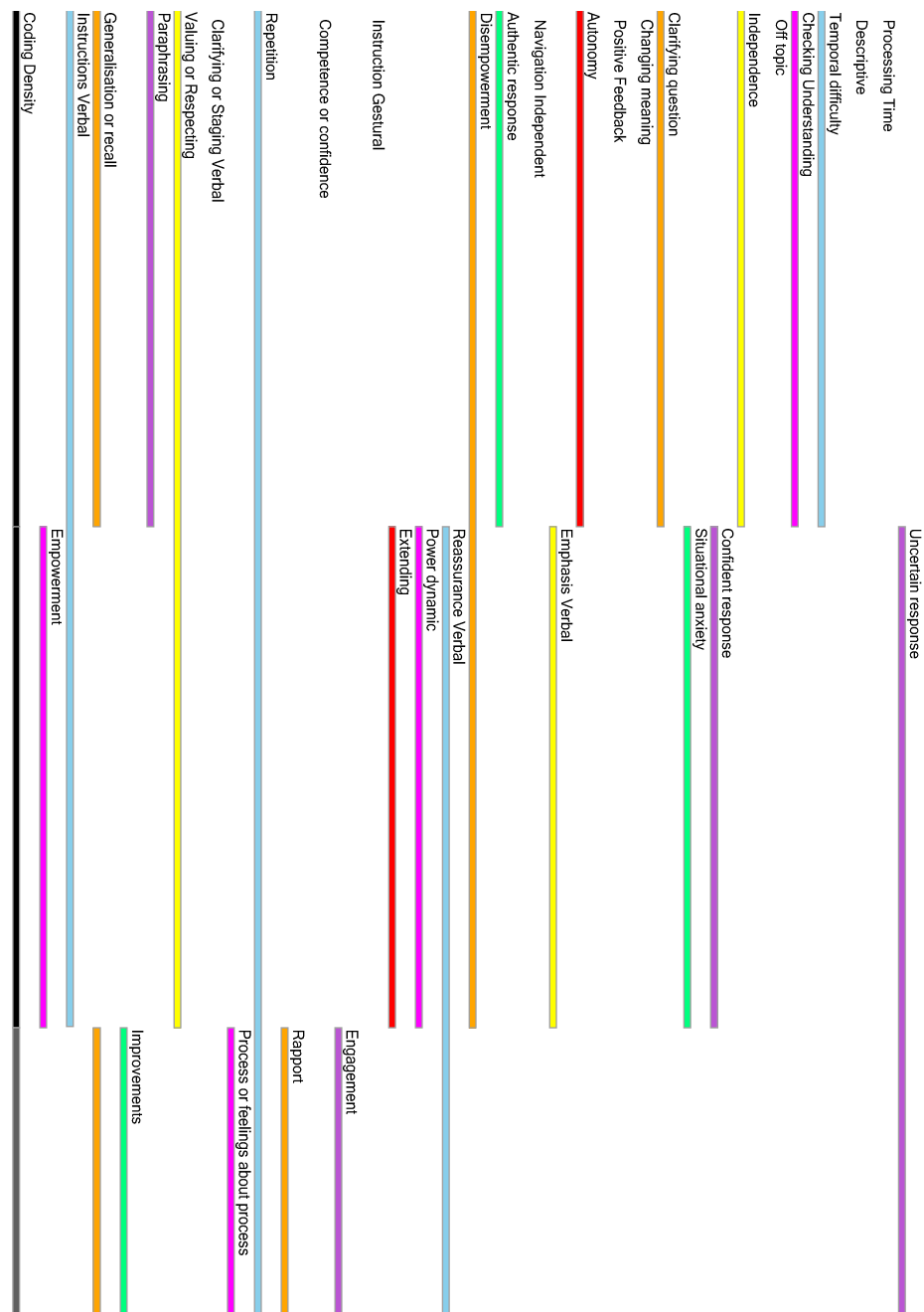
		P: Ok, both (smiles).	
17)	(07:33)	<p>A: Ok, so you would like to have been told what time. So maybe do a clock? On what you'd change. A clock to let them know that you would like to know what time...</p> <p>P: (draws)</p> <p>R: Would you like to know exactly what time, or would you just want to know before lunch or after lunch? What would suit you better?</p> <p>P: Erm...I'd just like to know what time</p> <p>R: The actual, exact time?</p> <p>P: Yeah</p> <p>R: Yeah, that's a good answer.</p> <p>...</p>	
18)	(08:09)	<p>A appears anxious to help P come up with an answer.⁵</p> <p>A looks at R, scrunches up face – in good humour but frustrated / disappointed</p> <p>R: ... and what did you like?</p> <p>A: When you look back at yesterday, when you were in the room with M. What was the bit that you really liked, when you were sitting there? I think I know which bit, but I can't say, because that would be leading you.</p> <p>A: But when you think about sitting in the room with M and Mrs (SENCo) yesterday, what was the bit you thought 'oh, this is really good'?</p> <p>A: Was there anything like that?</p> <p>...</p> <p>A: Was there anything you thought 'oh, that's really good'?</p> <p>P: I think he said about something that ... I can't remember.</p>	
19)	Hides this from P	<p>A: Ok, that's fine. You can't think of anything that was good about yesterday. Telling him how you felt or anything like that?</p> <p>P: (Shakes head)</p> <p>A: No, ok. (To R) Is that alright?</p> <p>R: Yes, that's absolutely fine. So, are you going to draw anything in the 'liked' bit or do you not want to draw?</p> <p>...</p> <p>You don't have to. Remember I said that you can pass on any question you don't want to</p>	Good rapport – knows not to push him

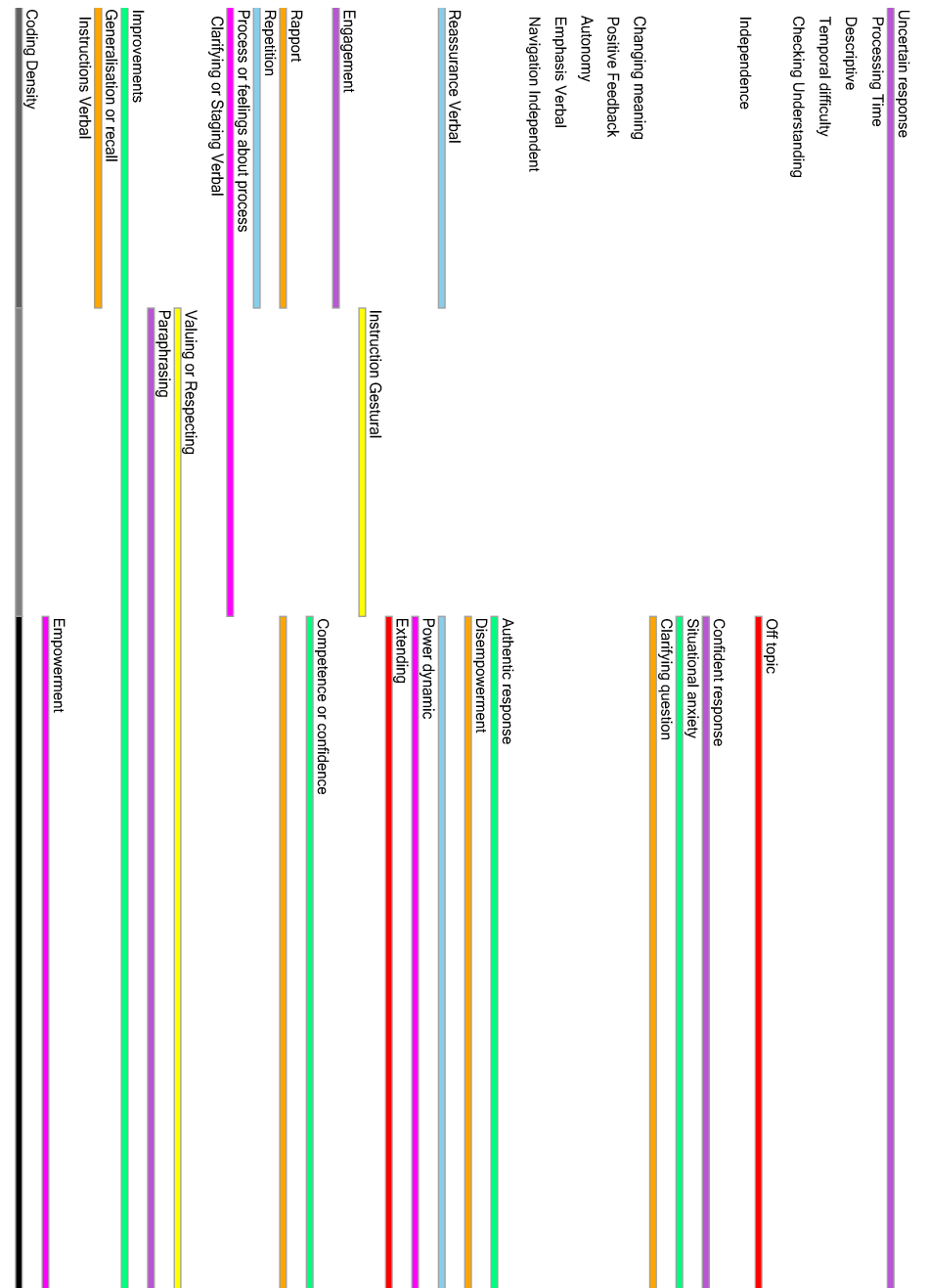


	P makes no eye contact.	do. P: Pass	
20)	<p>(09:26)</p> <p>P shows competence with camera function</p> <p>Seeing their own drawing on the iPad is very effective. P is engaged, looking at his work.⁶</p>	<p>R: Alright, so what we're going to do is just photograph that bit. You can take the photo for me. So...if I put that over the top...and you press...ah, you know exactly what to do...that's it. See there...what you would change...</p> <p>R: ...and that's really good as most children I've seen are not able to put something in there, so that's really ↑ helpful.</p> <p>A: That's really good.</p> <p>R: To be able to say something that you'd like to make better is so helpful. Thank you very much.</p>	<p>Competence</p> <p>Engagement</p> <p>Affirming, Listening, Valuing.</p>
21)	<p>(2) (00:00)</p> <p>R passes iPad back to pupil and clears drawing materials</p>	<p>A: I know a thing you did like. You liked the drawings that M had done. I remember you saying to him 'oh, I really like your drawings'.</p> <p>P: (nods)</p> <p>A: Yeah, you could have put that, but you can't now, because I've told ya (laughs).</p> <p>R: It's ok. He is good actually. He went on a graphics course on purpose for that.</p>	
22)	<p>(00:21)</p> <p>P selects without A noticing</p>	<p>A: Right, how did meeting the EP make you feel? Right, so if we start back here it says...really didn't like it, really didn't like it, really didn't like it,</p> <p>R: No, look at the description here</p> <p>A: (laughs) Ok, sorry....I'm reading the same thing...</p> <p>You really didn't like it, didn't like it much, ok, liked it a bit, really liked it which one ..?</p> <p>P: (selects 'really liked')</p> <p>No, don't press that...which one of them did you feel..</p> <p>P: Really liked it</p> <p>A: Really liked it, ok.</p>	
23)	(00:46)	A: I know what the next steps are – I don't	



		<p>know, I'm not sure, yes, I know what will happen next.</p> <p>P: What do you mean by that</p> <p>A: What, do you know what happens next, once you've seen the Educational Psychologist do you know what happens?</p> <p>P: (shakes head)</p> <p>R holds out PIL open on centre page</p> <p>P chooses authentically, high independence</p>	<p>R: Do you remember that I told you that last bit there (points) about all the different reports, that M was going to write a report...</p> <p>A: ...They're going to make a statement, to give you all help you need. Do you understand that now?</p> <p>P: Hmmm...no, I'm not sure (selects)</p> <p>A: Ok then</p> <p>Hard to discuss outcomes further than what's on the PIL as unknown.</p> <p>Choice making Independence</p>	
24)	(01:28)	<p>P's body position has changed. He is sitting back, shoulders down, relaxed.</p> <p>A: Remember that this is about what you think, so now it's your turn. What would you like to ask?</p> <p>A: So, I'll help you type it up. What would you like to ask?</p> <p>...</p> <p>P: (shrugs)</p> <p>A: Have you not got any questions you'd like to ask?</p> <p>P: (shakes head)</p> <p>R: Ok, that's fine.</p> <p>A: Press next. Right, <i>Thank you very much for saying what you think about meeting the EP. Your views are very important. Please touch the finish button</i></p> <p>Mum, being a mum!⁷</p>	<p>Negatively phrased.</p>	
25)	(02:03)	<p>P no making eye contact. Looking down.</p> <p>R: Was that easy?</p> <p>A: Was, wannit.</p> <p>P: (slight nod)</p> <p>R: So how did you find that to do?</p> <p>P: Easy (looks at A, not R)</p> <p>R: Ok, told you it wouldn't be so bad didn't I? (smiles)</p> <p>It's just scary because I'm a new person coming round to see you, I know.</p>		



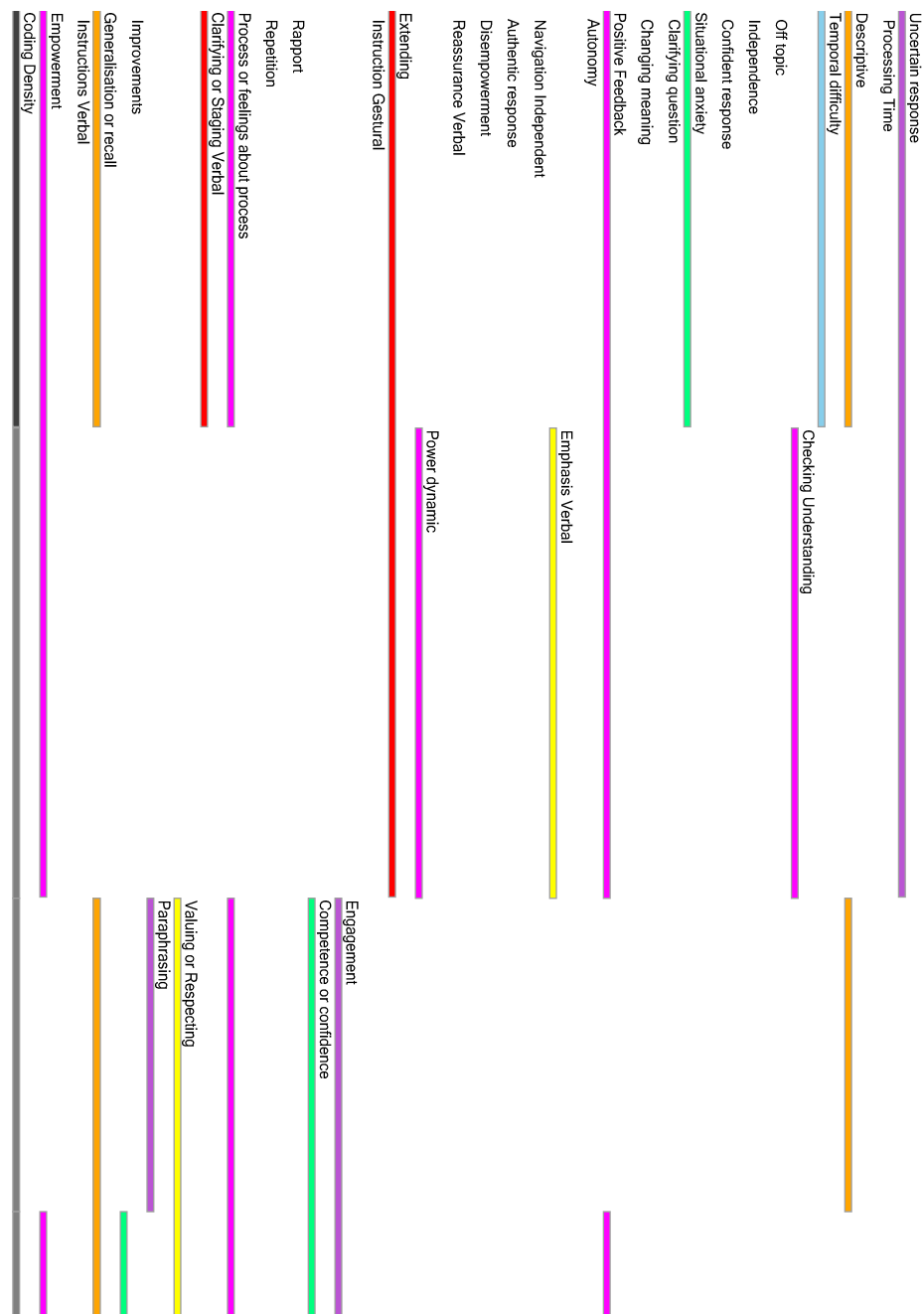


		<p>R: So, I've just got a couple of questions...and I think I know some of these already...</p> <p>The first one says were you given that (PIL) before, and you were.</p> <p>A: Yes</p> <p>R: Who showed it to you...that was mum.</p> <p>Did Mr (EP) show this to you as well?</p> <p>P: (nods) Yeah</p> <p>R: Yes, he said he might if he got a chance.</p>	
26)	<p>(02:53)</p> <p>R holds out PIL</p> <p>R writes this down. Shows opinion valued.</p>	<p>R: What do you think of those pictures? They're the same pictures on there (iPad). Have a little look.</p> <p>P: Erm...</p> <p>R: Are they good? Could they be better? Should they be colour? Bigger? Smaller?...</p> <p>P: More colour and they should be bigger.</p> <p>R: They should be coloured and bigger, ok.</p>	<p>Listen.</p> <p>Summarise.</p> <p>Value.</p>
27)	<p>(03:11)</p>	<p>R: You've already said about the time...is there anything else that you would want to know before you met Mr (EP)? For other children who will meet EPs...is there anything else that adults should tell them first?</p> <p>P: Like they ... are going to do... I don't know</p> <p>R: No, go on, you had a really good idea then. "They are going to do...?"</p> <p>A: Feel confident enough to say what's on your mind darling, because that's what we wanna know.⁸</p> <p>P: Like first of all what you're gonna be doing and what you're gonna be..like if you're gonna be doing some activities...some fun activities or just like drawing or doing some other stuff.</p> <p>R: Ok, so you would like a list of all the things you're going to do first?</p> <p>P: (nods)</p> <p>R: And is that not enough in there? Do you think it should be more than that? Because I do put what sort of things might happen...</p>	

		<p>A: Yea, d'you know what I think it is, that he probably...</p> <p>R: It was too big a gap...</p> <p>A:... Yeah, it was about three weeks ago when I received ...either two or three weeks ago and I sat down with H (P) and on a Sunday night and explained what was going to happen, and then Mrs M (SENCo) phoned me last week and said about meeting M, so I did I explained, 'cos (relatives names) have met him, M, because S (P's cousin) is autistic. Then... after this I should have really sat down with him...but cos I'd already done it, you forget about it...</p> <p>R: Absolutely. It's no problem. Of course.</p>	Parental anxiety
28)	<p>(04:58)</p> <p>R concerned to bring H back into conversation</p> <p>P looks through PIL pics carefully</p>	<p>R: So, H, how could I make that better? If I were going to give that to a different child...I think, at the moment there are too many words on there...</p> <p>P: (nods a lot)</p> <p>R: ...and maybe it could do with some more pictures. That's what I think.</p> <p>P: A bit more pictures (nods)</p>	
29)	<p>(05:12)</p> <p>P nods throughout conversation</p>	<p>R: What about if it was pictures of the things you might do?</p> <p>P: (nods) yeah</p> <p>R: A bit like the one on there (iPad) and you had to pick. A whole page of all the different things you might do?</p> <p>R: Then you'd have been more prepared? Alright, brilliant.</p>	Showing real engagement, enthusiasm
30)	<p>(05:23)</p> <p>A pulls cringe face again out of P's eye line.</p>	<p>R: Why do you think Mr (EP) came to see you?</p> <p>P: (shrugs) dunno</p> <p>R: Alright. What else do you remember about meeting him? You said about the scaling...so</p>	



	<p>R asks questions to build back P's confidence</p> <p>P makes good eye contact with R</p>	<p>he got some numbers 1-10 with you. Do you remember anything else about meeting him?</p> <p>P: (shakes head)</p> <p>R: Do you remember which room you met him in?</p> <p>P: Yeah, I remember which room (nods).</p> <p>R: Do you remember if it was morning or afternoon?</p> <p>P: Afternoon</p> <p>R: So you can remember quite a lot about it already can't you?</p> <p>P: (nods)</p> <p>R: That's really good. Fantastic.⁹</p>	
31)	(06:13)	<p>R: Why do you think that (iPad) is called MiView?</p> <p>A: What does the word say?</p> <p>P: MiView</p> <p>A: So what do you think that means?</p> <p>P: Like what you liked and liked about like how you would ...</p> <p>...(smiles, shrugs)</p> <p>R: I think you're on the right lines. So if you have a view of something, that means what you think, doesn't it?</p> <p>P: (nods)</p> <p>R: And it's <i>MiView</i>, because when you're answering it, it's everything that <i>you</i> think.</p> <p>A: You're doing really well</p> <p>R: You are. Nearly done.</p>	
32)	(07:08)	<p>R: How did the pictures help you remember the meeting? Did...did they help?</p> <p>P: (nods) They did help me</p> <p>R: Ok. What were your favourite type of questions? The ones where you have to move the slider? Or, choosing the pictures, or drawing, or speaking or typing?</p> <p>P: Doing the slider</p> <p>R: The sliding ones where you had the smiley faces? Ok.</p>	Competence and understanding.
33)	(07:46)	<p>R: On the smiley faces,,,some of these questions have three points on them, some of them have five. (Demonstrates)</p>	Reasoned reply.



		<p>animated as answers – uses hands to gesture as speaks.</p> <p>R: Should there be five or should there be three? What's easiest?</p> <p>P: Five, because then, if you like it and ... like some people may not really hate it but they maybe...I did ...I'm not sure about it, but I didn't really hate it... so you should have five.</p> <p>A: Well done H</p> <p>R: That's a great answer!</p>	Understanding. Engaging.
34)	<p>(08:21)</p> <p>P has moved out of camera shot. He is leaning right back on sofa, relaxed. Cross legged. Still looking at PIL in his lap.</p>	<p>R: Are there any bits missing? Is there anything that I didn't ask about that I should have asked about?</p> <p>P: (shakes head)</p> <p>R: Is there anything else that would help you remember the meeting?</p> <p>...</p> <p>R: There's an idea that maybe somebody could take a photograph (from the back so your face doesn't show) of you and the EP...and maybe some of the things on the table that were used.</p> <p>P: (nods)</p> <p>R: Would that be helpful?</p> <p>P: Yes</p>	Contributing.
35)	<p>(08:47)</p> <p>(09:12)</p>	<p>R: Last bit. What decisions do you talk about in school?</p> <p>...</p> <p>Do you get asked by the people in the school council sometimes what you think about things? What your views are?</p> <p>P: What, like at lunchtime when we get to play?</p> <p>R: (smiles) Whenever. About anything. Who cares about your opinion and asks about it?</p> <p>P: Sometimes...my friend D, he got picked to be a school councillor...</p> <p>R: (nods, smiles)</p>	



	<p>(P appears to have forgotten SENCo's name).¹⁰ P speaks for full 40 seconds without giving up to get point across.¹¹</p> <p>(09:51)</p>	<p>P: ...and he went and sometimes at lunches he goes and he meets up with Mrs...with Miss and like they talk about what they would ...they talk about what the children...what they like...and what they dislike.</p> <p>R: Uh huh...and what about <i>you</i>?</p> <p>P: and then they bring it into the classes and say what would you like...like what would you like options for dinner time...or something like that.</p> <p>R: and you get to say your view.</p> <p>P: Yeah.</p> <p>R: Ok. And do they listen?</p> <p>P: Yeah, and then like they write in a book, and then they bring it to the school councillor meeting and then they just bring it up what they say and then they decide and they say yeah they should...¹²</p> <p>R: Ok, so you feel listened to...you've had your opinion listened to?</p> <p>P: (nods)</p> <p>R: Ok, and how does it feel to be asked what you think? Do you like that?</p> <p>P: (nods) yes</p> <p>R: Does it make you feel important Like people care about what you think?</p> <p>P: (nods a lot, smiles at R).</p>	
36)	<p>(00:31)</p> <p>A ruffles P's hair.</p>	<p>R: Ok. That's it, we're done, I'm going to turn the camera off now, is that ok?</p> <p>P: Yes</p> <p>A: Really well done Mr.</p> <p>R: I'm really impressed...that you didn't say 'stop' (laughs)</p> <p>P: (smiles).</p>	

Uncertain response	
Processing Time	
Descriptive	
Temporal difficulty	
Checking Understanding	
Off topic	
Independence	
Confident response	
Situational anxiety	
Clarifying question	
Changing meaning	
Emphasis Verbal	
Navigation Independent	
Authentic response	
Disempowerment	
Reassurance Verbal	
Power dynamic	
Extending	
Instruction Gestural	
Engagement	
Competence or confidence	
Report	
Repetition	
Process or feelings about process	
Clarifying or Staging Verbal	
Valuing or Respecting	
Paraphrasing	
Improvements	
Generalisation or recall	
Instructions Verbal	
Empowerment	
Coding Density	
Positive Feedback	
Autonomy	

P becomes more chatty once the camera is off. Admits that this was making him more nervous at the start but then told R he had found it all ok. Reacts well to the genuine praise of sticking with it from R and A.

Annotations

- ¹ This is a good example of the empowerment that has led to and will be generated by this interaction. The pupil was prepared by his SENCo and knew the EP was coming. Despite initial anxiety he is now using the iPad with competence and autonomy. Confident of his answer, he quickly sees the option he'd like to choose, and does so fully independently. This gives him confidence to set the pace and progress to giving more views. He noticeably relaxes his posture, sitting back on the sofa.
- ² Example of pupil taking time to understand, to process and to give an authentic response. Asks for help appropriately. Unsure he would be able to do this so readily outside home - high situational anxiety.
- ³ A good way for a preference to be offered. Where else in the day are non-verbal choices presented to the pupils?
- ⁴ P able to suggest an improvement on how he would be prepared to meet an EP. Excellent and workable suggestion.
- ⁵ Perhaps this is an insight into the anxiety that parents' feel to want to help their children through the process?
- ⁶ Powerful to use own drawing on iPad - consistent with others' findings of personalising the resources wherever possible.
- ⁷ Which qualities of supporting and empowering children to give views are common or different across school staff and parents? - Future research?
- ⁸ Lovely example of encouraging and empowering pupil to express his view.
- ⁹ Helping a pupil to recall more information about the process / their feelings on the process. A staged series of questions that built confidence and recall with short verbal prompts, encouragement and praise.
- ¹⁰ A reminder of the types of processing and retrieval difficulties that this pupil has, which can be masked in day to day school life.
- ¹¹ Powerful - shows how pupil can be empowered and persevere with attentive adults despite difficulties in word retrieval / expressive.
- ¹² Mention of outcomes.

Uncertain response
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Temporal difficulty
Checking Understanding
Off topic
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Clarifying question
Changing meaning
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Autonomy
Emphasis Verbal
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Competence or confidence
Report
Repetition
Process or feelings about process
Clarifying or Staging Verbal
Valuing or Respecting
Paraphrasing
Improvements
Generalisation or recall
Instructions Verbal
Empowerment
Coding Density

Name: Transcript_J12

Stage 4 Transcript Date: 13/12/12 Time:
11:30 Duration: 16 min Name: Jay

P=Pupil; R=Researcher; A=Assistant; Ja=EP; ↑ = intonation; ... = pause; *italics* = structured question. Words are underlined where A/P omits or adds words that alter the meaning of the question.

Tiniest room imaginable so camera had to be mounted almost above pupil. Strip lighting is strong and very bright. Good for camera to be totally out of eye line. Bad because child's facial expressions are much more difficult to see and voice projected downwards, away from camera. A sits very close alongside P on his right hand side. It is possible that he finds this uncomfortable. R sits as far away as possible, which is really not that far (about 1 metre).

Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)	(00:00) P reads rapidly, without expression but accurately. He appears not too keen on reading aloud.	R: Ok, so what to do is easy ... if you just hold your finger down anywhere on the screen, now let go. That's it. Can you read the instructions out loud? So that I know you understand. <i>P: Hello, thank you for taking part. This is all about what it was like for you to meet the E...</i> A: Educational <i>P: Educational Psychologist. EP.</i>	Independent
2)	 P presses the word next. R helps him locate the button.	<i>P: Here is a practise question to help you. Anything you want to put is ok. When you are ready please press 'Next'.</i> R: <i>That's it, there. Just once.</i>	
3)	(00:57) P doesn't touch each. P chooses answer without exploring options.	<i>P: There are five choices to answer this question. Try them all out by touching each little line. I think chocolate ice-cream is...</i>	Instruction is unclear. Inference – transferring skills of slider / likert scales

Emphasis Verbal

Power dynamic

Off topic

Clarifying question

Descriptive

Clarifying or Simplifying Gestural

Situational anxiety

Temporal difficulty

No Generalisation

Processing Time

Reassurance Verbal

Positive Feedback

Repetition

Navigation Independent

Extending

Confident response

Engagement

Checking Understanding

Authentic response

Paraphrasing

Valuing or Respecting

Generalisation or recall

Autonomy

Competence or confidence

Rapport

Empowerment

Clarifying or Staging Verbal

Process or feelings about process

Coding Density

Disempowerment

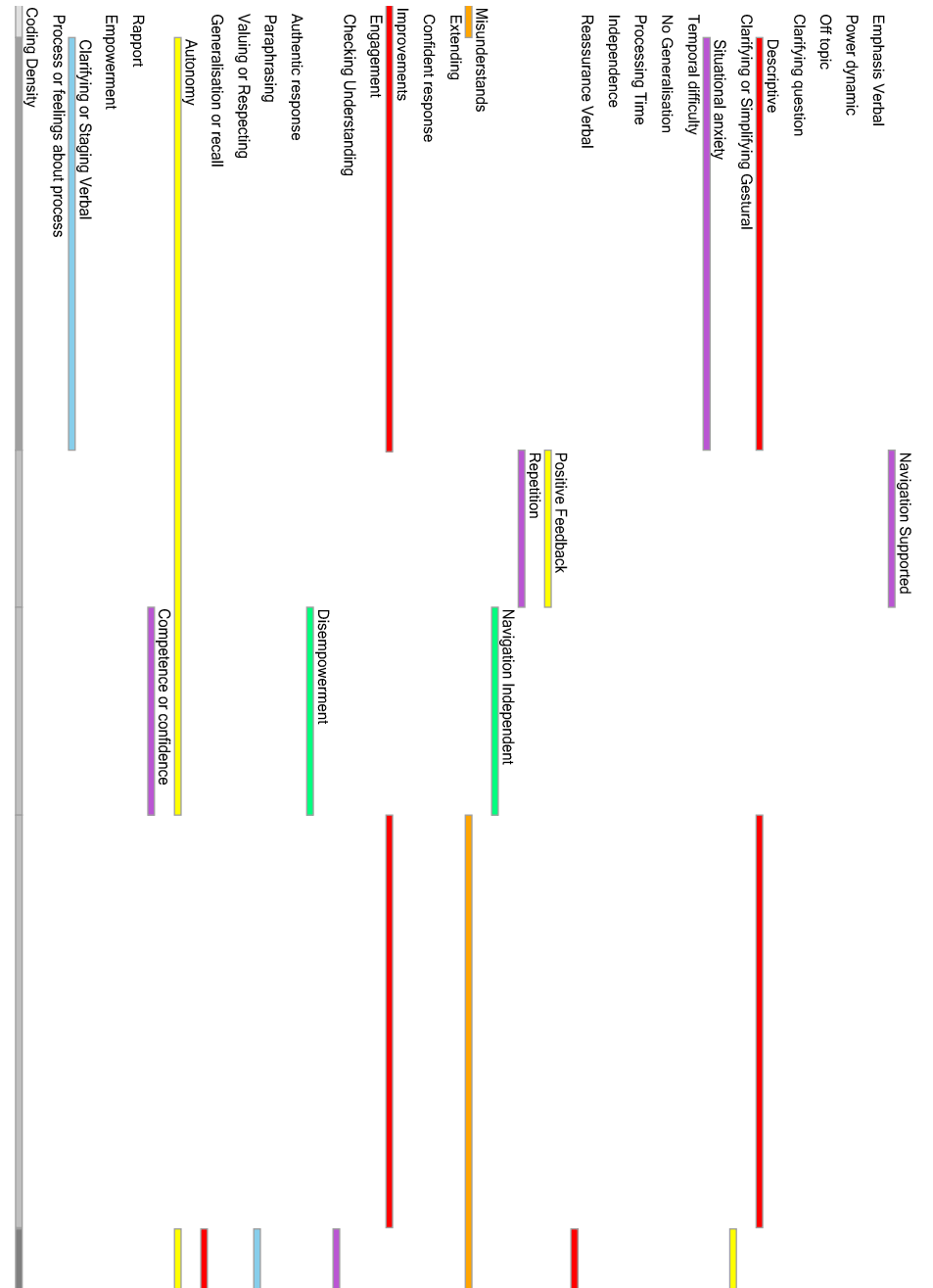
Independence

Navigation Supported

Improvements

Misunderstands

4)	(01:17) P presses next without attending to first part of instructions. Better to have numbered these? P's voice is very quiet – very hard to hear	P: <i>There are 10 questions. Please ask if you need <u>help</u>...any help. Ready, please press next.</i> <i>The next questions are about what you thought before you met the EP. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures. Then touch next.</i> (presses next) R: Not yet (smiles) A: Because you need to follow... so what's happening in those pictures? P: My family...and the EP R: Ok	Self corrects in reading.
5)	P hasn't practised this yet but only needs to be helped once.	P: <i>I was told that the EP was coming to see me</i> R: Just touch on the line...where you think...just touch the line. Is that your answer? P: Yeah R: Ok, great	Repetition. Autonomy
6)	(02:00) P operates interface now with confidence and no support	P: <i>I understood why the EP was coming to see me.</i> <i>I knew which room we would be in</i> <i>I was told who else would be there...nope</i> P: (chooses no very deliberately)	Autonomy Independence Confidence
7)	(02:28) P presses next again. A redirects him and points to the pictures. P answers question first this time. More obvious instruction.	P: <i>The next questions are about what you thought at the time you met the EP. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures.</i> P: Oh... person, and some puzzles, and books. (mumbles this and presses next quickly) ¹ <i>Please touch all the pictures of things you did or <u>talk</u> about with the EP. Then touch next.</i>	Relationship Missing <u>ed</u> but prob doesn't alter question
8)	(03:04)	P: (Presses about five) (To R) Do I have to do all of them?	Repeating. Clarifying,



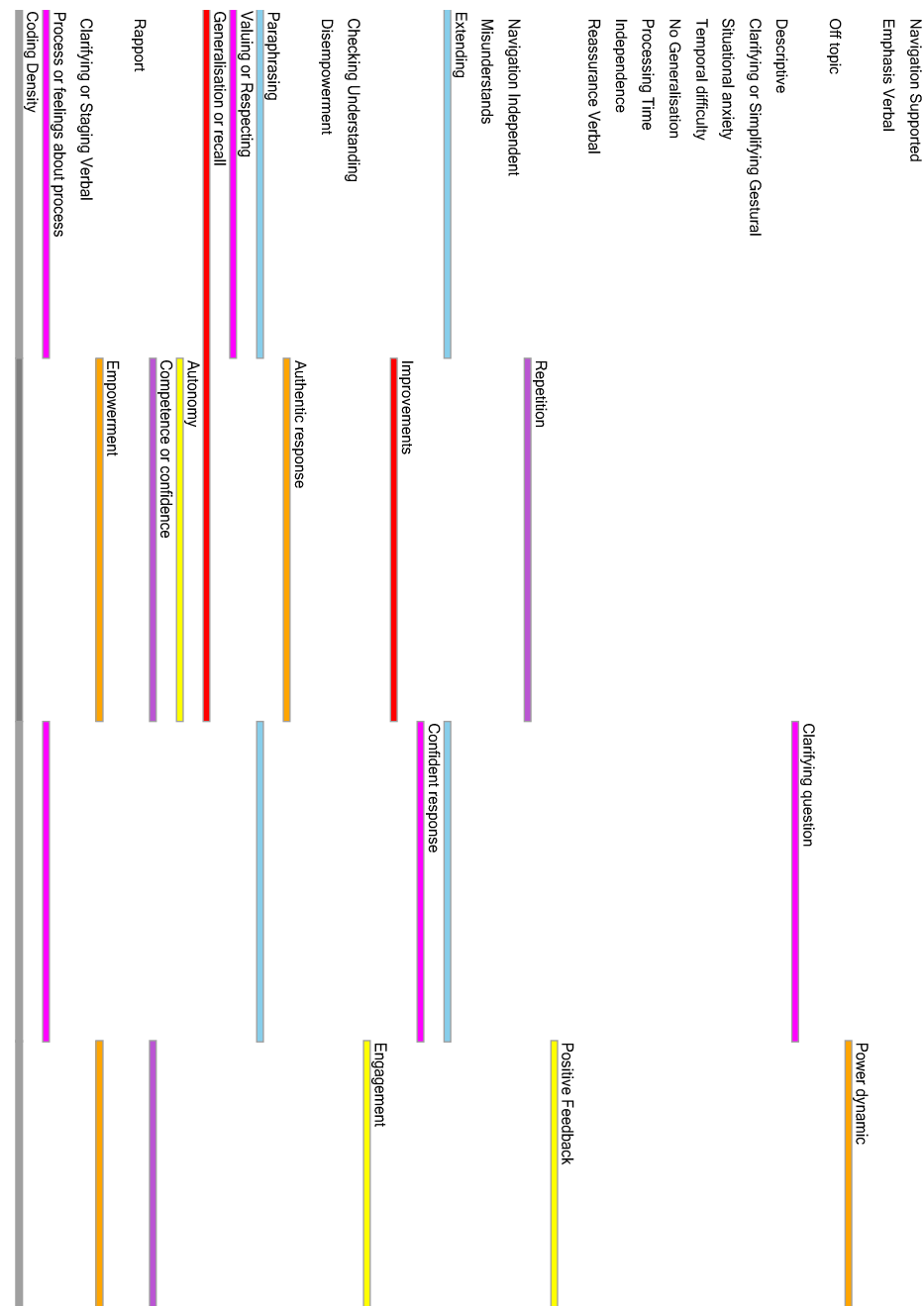
		<p>R: No. Just touch the pictures of the things that you did...or you talked about...with Ja. R: So, when you were with Ja...did you talk about or do <i>shapes and blocks</i>? P: (presses) R: You did? P: (nods) mm R: (to A) Do you want to go through them all the way I've just...?²</p>	<p>Personalising.</p> <p>Inviting help from A. Modelling help.</p>
9)	<p>(03:45) A moves P's hand from the screen as she points to each option in turn. P leans away from A as she leans in to assist.</p> <p>P appears not to need help with most options, but A checks through. P not able to say he's ok? Infantised?</p> <p>Independent interface operation</p>	<p>A: Yeah. So, did you <i>show Ja</i>↑ <i>your work</i>? P: Yeah... A: Yes... P: ...no, no, I didn't</p> <p>A: No, alright. <i>What you think</i>? (A seems confused) R: Did you say what you think to Ja? P: (nods) yeah (this option already ticked) A: So, did you <i>talk about who helps you</i>? P: Did you talk ...erm..about <i>lessons and your teachers</i>? With Ja. P: No ...Oh...yeah, (points that it is ticked) A: You did...and <i>reading</i>... P: No (points to show it's unticked) A: Did you <i>talk about your friends</i>? P: Yes (points to show it's ticked) A: People in your family P: Yes A: <i>Numbers and maths</i> P: (presses) A: <i>Puzzles and games</i> P: (presses) A: <i>What other people think</i>? P: No (Presses Next) A: Wait (moves his arm back). Did you talk about how you feel? P: No A: Ok, now you can go on.</p>	<p>Reducing autonomy. Pupil accurate recall. Authentic Self-corrects.</p> <p>Assisting A – clarifying A's speech slow and clear for P</p> <p>Independence Affirming Independence Understanding</p> <p>Competence</p>
10)	<p>(04:46)</p> <p>P not learning after third duplicate screen. Does know how to go back</p>	<p>P: <i>The next questions are about what you thought after you met the EP. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures. Then touch next.</i> P: (presses next) A: Go back. So, in that picture...(pulls P's arm slightly – gently - to see the screen)</p>	



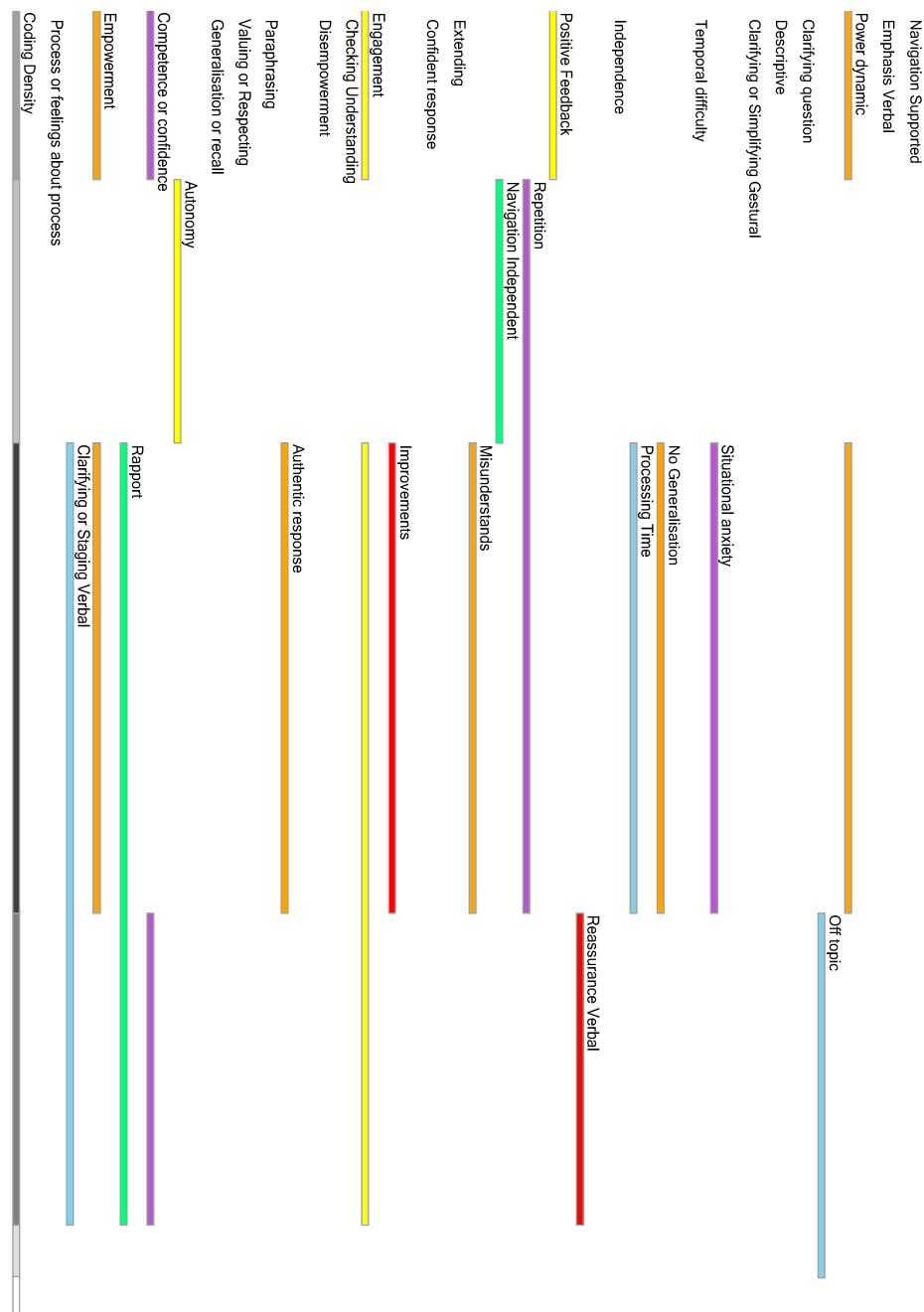
	though.	R: What's happening there? P: He's smiling and he's happy.	P not making inference. Just describing pics. ³
11)	(05:18) P doesn't appear to understand. Stares at pictures. P says this almost as a question. A affirms. P moves on unaided.	P: <i>Meeting the EP was...</i> (P chooses) P: <i>How does it feel when you are asked what you think? You can choose more than one if you like.</i> R: So, when people ask you what you think. How does that make you feel? P: <i>It's confusing...and I don't like it</i> (presses). Them two. A: Ok	Clarifying. Repeating with expression / stressing key words. Autonomy. Valued answer.
12)	(05:44) A tries to move P's arm to see options. P pulls away and answers himself.	P: <i>How would you like to answer the next question?</i> A: So we've got.... P: ah...ah... (chooses) drawing.	Independence Autonomy Assertion
13)	(05:57) P glances up at camera for first time. Makes eye contact with R. P appears unenthusiastic. (06:27) A leans nearer (behind P) to see his drawing but remains a foot apart now)	R: Ok, if you can move that (iPad) for a second...move that out the way. So, when you met Ja...what I want you to think about is...what did you doing the most...and draw a picture of that. P: (nods) (pulls at collar) R: ...and then...what would you change? Something that you would want to do differently. Or people to tell you differently. Or do some more of, or less of. P: I don't get that. R: Well, what did you really like when you met Ja? What did you like doing the most? P: Doing the blocks (picks up pen and begins to draw) R: So, you could draw you doing the blocks, or you could draw Ja helping you...or whatever you think.	Rephrasing. Simplifying. Stressing / intonation of key words. Slower pace of talking. Confidence to ask. Explanation. Breaking down task. Using P's expression.
14)	(06:44)	P: Done R: Ok, and that's...who's in that picture?	



	P makes eye contact	<p>That's you?</p> <p>P: Yep</p> <p>R: Doing some blocks, ok. ... Do you remember what you did with the blocks? Did you have to copy her?</p> <p>P: I have to make the shape</p> <p>R: A shape that Ja made...?</p> <p>P: Yeah</p> <p>R: ...Or a shape on a piece of paper...standing up like that (imitates A-Frame) and you had to copy...</p> <p>P: Yeah (nods)</p> <p>R: Ok (smiles)</p>	Using P's expression.
15)	<p>(07:06)</p> <p>P makes eye contact.</p> <p>P reacts immediately and begins to draw</p> <p>(07:24)</p>	<p>R: And, what would you change? Something that you'd want to happen differently? Like ...perhaps...one of the questions where you've said 'oh, that didn't happen'.</p> <p>You didn't know which room you were going to be in ...or... you didn't know who was going to be there... or the time...</p> <p>What would you change to make that different?</p> <p>P: What room.</p>	
16)	<p>(07:30)</p> <p>P makes eye contact.</p> <p>P makes eye contact.</p>	<p>R: You would have liked to have known which room you were going to be in...and how would that have helped you?</p> <p>P: Better</p> <p>R: Just, feeling more prepared...? Or less anxious...or something like that?</p> <p>P: mm (nods) feeling more prepared.</p>	<p>Relationship</p> <p>Listened to</p> <p>Confident with this answer.</p>
17)	<p>(07:41)</p> <p>Yellow on white may give weak contrast under strip light.</p> <p>R stands and holds iPad camera over</p>	<p>R: That's a really good answer. Thank you very much.</p> <p>Ok, what we're going to do is...I don't know about your choice of yellow (smiles)</p> <p>P: (unintelligible – asking for iPad, making press gesture with left hand)</p> <p>R: Yes, you're going to do this bit</p> <p>P: (smiles)</p> <p>R: So...if you can reach over and press that</p>	<p>Directed praise.</p> <p>Information – preparation.</p> <p>P is very engaged and interested.</p>



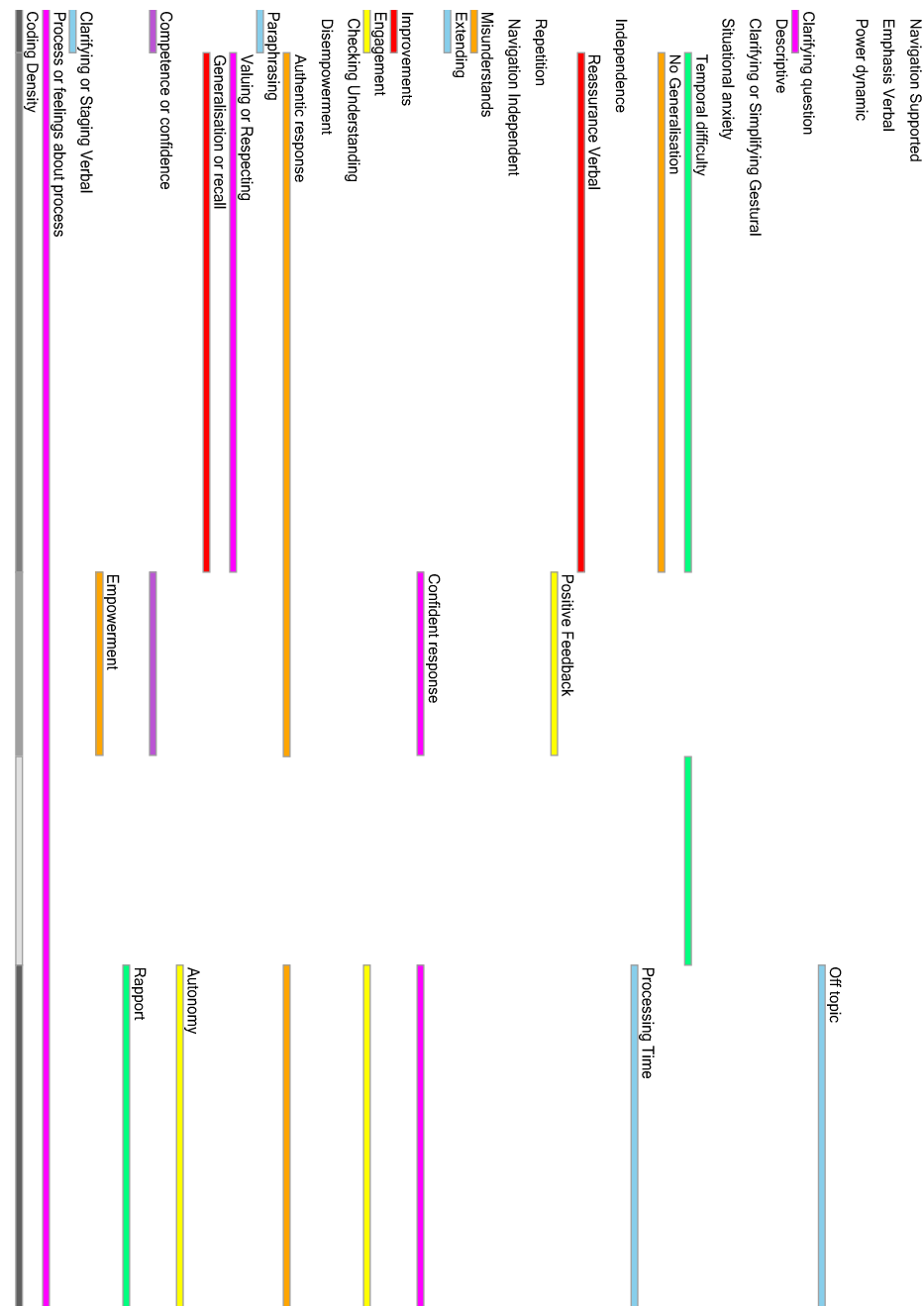
	picture. P focused on iPad.	one there (points to camera button). Now, that's perfect. See? That's your picture. Now let's go to ... (places iPad back in front of P)... and press next.	'Let's' Independence Motivation Competence with iPad and Drawing.
18)	(08:07) Adults helping – R repeats question to raise comprehension. A leans over to see question options / participate.	P: <i>How did meeting the EP make you feel?</i> R: <i>How did meeting Ja make you feel?</i> P: Erm...(tries all options, settles on one and presses next). P: <i>I know what the next steps are</i> (considers options, settles on one and presses next).	Independence. Role of adult
19)	(08:37) P seems happy. Keyboard? Last bit? Progress scale would help.	P: Oh (smiles) A: (laughs) P: <i>Remember that this is about what you think. So, now it's your turn. What would you like to ask?</i> (to R) I don't get that. R: Well, I've asked you lots of questions...and Ja asked you lots of questions...and generally, adults ask children lots of questions. But, I would quite like it if you got the chance to ask me some questions P: (smiles broadly) R: Because children don't get the chance to ask adults questions a lot. P: Oh (smiles) (eyes up and left in thought).	Surprise, relief Empathy Needs rephrasing. Repetition helps Understands Explanation Motivation, engagement. Autonomy.
20)	(09:00) P begins to type using two hands. Shared joke from beginning about Eddie Stobart trucks.	R: So...you might want to know anything about me...anything about Ja..? ... R: Why all that was happening...? Anything at all. P: (to A, laughing) you know what it's going to be. R: Is the next one going to begin with an 'E'?	Giving possible answers Rapport Relationship Anticipation Shared enjoyment / engagement Freedom to express off (adult's) topic.



21)	(09:23) P is typing and laughing. P has typed 'Do you see Eddie trucks?'	A: (laughs) ... R: Your spelling's excellent ... R: Do I see them when I'm travelling? P: (nods, makes eye contact, smiles) mm. R: (smiles) Yes, I do. ... R: Have you got any questions about this? P: No (smiles, shakes head) R: Alright, then that's it. Can you just read that last bit?	Rapport Praise
22)	(09:44)	P: <i>Thank you very much for saying what you think about meeting the EP. Your views are very important. Please touch the finish button.</i>	
23)		R: Ok, fantastic. Well done. Now. I just want to ask you a couple of questions. Are you still happy that we do that? P: (nods) yes. R: Thank you.	
24)	Picture of EP (Ja) is on R's phone. Screen saver times out and needs tapping to bring photo back on screen. P does this effortlessly.	P: Ja's gone (smiles) R: Pardon? Oh, Ja's gone...shall we bring her back? R: My first question, which I think I know the answer to already but I'm just going to check is, were you given this (PIL) before? P: (shakes head)	Rapport P helping R (reverse dynamic) empowerment. Inviting comment
25)	(2) (00:19) P now appears more engaged. Speech is clearer, more purposeful. He seems to be enjoying himself. ⁴	R: What do you think of the pictures? P: Good R: Ok, erm, can you give me more of an answer on that? Perhaps why you think they're good? P: Erm....excellent? R: (laughs) no, I didn't mean upgrade them...I just meant why do you think they're good? P: (smiles, nods understanding) Erm... R: What is it about them that's... P:...Because they help me R: Because they help you. P: Yeah R: Is it because it's easier to look at the pictures than the text? P: Yeah R: Alright... would they be better if they were in colour? P: (nods, looks at R) yea.	Transition time? Competence? Familiarity with task? Getting used to camera / R? Increasing levels of comfort with being asked questions / giving views?



26)	(2) (00:49) P thinks hard about this question – eyes up left for five seconds.	<p>R: Ok. Is there anything else that you would want to know <i>before</i> you met the Educational Psychologist?</p> <p>P: (shakes head) nuh</p> <p>R: Are there any other questions that you had?</p> <p>P: Nah</p> <p>R: Alright....</p> <p>...Why do you think Ja came to see you?</p> <p>P: Er... don't know</p> <p>R: You said before, something to do with your maths</p> <p>P: (shakes head, unsure)</p> <p>R: Was it just to do with that...or? You're not sure?</p> <p>P: Not sure</p> <p>R: Alright, that's fine.</p>	
27)	(2) (01:14) Prompt answer, well understood.	<p>R: This product – I don't know if you noticed on the first screen - is called MiView. Why do you think it's called that?</p> <p>P: Because <i>I'm</i> typing what <i>I</i> think</p> <p>A: Well done</p> <p>R: Fantastic answer! Not many children know that.</p>	<p>Understanding. Competence. Achievement.</p> <p>Praise</p>
28)	(2) (01:32) P leans a little against wall. Tired? Less engagement?	<p>R: How did the pictures on there (PIL) or on there (iPad) help you remember the meeting with Ja?</p> <p>P: Don't know (smiles)</p> <p>R: Ok (smiles)</p>	<p>Personalised question</p> <p>Rapport</p>
29)	(2) (01:42) P appears to be answering 'do you like ice cream?' but hard to see.	<p>R: What were you favourite types of questions to answer? The ones with the sliding bar, the ones with the multiple choice – picking from lots of pictures – or the ones typing, or drawing?</p> <p>P: Ones typing</p> <p>R: Typing? Ok.</p> <p>R: When you used the sliders...most of the questions have five points ...five choices... but some of them have three. What do you think is better? Five – like this one, or three, like this one?</p> <p>P: (laughs) I like that one</p> <p>R: Is it better to have five choices?...Or , there,</p>	<p>Confident. Definite.</p> <p>Rapport Processing time</p>



	R tries again... P gives authentic answer	like this one...three choices? P: (nods head) five. R: Five's better? P: But I do like ice cream (smiles) R: (laughs)	Authenticity Rapport
30)	(2) (02:30)	R: Is there anything missing from here... do you think there are any other questions that I should ask children when they've met an EP? P: (shakes head) R: Do you think it asks everything it needs to P: (nods) R: Alright	Longer questions – R judging P's capacity. Rapport. Confidence. Valued opinion.
31)	(2) (02:53)	R: The last bit of the questions aren't about this (iPad), they're just about general decision making in school P: (nods) (looking at R) R: Do people ask your opinion? Do people ask your view? About things in school? P: Uh huh (nods) R: They do? What sort of things have they asked you about? P: Er... R: Give me any example at all... Or maybe Mrs P (A) can help.	Information Progress indicator Understanding Modelling how to ask for help Empowering A
32)	(2) (03:16) P moves body around to orientate to A. Makes eye contact.	A: I was thinking, when we had the headship interviews...when Mr T was leaving and we were getting a new Head... P: Yeah A: ...and a new deputy, when Mrs W became Head P: Yea A: ...and we had lots of people...did you get asked then J (P's name)? I can't remember, I know some people did P: Yeah (louder) A: I know we, as LSAs, got asked our opinions P: Yeah, mmm	
33)	P leans his head in his palm and rests against wall. Less engagement now.	R: Did people ask you what you think? P: Yeah R: ...and how did that make you feel? P: Happy R: Because when I asked you the question in here (iPad) you said it makes you feel confused when people ask you what you think... sometimes P: Yes, sometimes R: Ok	
34)	(2) (04:01)	A: What about...we had a tuck shop letter as well...that was probably more for your	Disempowering



	P doesn't appear to know about this	parents... ⁵ P: hmmm	
35)	<p>Reengages, head up, eye contact. Laughs.</p> <p>A engages too</p> <p>(rummages for choice of stickers etc.)...</p> <p>P chooses a yellow smiley and sticks to polo-shirt</p> <p>P chooses another yellow smiley and sticks this to his shirt also.</p>	<p>R: What about something today? Has there been anything today when somebody has asked you your opinion?⁶</p> <p>...</p> <p>P: (thinks)</p> <p>R: Did anyone ask you whether you wanted to come in here and see me?</p> <p>P: (shakes head) (smiles)</p> <p>R: (smiles) Do you think that you should have been asked that?</p> <p>P: Yeah!</p> <p>R: Yea, so do I!</p> <p>A: Mmm!</p> <p>R: Because you might have said, 'nah, I don't really fancy that'...but, if you hadn't come to see me, do you know what?</p> <p>... you wouldn't have got a sticker (smiles)</p> <p>P: (grins)</p> <p>R: So, it's all good...</p> <p>... so, that is all my questions. Have you any questions for me?</p> <p>P: Can I have a sticker?</p> <p>R: Yes, I'm bringing out the bag now...you can have a smiley man, and would you like a sticker? I've got robots...</p> <p>P: Can I have two?</p> <p>R: Two stickers, yes! I've got smiley faces....astronauts...planets...rockets...you're going for a smile, yes?</p> <p>P: Yes</p> <p>R: Did you want another one?</p> <p>P: Yea</p> <p>R: Another smile...ah (smiles).</p> <p>R: So, when somebody says, why have you got a sticker, what are you going to be able to say?</p> <p>P: Because I've been good</p> <p>R: It's not just about being good...it's much more mature than that...</p> <p>A: mmm</p> <p>R: You've helped in some research today, and</p>	<p>Affirms</p> <p>Prev experience</p> <p>Affirms</p>

Navigation Supported	
Emphasis Verbal	
Power dynamic	
Off topic	
Clarifying question	
Descriptive	
Clarifying or Simplifying Gestural	
Situational anxiety	
Temporal difficulty	
No Generalisation	
Processing Time	
Independence	
Reassurance Verbal	
Positive Feedback	
Repetition	
Navigation Independent	
Misunderstands	
Extending	
Confident response	
Improvements	
Engagement	
Checking Understanding	
Disempowerment	
Authentic response	
Paraphrasing	
Valuing or Respecting	
Generalisation or recall	
Autonomy	
Competence or confidence	
Rapport	
Empowerment	
Clarifying or Staging Verbal	
Process or feelings about process	
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Empowerment
Clarifying or Staging Verbal
Process or feelings about process
Coding Density

you've given your view. That's the main, most important thing. You've been able to tell an adult how you feel and think about something very important that's happened to you.

P: hmmm

R: I want to say a big thank you to you both for helping.

R: Would you like me to turn the camera off now?

P: Yes please.

Annotations

- ¹ Seldom to pupils make inference unless helped to do so - will simply describe at face value. When encouraged though will extend this. Autism impacts upon levels of identifying with person.
- ² Inviting and modelling to the TA to help the pupil. See also line9 - The dynamic between the pupil and adult needs work.
- ³ See prev annotation
- ⁴ Perhaps I underestimated the length of transition time...what was preoccupying this pupil's thoughts beforehand? What did he think he was doing? He has answered that he doesn't like being asked questions, finds it confusing, didn't know why EP was coming, didn't understand, didn't know the room he'd be in, didn't know who'd be there, doesn't know the next steps... quite possible then that he has had similar levels of preparation for this meeting with the researcher?
- ⁵ Indicative that TA struggles for examples. Better to have primed this beforehand perhaps...?
- ⁶ Solution-oriented thinking - bringing change by calling up examples more rapidly - activating? Will such questions help recall empowering instances more freely and encourage child/TA to seek or notice more?

Name: Transcript_J11

Stage 4 Transcript

9:30 Date: 13/12/12 Duration: 28 min Name: Jake

Time:

P=Pupil; R=Researcher; A=Assistant; JL=EP; ↑ = intonation; ... = pause; *italics* = structured question. Words are underlined where A/P omits or adds words that alter the meaning of the question.

Noisy classroom immediately adjacent to the small room in which recording takes place. P is assisted by A for all reading. A has English as an additional language and occasionally uses incorrect terms. P's speech is slow and almost just mouthed with very little sound. A is extremely adept at interpreting P's slight nods, shrugs and other non-verbal cues.

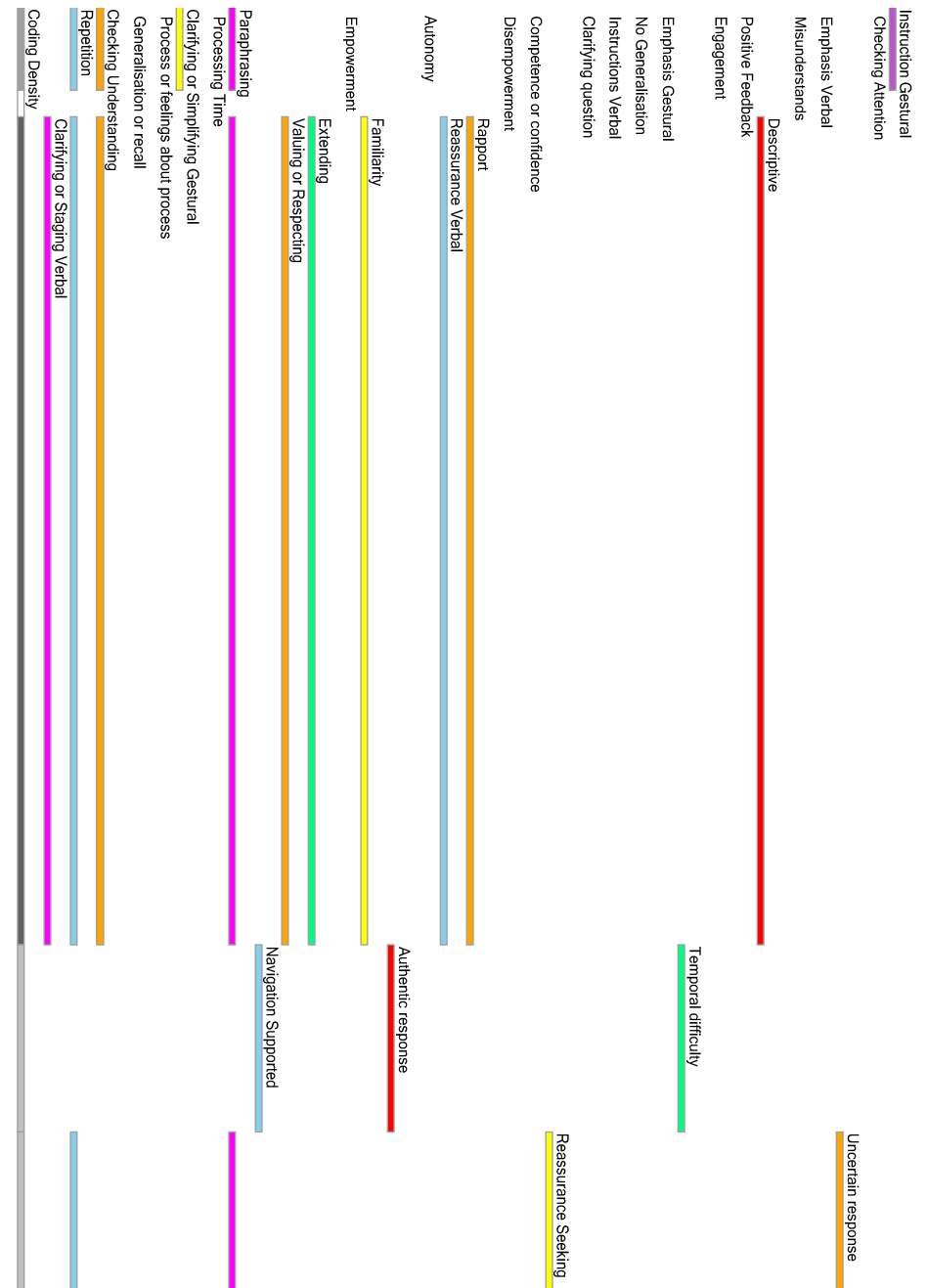
Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)	(00:23) P mouths hello, smiles at screen. A's voice is very animated and engaging. P locates and presses button without other prompt.	R: What you need to do is just pop your finger down on the screen and hold it down. Hold it still...and lift off. Well done. Please read it through. A: <i>Hello</i> ↑. <i>Thank you</i> ↑ for taking part. <i>This is all about what it was like for you to meet the Educational Psychologist (EP)</i> . It was J (EP) (Points to EP's picture). Remember her? (P looks at picture). She was the Educational Psychologist. <i>Please touch the start button</i> .	Praise. A emphasises key words.
2)	A is respectful, calm. Child-led in her pace. Lots of gesture accompanies her speech. ¹ All P's speech is only mouthed – hardly audible.	A: Ooh, look at that (points). It's a nice picture of somebody thinking. There are speech bubbles, and he's thinking, yeah? A: <i>Here is a practise question to help you</i> . So, this (gestures) is not the real question. P: Yeah A: It's a practise one. We're just going to read this one first...answer it after...so you know what's gonna happen next.	Enthusiasm. P engaged. Explaining. Relationship. Mutual engagement ² . Directing attention to salient parts. Thought bubbles.
3)	(01:21)	A: <i>Here is a practise question to help you</i> . Anything you want to put is ok. When you are	Confidence. Rapport.



	A points out where 'Next' button is located. P presses.	ready, please press next.	
4)	<p>(01:35)</p> <p>A accompanies verbal explanation with pointing & gesture³</p> <p>P smiles at last option and chooses this.</p> <p>A has positioned herself close to P, 45 degree angle – body oriented to P. Checks his face for response to questions often.</p>	<p>A: Ooh. So this a practise, ok? To show you what is going to happen next. It is not real question. <i>There are five choices to answer this question. Try them all out by touching each little line. Now try this. I think chocolate ice-cream is...</i>It says <i>disgusting</i> (points), then it's got another line which is a little bit disgusting...there's this button here which says <i>ok</i>...this one is...good</p> <p>R: Press them</p> <p>A: Oh, (to R) we need to press them, yeah? (to P) you touch them (points).</p> <p>A: ...and the next one...it says <i>not very tasty</i>...touch this one...and that's <i>ok</i>...<i>quite tasty</i>...and <i>delicious</i>.</p> <p>A: Ok, so you need to decide which one to touch, to answer the question.</p> <p>...</p> <p>A: So, how do you think? <i>I think chocolate ice cream is</i>↑<i>...disgusting, not very tasty, ok, quite tasty or delicious.</i> Which one do you think?</p> <p>P: (points to delicious)</p> <p>A: So <i>delicious</i>, then you need to press the smiley face...right here (indicates). That's it. Then next. (Points)</p>	<p>Enthusiasm. Explaining.</p> <p>A misunderstands interface. Not intuitive.</p> <p>Child led pace</p> <p>Repeating. Explaining. Engendering competence</p> <p>Affirming.</p>
5)	<p>(02:59)</p> <p>P half nods</p>	<p>A: Now, <i>there are ten questions.</i> You need to answer ten questions. <i>Please ask if you need any help.</i> You're ready? Do you know what to do? Yes? Sure? <i>Please press Next.</i> There you go.</p>	<p>Incidental Praise. Positive. Affirming.</p>
6)	<p>(03:32)</p> <p>P follows point.</p>	<p>Right. <i>The next questions are about what you thought before you met the EP.</i> Before you met J (EP) (points to pic). Yea.</p> <p><i>The pictures above are there to help you remember.</i> So you have the pictures here (points), to help you remember, ok?</p>	<p>Emphasis. Visual cues.</p> <p>Reiteration, explanation,</p>



		Tell the people with you what you think is happening in <u>this picture</u> . Then touch next.	repetition. Singular. Which picture?
7)	<p>(03:45) P presses next. R presses back button.</p> <p>Whispers this into A's ear.</p> <p>Makes fleeting eye contact with A during this exchange.</p> <p>A has leant forward so eye line is horizontal / level.</p>	<p>A: (smiles). What is happening in these pictures?</p> <p>P: (looks at screen).</p> <p>A: What do you think is happening? Who have we got here?</p> <p>...</p> <p>A: Does that look like a child? and does that look like a... person? an adult.</p> <p>P: A person</p> <p>A: A person. This could be J (EP)...and this could be you</p> <p>P: (nods)</p> <p>A: In this speech bubble it is you who is talking...yea...and you say 'I think'. Ok? and look here...what have we got on this side?</p> <p>P: A house</p> <p>A: A house. Who is in the house? Who can they be? It's a man, a woman and a child. Who can they be?</p> <p>A: Could they be daddy, mummy and J?</p> <p>P: (nods imperceptibly)</p> <p>A: Yeah, and what do you think happened?</p> <p>P: Gone⁴</p> <p>A: It's gone? Who's gone? I think J went to speak to mummy and daddy.</p> <p>P: daddy</p> <p>A: With daddy. So J has gone for meeting with daddy after she met you.⁵</p> <p>P: Yeah (imperceptible)</p> <p>A: Yeah? Alright. You ready to touch next? (gestures)</p>	<p>Interface not intuitive for A.</p> <p>Listening.</p> <p>A picks up on small non-verbal responses.</p> <p>Rapport.</p>
8)	<p>(05:01)</p> <p>P presses yes</p>	<p>A: Right, so this is your first question⁶. I was told that the EP ...J...(points to picture) was coming to see me. Do you remember if you were told she was coming to see you? What do you think?</p> <p>A: No, I was not told, not sure, yes I was told. Well done⁷. Press next.</p>	
9)	<p>(05:22)</p> <p>P hovers hand over 'not sure'. Looks at A</p>	<p>I understood why the EP was coming to see me. You understood why J was coming to see you. No, I did not understand, Not sure, Yes I understood</p> <p>A: You are not sure? So, click the button there</p>	



10)	(05:48) P presses without being asked.	<i>I knew which room we would be in. No, I didn't know, I'm not sure, Yes, I did know. Did you know? Did you remember which room you were going to work with J?</i> P: Bumblebee room A: Bumblebee room...so you can press 'yes, I did know' A: Good boy. Next, well done.	Did you remember is a different question (1) ⁷ Leads answer Deliberate praise.
11)	A exaggerates facial expressions P presses unprompted	<i>A: I was told who else would be there. No, I wasn't told, not sure, yes, I was told. Were you told? Can you remember?</i> P: (Slight nod) A: Can you remember? P: (nods again) A: Yes...ah, well done ⁸	Ensuring comprehension Praise
12)	(06:32) P engaged but no comment. Seems to agree with A. Begins to answer but then stops and gives imperceptible shug.	<i>A: Right. This is about when you met. Look at the pictures. You are in the bumblebee room. J is there (points). Is that J? Is that you?</i> (Points to other picture) And what is this? What is there? What can you see? A: What do you think this one is? This is what you like to do all the time (unintelligible due to background noise from class) P: Puzzle A: A puzzle↑ A: ...and then you've got what? A book... P: Book (no sound) A: A book↑ and...? A: A notepad, yeah, to write things down. That's what you've done with J, yeah? You played a game and you wrote things down. P: (nods) yeah (no sound). A: You remember that? P: (nod) A: You do.	Simplifies. Gesture. Building on previous knowledge. Breaks down question (1) naming, (2) inference. ⁹ Preparatory explanation for question. Breaking down. Checking understanding.
13)	A is constantly monitoring P's facial expressions. He offers very little spoken	<i>A: Right. The next questions are about what you thought at the time you met the EP. When you met J. The pictures above are there to help you remember. So that's what we've just done now. Yeah? This is J (EP)...and J, you...Tell the people with you what you think is</i>	Explanation. Repetition. Recaps



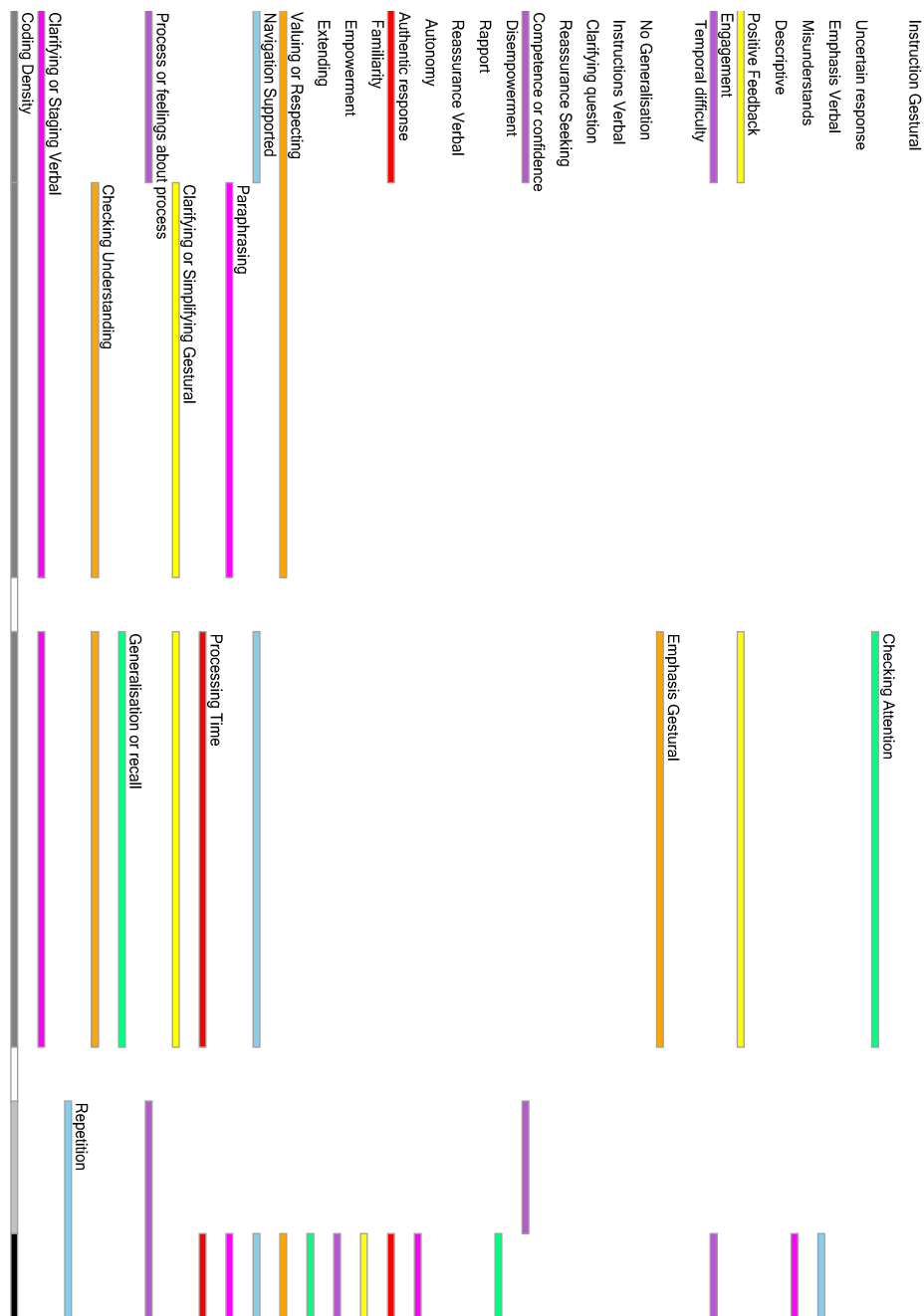
	communication.	<i>happening in the pictures.</i> A: Yea? So, what is happening?	Checks understanding.
14)	(07:53) P looks at A. Begins to mouth a word, then stops.	P: Brought a book A: J (EP) brought a book to show you. (nods). Yes, ok, and what else? ... A: Have you done puzzles with her? P: Yeah A: Yes, you've (unintelligible) a book, you've done puzzles, have you written anything? P: (nods) A: Yeah, what have you written? ... A: Have you written words? Or did you draw pictures? (smiles) A: Was it words? Using your sounds? P: (nods) (perhaps mouths not sure?) A: You're not sure. Are you ready to touch next now? Good.	Inviting more Recap Encouraging and extending communication I intent / exchanges Rapport. Knowing when to move on. Praise.
15)	(08:33) P uses interface with ease. Appears to understand question.	A: <i>Please touch all the pictures of things you did or talked about with the EP.</i> Ok, so remember you were work with her (Points to picture). Maybe you did some of these things? So you need to touch the screen and show me which one have you done with her.	Breaking down instructions. Simplifying. Reference to visual support. Enthusiasm ¹⁰ .
16)	(08:57) A counts with each of P's choices. A is surprised by one particular choice. R confirms P's understanding.	A: One...two...ooh, puzzles... A: Anything else? A: Oh? R: (To A) Do you want to read out what they are?	Enthusiasm. Affirming. Pupil-led. Time to process.
17)	(09:20)	A: This is <i>shapes and blocks</i> . That's what you've done. You've used shapes and blocks with her. P: Yea (mouths) A: Ah, huh...so you've used <i>letters and reading</i> ...yeah...you've done <i>puzzles and games</i> P: Yea (mouths)	Checking understanding



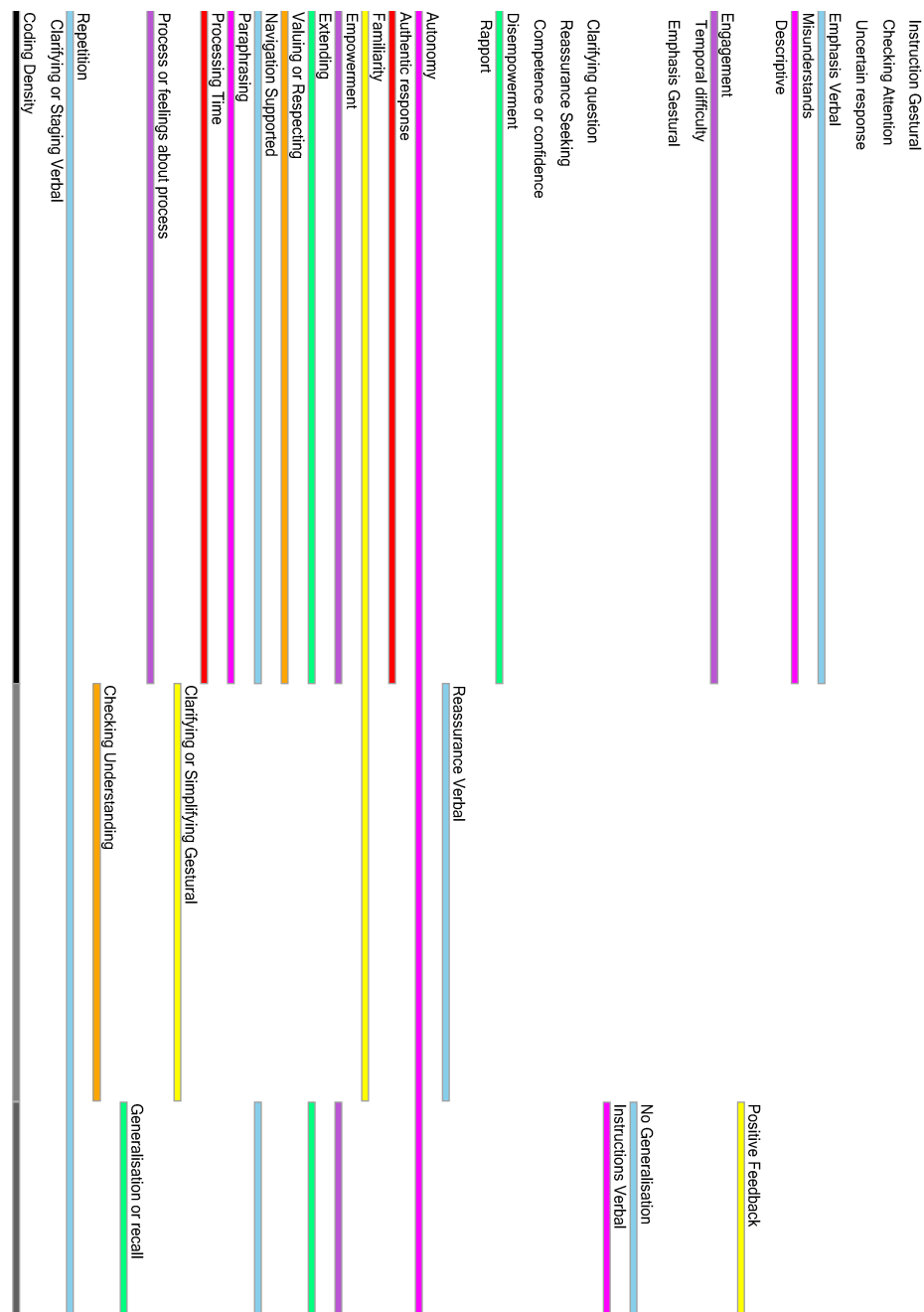
	A moves closer rather than asking more of P's communication.	<p>A: Yeah. You were in the lesson? Saw the teachers? Or you were just with her?</p> <p>P: (whispers)</p> <p>A: Pardon (leans in to pupil)</p> <p>P: (whispers again)</p> <p>A: Just with her, so you haven't done this one. So (to R) can we untouch it?</p> <p>R: You might have <i>talked about</i> lessons or teachers?</p> <p>A: Oh, just means talks about. (to P) Did you talk[↑] about lessons or teachers?</p>	A misunderstands question.
18)	<p>(09:46)</p> <p>Difficult to know if P understands this</p> <p>P is still directed around interface.¹¹</p>	<p>A: Did you talk about what we do in class?</p> <p>P: (nods) (no eye contact). (smiles).</p> <p>A: Yeah? Oh, that's good.</p> <p>A: Have you done any maths, with numbers? (points to corresponding picture)</p> <p>P: (nods and smiles)</p> <p>A: Yes? You can touch that as well.</p> <p>A: Er...did you talk about <i>your friends</i>?</p>	<p>Rapport</p> <p>Use of directed attention</p> <p>Explaining, assisting with interface</p>
19)	<p>(2) (00:00)</p> <p>(P is audible and clear for first time)</p> <p>A appears doubtful about this choice.</p>	<p>A: Yeah?</p> <p>P: Yeah</p> <p>A: Yes, then click that as well.</p> <p>A: Did you <i>show her your work</i>?</p> <p>P: (nods) (presses)</p> <p>A: Did you? Did you remember taking your books and showing them to her? Did you do that?</p> <p>P: (nods)</p> <p>A: (to R) I don't think he did do that</p> <p>R: Sometimes children do do that</p> <p>A: No, I'm sure because all his books are in class and he came in and they went straight to the Bumblebee room (laughs). So you want him to tick it, or?</p> <p>R: No, that's fine. If J (pupil) wants to tick it that's fine.</p> <p>A: Yeah, ok. Just tick that.</p>	<p>Checking understanding / recall</p> <p>Adult-led</p>
20)	<p>(00:33)</p> <p>P audible again. Pressing without being reminded.</p>	<p>A: Did she speak about <i>who helps you</i>?</p> <p>P: (lots of nodding, smiles)</p> <p>A: Yeah, ok, you can tick that</p> <p>A: Did you talk about <i>your family</i> as well?</p> <p>P: (nods)</p> <p>A: Daddy, mummy, E and S (siblings)?</p> <p>P: Yeh!</p> <p>A: Good. Yeah. Did she ask you <i>what you</i></p>	



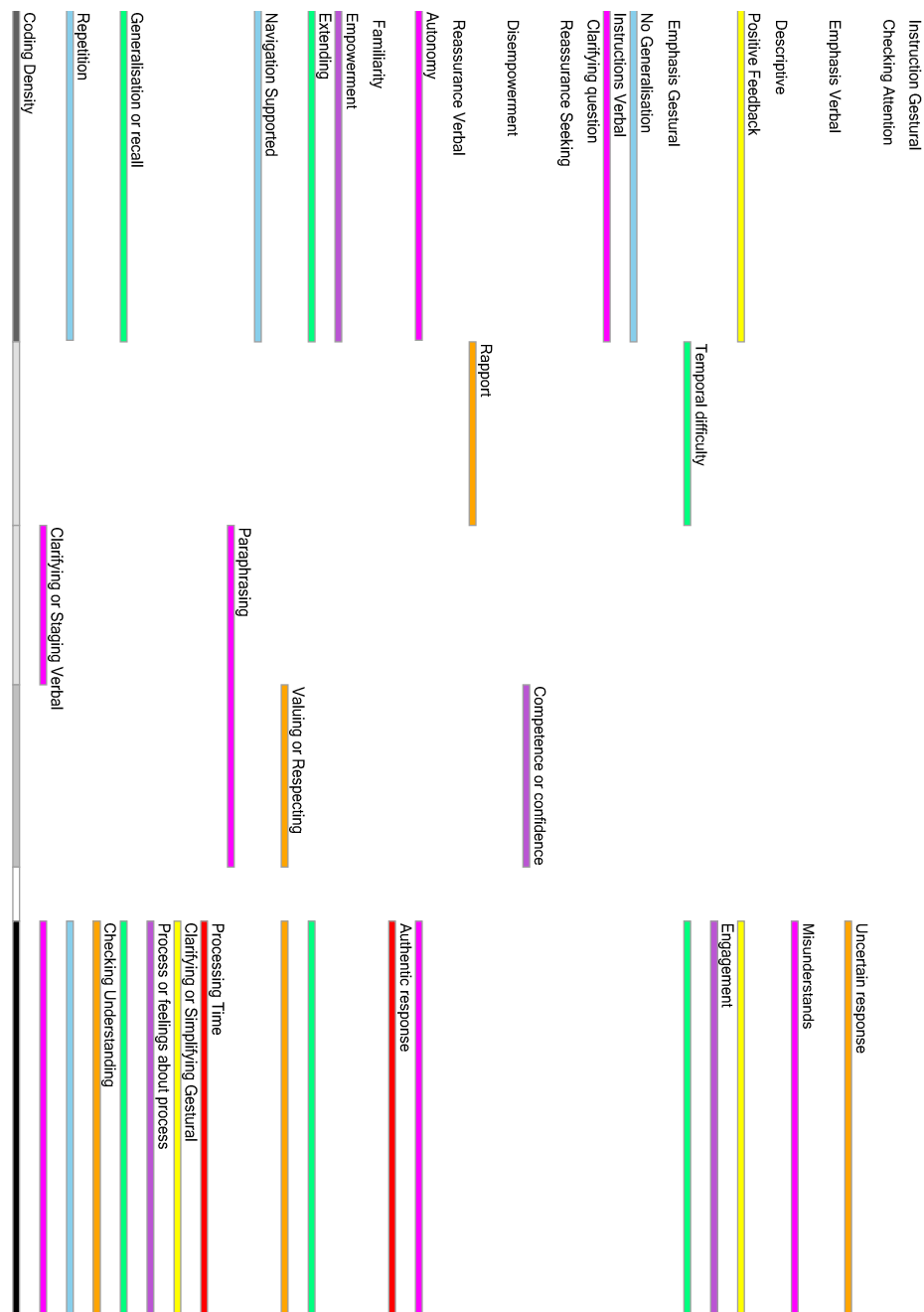
		<p>think?</p> <p>P: (nods)</p> <p>A: About things...about school...about friends...about family...did she ask you that?</p> <p>P: Yes</p> <p>A: Yeah↑. Good</p>	This is a very hard question for A to simplify
21)	<p>(2) (00:59)</p> <p>A seems to doubt authenticity of these answers</p>	<p>A: Did she ask you about <i>what other people think</i>?</p> <p>A: Maybe Mrs C (Class teacher); Mrs R (SENCo)...Mrs H? Did she ask you that...what they think?</p> <p>P: Yeah</p> <p>....</p> <p>A: and...did she ask you <i>how you feel</i>? If you were sad, happy...or sometime a little bit (wavers hand). Are you sure? Did she ask you that?</p> <p>P: Yes</p> <p>A: Well, ok. Done. Now, we need to touch next, don't we?</p>	<p>Uses examples of people</p> <p>Uses examples of feelings</p> <p>'we'; empowering¹² rhetorical question</p>
22)	<p>(01:27)</p> <p>P follows gaze where directed. Reliant on A for this nuanced, scaffolded support.¹³</p>	<p>A: Good boy. Whoa. <i>Next questions about what you thought after</i>, so at the end of the meeting, after you met, J (points to picture). Yeah? So this was at the end of everything you've done with her.</p> <p><i>The pictures above are there to help you remember.</i> So, look at the picture (points) with me. There's a nice, bright speech bubble, with stars↑ Yeah. He's very happy isn't he?</p> <p>P: (nods) (smiles)</p> <p>A: That's how you felt perhaps, after speaking to J?</p> <p>A: <i>Tell the people with you what you think is happening in the pictures.</i> Ok? Touch next.</p>	<p>simplifying</p> <p>reiterating building knowledge</p> <p>Adult led</p> <p>Knowing when to move on. Rapport.</p>
23)	<p>(2) (02:08)</p> <p>A presses for P to demonstrate P chooses, and presses next.</p>	<p>A: <i>Meeting the EP was... not good, ok, quite good, or, really good.</i></p> <p>A: Really good! Oh, fantastic. Next</p>	
24)	<p>(02:27)</p> <p>P is smiling,</p>	<p>A: <i>How does it feel when you are asked what you think? You can choose more than one if you like.</i> So, how do you feel when people ask</p>	<p>Repetition</p> <p>Rephrasing</p>



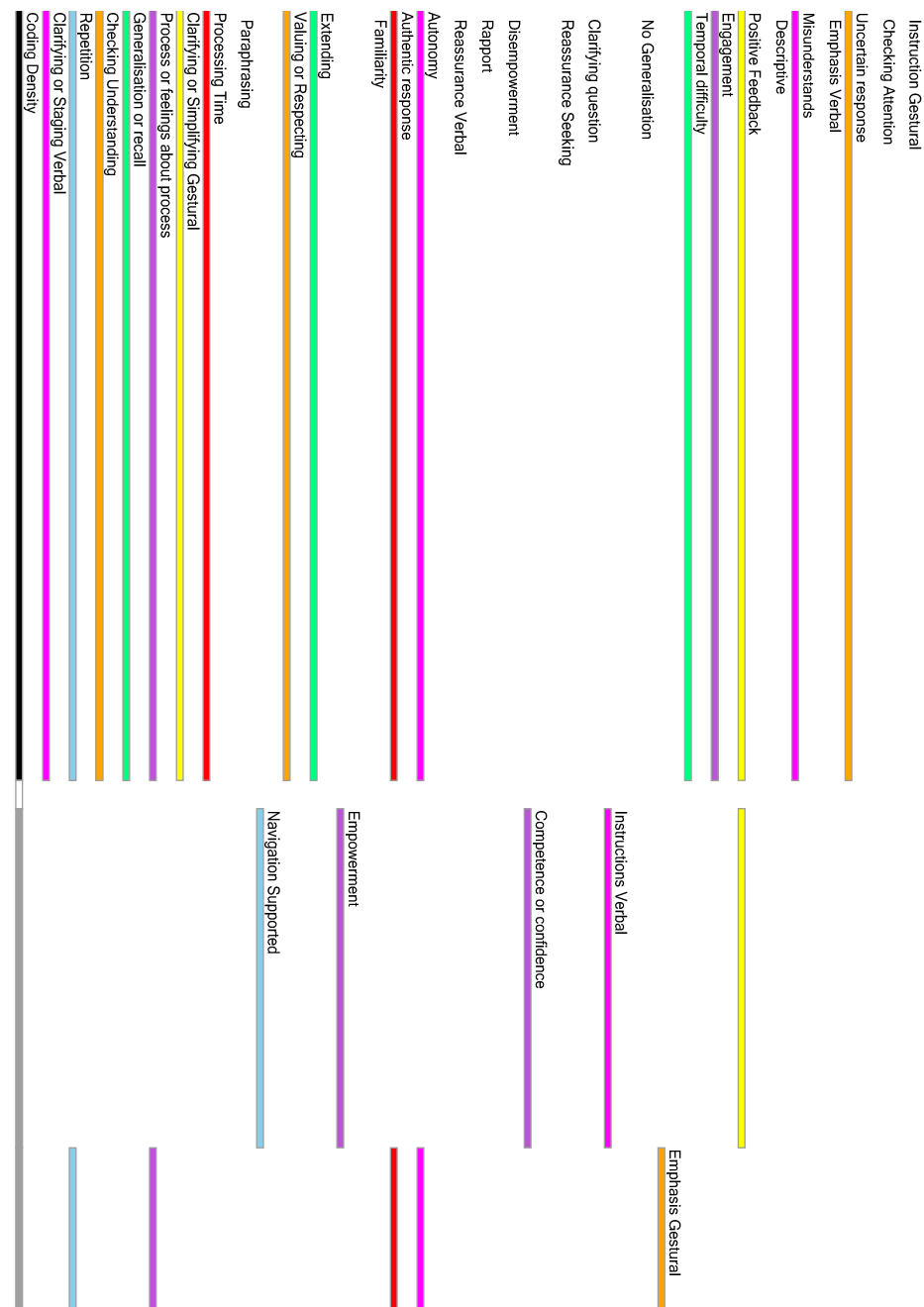
	<p>engaged by pictures. Doesn't take eyes off screen.</p> <p>A animates with exaggerated facial expressions/intonation.</p> <p>P is moving his index finger over the options as A reads them aloud for him</p> <p>P seems not to understand this last choice. Hovers his thumb over next.</p>	<p>question about what you think?</p> <p>A: <i>I love this, I'm not sure, I don't like it, I'm important, I want to know more, it's good, it's confusing, I hate it, or something else.</i></p> <p>P: (chooses)</p> <p>A: You love this. Oh, fantastic. You can press any other one if you think...and <i>it's good</i></p> <p>P: (nods)</p> <p>A: Good. ...anything else? <i>I love this, I'm not sure, I don't like it, I'm important, I want to know more, it's good, it's confusing, I hate it, something else...?</i></p> <p>P: (chooses)</p> <p>A: <i>It's confusing</i> sometimes.</p> <p>P: (nods imperceptibly)</p> <p>A Yeah? Have you done them all? You want to click any other do you think is related to you?</p> <p>P: (shrugs) (Chooses another)</p> <p>A: <i>Do you want to know more? Yea? Ok.</i>¹⁴</p> <p>A: You ready to touch Next? You can. Good boy</p>	<p>Recaps.</p> <p>Empowering.</p> <p>Child-led pace and choice</p> <p>Processing time</p> <p>Awaiting direction.</p> <p>Directed praise</p>
25)	<p>(03:51)</p> <p>Gesture supports verbal.</p> <p>P immediately chooses.</p>	<p>A: <i>How would you like to answer the next question? By typing? (signs)</i> Using the computer and typing. Doing a drawing (Points). Or talking.</p> <p>A: Typing. Ooh...alright. Anything else?</p> <p>R: You can only choose one.</p> <p>A: Oh, can only choose one, ok</p> <p>R: Would you rather type it, draw it or speak it? What do you prefer doing?</p> <p>P: (points to typing)</p> <p>A: Typing? Is the computer.</p> <p>P: (nods imperceptibly)</p> <p>A: Or drawing? (points). Talking? (points)</p> <p>P: (smiles) no</p> <p>R: You can have some help with spelling.</p>	<p>Repetition.</p> <p>Segmenting.</p> <p>Independence.</p> <p>Autonomy</p> <p>Rapport – interpreting response.</p>
26)	<p>(04:30)</p> <p>P begins to type 'talking'. Helped verbally pronouncing</p>	<p>A: Right. <i>What did you like best?</i></p> <p>R: When you met J</p> <p>A: When you met J, what did you like best?</p> <p>P: Er...talking</p> <p>A: Talking! Oh, well done. Right, so you liked talking.</p> <p>A: t...a...(points)...I...(to R) Which one is delete?</p>	<p>Supports with reading.</p> <p>Praise</p> <p>Repetition</p> <p>Support with</p>



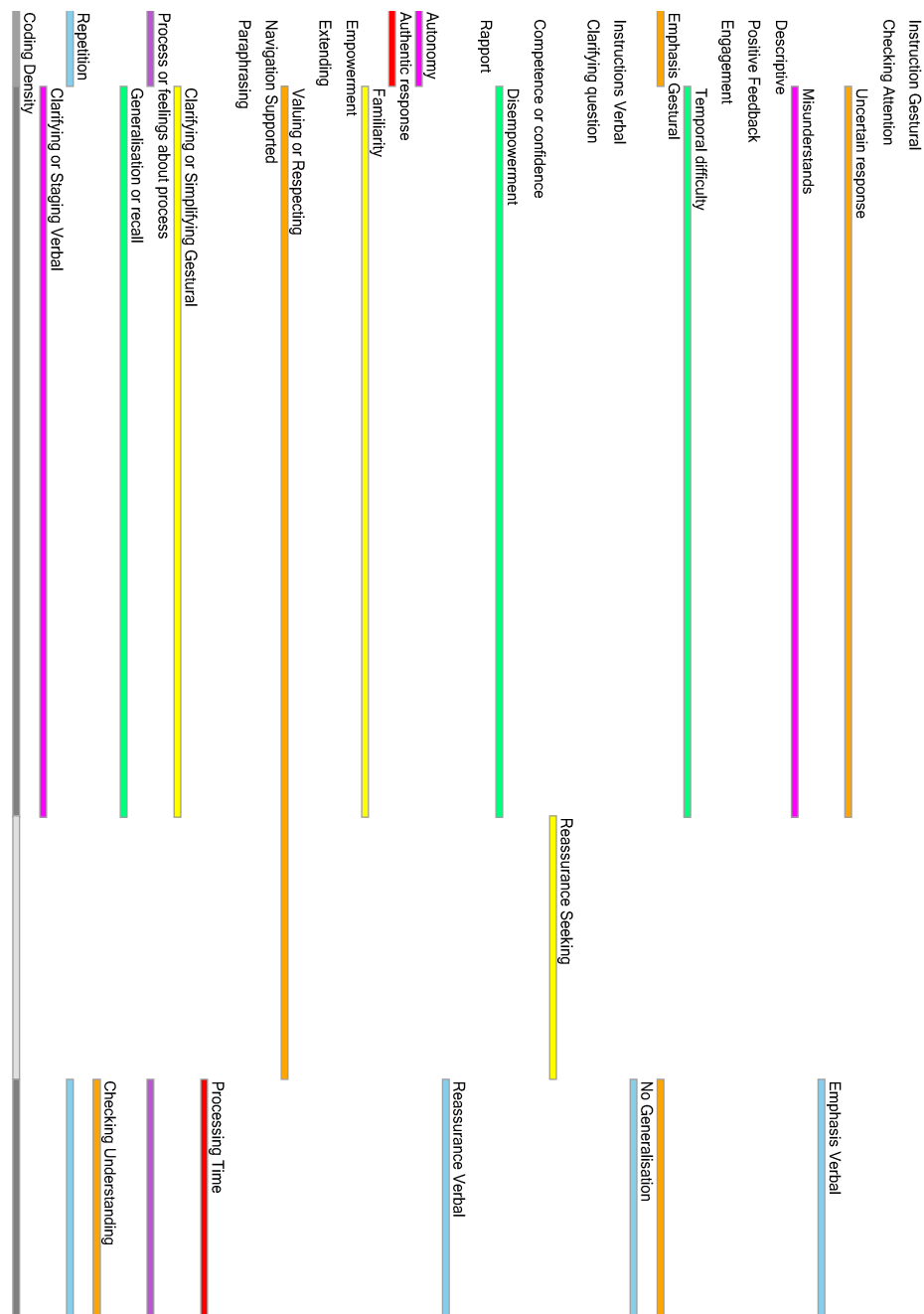
	phonemes by A but independence encouraged.	<p>R: Where he was...yes. A: So, 'I'...tal...k...kicking k...i...n...g...ing... R: Brilliant. Well done. Was it just talking, or talking about something?</p> <p>A: Talking about what? P: (takes deep breath, turns to A but eyes stay on iPad) A: Talking about everything? Or was there something that you liked to talk about? That you really enjoyed talking about?</p>	interface (capitals problematic) Generalising knowledge
27)	(05:37)	<p>A: Can you remember? P: (shrugs) A: Just talking? Talking in general like we're doing now (gestures)? P (gives tiny nod) A: Yeah. (To R) Should we press next?</p>	Knowing when to move on. Rapport. 'We'
28)	(05:54)	<p>A: Which bits would you change? Now, if you remember what you've done with J. Yea? (1) ... A: Was there something that you'd like to do differently? (2) ... What would you change about the meeting? (3)</p>	Breaks down (1) Uses photo. Rephrases (3)
29)	(06:05) (spoken quietly but at a louder volume than previously)	<p>P: Building blocks A: Pardon? (leans ear to P) P: Building blocks A: Building blocks. Would you like to build more blocks? P: (nods slightly) A: Use more blocks.</p>	Valued, listened to. Heard. Paraphrases to reduce typing – provide simple sentence
30)	(06:18) R verifies earlier answer A doubts authenticity of answer A gestures building	<p>R: Did you build any blocks with J? P: Yes (audible, looks directly at R, accompanies with nod and smile) R: You did do a little bit. You'd like to do more? P: There was no blocks</p> <p>R: There weren't any blocks but you'd like to do more... you'd like to do blocks next time? P: Yeah A: Were there blocks? Did she use blocks (nods)? P: Yeah A: So she used few blocks. Did you build anything with the blocks? P: (Looks at A)</p>	Processing time? Photo of this activity would have really



		<p>A: What did you build?</p> <p>P: A line</p> <p>A: (leans in to P) Pardon?, (P repeats)</p> <p>P: A line</p> <p>A: A line?</p> <p>P: Yeah</p> <p>A: to make a block...a pattern?</p> <p>P: Yeah</p> <p>A: Yeah...and what else did you do?</p> <p>P: Er</p> <p>A: What else did you do? With the blocks?</p> <p>P: (thinks, then...) builded them.</p> <p>A: Built what?</p> <p>P: Built a tower</p> <p>A: You built a tower as well? (gestures)</p> <p>P: Yeah (nods)</p> <p>A: A tall tower</p> <p>P: Yeah</p> <p>A: Ok, so you built along...made a line with a pattern...and then you built a tower. Anything else?</p> <p>P: (shrugs)</p> <p>R: That's very good to remember that. Well done! ... So, you'd like to do more building blocks?</p> <p>P: (nods) Yeah</p> <p>R: Is that what you mean?</p> <p>P: Yeah</p> <p>R: Ok. Very good</p>	<p>aided P here.</p> <p>Helping describe – extend explanation</p> <p>Clarifying</p> <p>Repeats</p> <p>P aided by gesture</p> <p>Extracting information.</p> <p>Praise.</p> <p>Pupil-led. Autonomy?</p> <p>Checking understanding</p>
31)	<p>(07:25)</p> <p>A sounds out phonetically. P finds and types.</p> <p>Competent with interface.</p>	<p>A: So, we write...more blocks. More...m...o...r...e. More, so we need a space. Yes. Building...so ...b</p> <p>R: (to A) (laughs) Just 'blocks' is fine.</p> <p>A: (laughs) oh, so more blocks, ok. So, we can sound that out can't we</p> <p>J...blocks...b...l...o...c... curly C...and kicking K... and then that's blocks.</p> <p>R: Brilliant, well done. Fantastic</p> <p>A: And then Next.</p>	<p>Providing simple sentence. 'We'</p> <p>'we'; 'we'</p> <p>Recaps</p> <p>Praise Competence</p>
32)	<p>(08:09)</p> <p>P follows eye gaze to photo.</p> <p>A points to each option as she reads aloud.</p>	<p>A: How did meeting the EP make you feel?</p> <p>How did meeting J make you feel? (points to photo)</p> <p>Really didn't like it. Didn't like it much. Ok. Liked it a bit. Really liked it. Which one?</p> <p>P: (chooses)</p> <p>A: Really liked it</p>	<p>Repeats. Checks understanding. Personalises.</p> <p>Confirming</p>



		<p>P: Yeah</p> <p>A: Ok, so we can press next.</p> <p>A: Good. <i>I know ...</i></p> <p>A: (to pupil knocking)...no, (Pupil's name) go away.</p> <p>A: <i>I know what the next steps are</i></p> <p>A: So, do you know what's going to happen next? After you met J? Do you know what's going to happen next?</p> <p>P: Back to class</p> <p>A: We went back to class (nods) I know. But, do you remember what we talked about? What she's gonna do next?</p> <p>P: Give me stickers</p> <p>A: (smiles and nods) give you some stickers</p> <p>...</p> <p>A: Ok, so are you going to press in this box (points)...<i>No, I don't know...not sure...next, I know what will happen next.</i></p>	<p>'we'</p> <p>Praise</p> <p>Acknowledges P's answer. Tries breaking down.</p> <p>Acknowledges P's answer.</p> <p>Helps by screen reading. Knows when to move on. Keeps experience positive.</p>
33)	(08:39)	<p>Interrupted by repeated knocking on door.</p> <p>R places PIL on table to assist with visual prompt.</p> <p>P looks a little bewildered.</p> <p>A reads aloud as P presses unaided.</p>	
34)	(09:20)	<p>P chooses 'yes'.</p> <p>A looks at R to check if this is ok as P actually appears not to know. R nods and smiles that this is fine.</p>	<p>Valuing P's answer – encouraging autonomy even when A believes it false.</p>
35)	(09:30)	<p>P looks towards camera. Seems curious but comfortable.</p> <p>A: Right, this is the last bit we have to answer, ok?</p> <p>A: <i>Remember. This is about what you think.</i> (touches P on arm to reinforce 'you'). <i>So, now it's your turn. What would you like to ask? Is there anything you would like to ask I (Researcher's name)?</i></p>	



	P makes eye contact with R	R: (smiles) What questions do you have? P: (mouths) no R: No? A: Do you not have any question? P: (Shrugs) A: No? P: (Shakes head, smiles). A: Anything that you want to know about what's going to happen?	
36)	(3) (00:00) A suggests potential questions. P and A oriented towards one another. This is said as a question rather than instruction.	A: Is J going to come back here...? Is she going to write a report...? Anything at all? P: (shrugs) (makes eye contact with A) A Well, you can write ... not sure? (looks at R to confirm) R: You don't have to write anything if you don't have any questions. A: Yeah? Ok... you can click Next then.	A positions body to encourage eye contact. Rapport. Scaffold ¹⁵ potential answers. Pupil-led. Autonomy.
37)	(3) (00:16) P remains engaged, focused on iPad. P presses finish.	A: Aw...look at this↑ one. <i>Thank you very much for saying what you think about meeting the EP.</i> (Points to photo) Meeting J. A: <i>Your views are very↑ important J</i> A: <i>Please, touch the finish button.</i>	Enthusiasm Uses pupil's name to reinforce, personalise
38)	(00:33) Door opens behind P and A. Pupil tries to enter room.	A: <i>Ooh...fantastic!</i> (smiles) R: <i>Well done</i> A: (to other pupil) not yet, thank you. (Closes door) A: (to R) sorry (laughs) R: (smiles) that's alright.	Enthusiasm Praise
39)	(00:44)	R: Ok, so I've got a couple of quick questions and then we're all done. And do you know what? I've got a sticker for you as well. P: <i>Smiles</i> A: (to P) fantastic! R: Is that still ok? P: (nods) yeah	Informing Enthusiasm
40)	P makes good	R: Had you, before↑ I met you...had you ever seen this (passes PIL) before today? P: (smiles at R). (nods)	



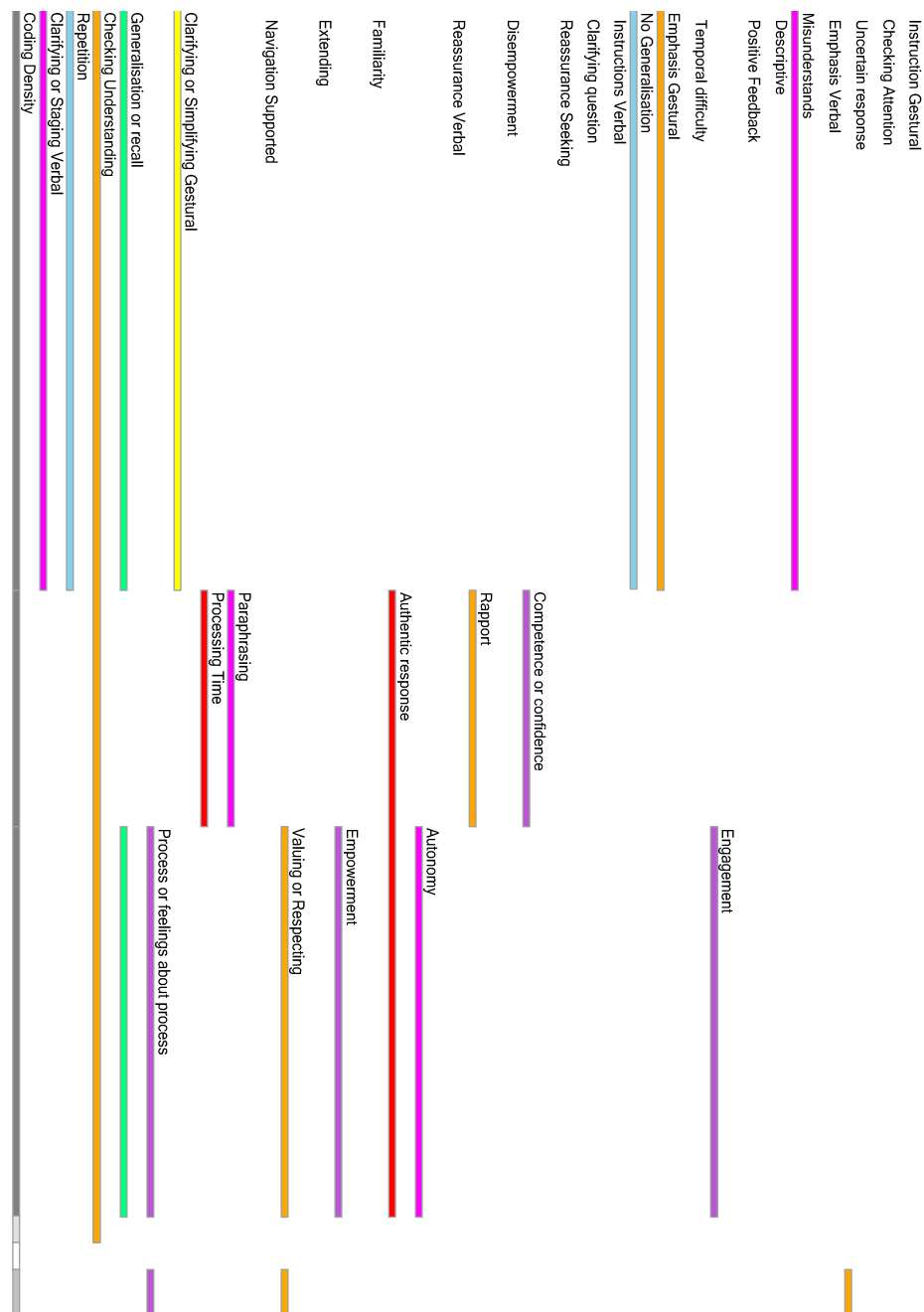
	<p>eye contact with R</p> <p>Very noisy in background. Door opens to other class. A closes.</p> <p>P looks at pictures carefully, slowly.</p>	<p>R: Who showed you that? A: Did anybody show you this before today? Or today is the first time you see this (taps PIL)? P: (unintelligible) before</p> <p>R: Who showed you that before? P: J (EP) R: J showed you that? P: Yea R: Ok. That's brilliant. Well done.</p> <p>R: Did she look at any of the pictures with you? P: Yeah R: Ok. What do you think of these pictures? Do you think they're good pictures? That will help children? ...</p> <p>R: Or do you think they could be done differently?</p>	<p>Clarifying Repeating Using visual cue Processing time</p> <p>P shows memory recall. Understanding. Sequencing to and fro of conversation.</p> <p>Processing time</p>
41)	(01:37)	<p>P: (points to a picture) R: What do you think of that picture? P: (nods) R: Are they ok, do they make sense? Or not ok, and they could be different? P: (nods) yes A: They could be different? P: Yes R: Which one? P: (points)</p>	<p>Mixed communications (R means which option, P thinks which picture)</p>
42)	(01:54)	<p>R: You like that one Or you don't like that one? P: (nods, smiles). A: Do you like it? P: Yeah R: You <i>do</i> like it</p>	<p>Asking too many questions at once.</p> <p>Confirming. Breaking down.</p>
43)	(02:00)	<p>R: Are there any pictures on there that you <i>don't</i> like? (1) P: (points to another at top of page) R: (smiles) and why don't you like that one? P: Because that's got chair in. A: Because? (leans in) P: Got chair.</p>	<p>Breaking down.</p> <p>Valued contribution.</p>



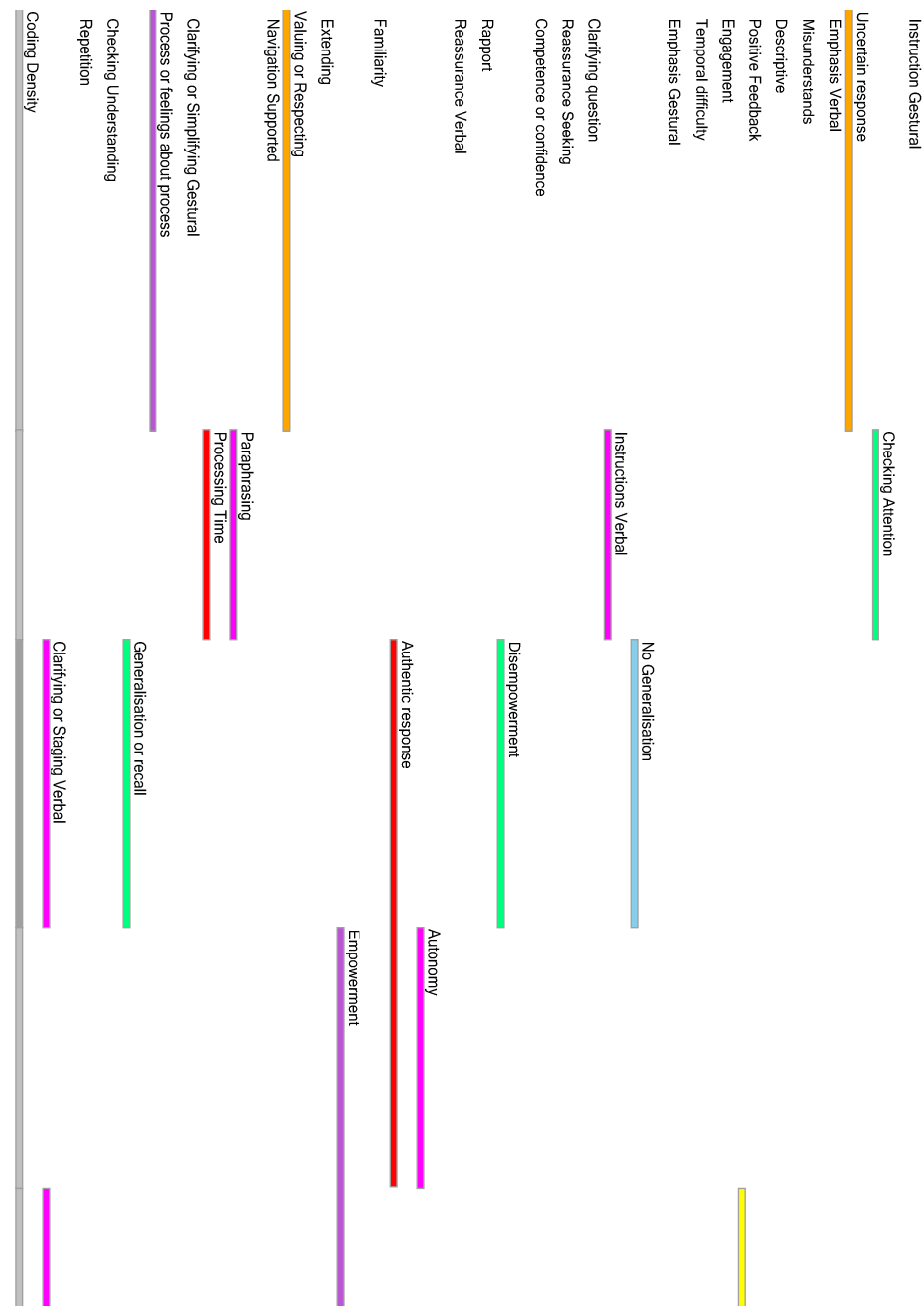
	words) ¹⁶ P maintains dialogue.	A: A chair in it? P: Yeah A: Right...so you don't want the chair to be in it? P: (shakes head) A: What would you like to be in it? P: (shrugs) A: Something different? P: (nods) A: (and R together) ah...ok.	Listening to. Being heard. Checking P's meaning. Attention, contributing.
44)	(02:29) Checking for other possibilities / congruence / matched experience.	R: When you met J, did you sit on a chair? P: (nods) R: Ok then...I'll have a little think about that, thank you.	Thanking.
45)	(02:39) (R points to photo. P follows point) P glances at camera. P is looking through pictures in PIL ...door opens again...pupil tries to enter. A rises and closes door.	R: Why do you think J came to see you? R: Why do you think she came to see you? ... P: to...(fades away...shrugs) R: Do you remember we talked about playing...or learning...or thinking...? You said that you think maybe, it's about your learning. P: (nods, smiles) R: About anything particular about your learning? About sounds...or numbers...or... ...	Use of visual cue. Repetition / processing time.
46)	(03:10)	R: So...can you think of any reason why she might have come to see you? P: (shrugs) R: Not sure. Ok	Question too long. Needs breaking down.
47)	(03:32)	R: Ok, this is called MiView. Do you know why it's called MiView? Can you think of any reason why it might be called that? ... P: (shrugs) R: That's ok. If you have a view on something that means you've got an opinion...or something to say, an opinion, doesn't it. P: (nods)	



	<p>EP and P share same name</p> <p>A positions herself as to be able to show this from P's perspective, not mirrored but side by side. A leans round behind P, takes his wrist and puts it to his chest – hand over hand signing.</p>	<p>R: So, it's called <i>MView</i> because I'm interested in ...? Who filled it out? Who did it? P: Er..J (EP)? R: J? A: Which J? You, or her? (points to photo) P: (Points to photo)</p> <p>A: It says <i>My View</i>. (Points to P - as in sign for 'me'). My...talking about you. (Touches P's arm.) (Demonstrates sign on self) <i>My View</i>, is what I think...¹⁷</p> <p>A: ... If you say <i>My View</i> it's what you think.</p>	<p>Checking Using photo</p> <p>Intonation and emphasis</p> <p>Hand over hand signing.</p>
48)	<p>(04:28)</p> <p>A smiles encouragingly</p>	<p>A: Yeah? So who did the questionnaire now? Was it J (points to photo)? Or was it you? Who used the iPad now to do the questions? P: Me (smiles) A: Yea! So it's about <i>you</i>. Yes.</p> <p>R: So, I care very much about what <i>you</i> think...and it's (gestures to iPad) all about what you think.</p>	<p>Emphasis Support Relationship Understanding¹⁸</p>
49)	<p>(04:47)</p> <p>R shows different screens to illustrate</p> <p>P moves far forward in seat when shown multiple choice...very engaged.</p>	<p>R When we talked at the beginning...did these pictures (shows PIL) help you remember meeting J? P: (nods a lot) R: Ok...and what were your favourite type of questions on here? Were they the ones that were like those ones...the slider ones? Or the ones that were multiple choice? Those ones? Or the ones where you did the typing?</p> <p>P: (Leans over table and points). Those ones. R: Those ones where there were lots of different pictures. Ok.</p>	<p>Understanding?</p> <p>Engaged. Better understanding – body non-verbal matches verbal.</p> <p>Checking comprehension, ensuring P is heard correctly. Authenticating with child.</p>
50)	<p>(05:23)</p>	<p>R: When you had to choose on the sliders...did you like it when there were three choices...like that...or when there were more</p>	



	<p>R shows different questions to illustrate – provide non-verbal support.</p> <p>Is P answering according to ability in digital correspondence ?</p>	<p>choices...like with the chocolate ice cream one?</p> <p>...</p> <p>R: Did you like three choices (holds up three fingers)...or did you like five choices (holds up five fingers)</p> <p>P: holds up two fingers.</p> <p>R: Just three choices. Like that. So you've got one, two, three...is that easier?</p> <p>P: (nods)</p>	<p>Simplifying. Providing nonverbal choice.¹⁹</p>
51)	<p>(06:03)</p> <p>P continues to look at fingers. Time to switch to new question needed.</p>	<p>R: Ok, what decisions...J? ... What decisions have you talked about in school?</p> <p>When else have you given <i>your</i> view?</p> <p>Can you think of any time...when you've been asked...what <i>you</i> think?</p>	<p>Processing / transition time.</p> <p>Responds to name cue.</p> <p>Rephrasing question</p>
52)	<p>(06:14)</p> <p>P appears to understand this – is engaged, responding convincingly.</p>	<p>P: (shrugs) R: Do you have school councillors in your class? (1) P: (Nods) R: Do they ask you what you think? (2) P: (shakes head) no R: No, ok...do people ask Ms C (A) sometimes, when they want to know what you think? P: (nods) (nods again).</p>	
53)	<p>(06:32)</p> <p>A looks up to right, thinking hard.</p> <p>(looking at J to involve him in conversation)</p>	<p>R: (to A) Can you think of any decisions that J's had to help with lately? A: Er. I'd say in the class, not mainly...the school council don't ask much in this class...because they're quite young R: Yes A: But I always ask J what he wants to do ... to make choice in between things for example...at lunchtime for example...with his boxes... he can choose which one to do first...</p>	<p>Relationship Knowing child</p>
54)	<p>P nods but doesn't appear to fully grasp this.</p>	<p>R: (to P) So, Ms C asks you ..? Did you choose that today? P: (nods) R: So that's when you gave your view, isn't it? P: (nods) R: You chose to do something, didn't you?</p>	<p>Reiterating choice.</p> <p>Promoting autonomy Explicitly</p>



		P: (Nods) R: That's really good. Well done.	evidencing views to child Self-awareness.
55)	(07:09)	R: I have one more question, and then we're finished. When people ask you what you think. How does that make you feel? P: Happy R: It's happy, yes? P: (nods) R: Does it make you feel any other feeling? P: (nods) A: What kind of feeling J? R: Like, right now, for example, I've been asking you all about what you think. How do you think it makes you feel right now? P: (shrugs) R: Sad? P: (shakes head) R: angry? P: (shakes head) R: Anything else...just happy? P: (nods).	Checking understanding of P's response. Using P's name Question too long.
56)		R: Ok, shall I turn that video camera off now? P: (nods slightly) R: Can I? P: (nods) R: Ok, thank you both very, very much.	Pupil-led

Annotations

¹ Guidance for TAs

² Something about mutual engagement / TA's response to the task being so powerful -

³ holistic help - repetition, gesture, explanation, engendering competence...empowerment
child led pace...body orientation

⁴ Sometimes it takes a great deal of patience, valuing and listening for a pupil to be able to offer an authentic response

⁵ software needs to build in 'facts' to help cue child as adult can - which room, which people...?



Instruction Gestural
Checking Attention
Uncertain response
Emphasis Verbal
Misunderstands
Descriptive
Positive Feedback
Engagement
Temporal difficulty
Emphasis Gestural
No Generalisation
Instructions Verbal
Clarifying question
Reassurance Seeking
Competence or confidence
Disempowerment
Rapport
Reassurance Verbal
Autonomy
Authentic response
Familiarity
Empowerment
Extending
Valuing or Respecting
Navigation Supported
Paraphrasing
Processing Time
Clarifying or Simplifying Gestural
Process or feelings about process
Generalisation or recall
Checking Understanding
Repetition
Clarifying or Staging Verbal
Coding Density

⁶ shows has taken over 5 min for pupil to reach 1st qn - implications for processing time ++

⁷ Pupils are often much better able to recall from their body of knowledge now, rather than beng able to put themselves back to the state of pre-knowledge. Here, pupil answers a diffèrent question which demonstrates recall but not empowerment. Think only way to tap this would be to ask at the time.

⁸ Impossible to know if pupil remembers, and if he knew before the meeting. Such questions need breaking down into much smaller steps. Who was there... did you know those people would be there...who told you about that before the meeting...when did you find out?

⁹ see also annotation 8 - staging to ability level

¹⁰ TA's enthusiasm

¹¹ Having the confidence and conduit to give a response is arguably better than not, even if the authenticity or understanding or recall is hard to verify.

¹² More excellent practice...concrete

¹³ Nuanced, scaffolded support - how to empower.

¹⁴ TA seems more relaxed now - not so concerned about pupil giving the 'right' response as before. Note for improvement - to be explicit about there being no right/wrong answer - for adults simply to help provide the opportunity and simplified structure

¹⁵ Scaffolding occurs with frequency

¹⁶ So important to remember how difficult expressive limitations make this task. P does extremely well to stay focused and full credit to his TA for maintaining this enthusiasm and the right balance of empowering support.

¹⁷ Impressive to see signing mirrored in this way - generalising from / to other areas of communication

¹⁸ Qualities of empowering TA

¹⁹ This links to drawing and other non-verbal means. Pupil more in control.

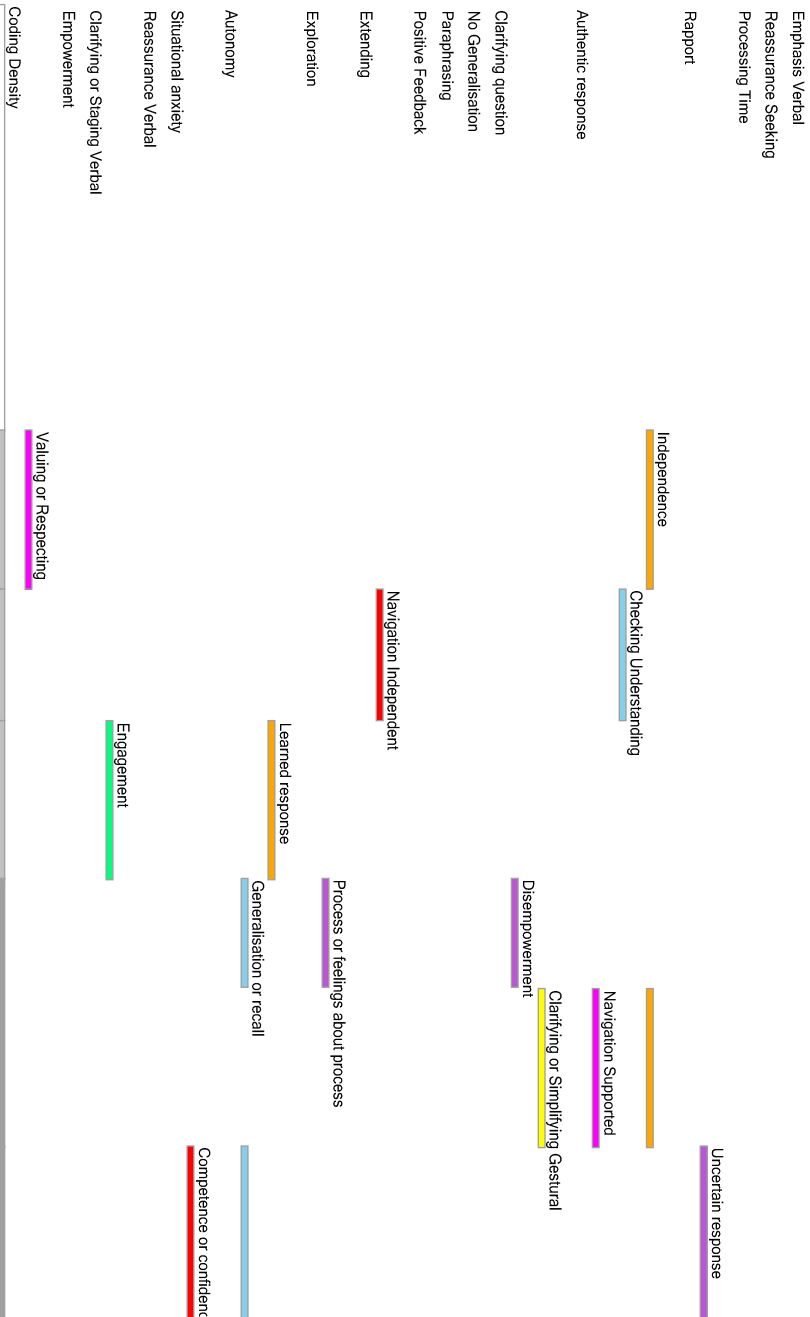
Name: Transcript_J2

Stage 4 Transcript

Date: 26/11/12 Time: 2:15 Duration: Name: Jay

P=Pupil; R=Researcher; A=Assistant (SENCo); L=EP; ↑= intonation; ... = pause; *italics* = structured qn Words are underlined where A omits or adds words that alter the meaning of the question.

Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)	P follows screens well. Stays focused. Pauses and reads. Appears to understand.	P: (to A) Can I read this in my head? A: <u>Yes</u>	Independence (this is
2)	(0:47)	A: <u>Are you ok with that one?</u> P: Nods (this may be at his own answer - pressed delicious on ice cream question – rather than responding to SENCo)	A checking understanding
3)	P smiles (to self). Continues to work through the questions	P: repeating questions under breath (inaudible). Mimics some of the slide choice faces to himself. Smiling, engaged. P Nods in answer to the 'Ready?' screen and presses Next.	Engages with questions.
4)	(01:21) Smiling, engaged	Shakes head to question – <i>Did you know who else would be there?</i> Looks critical of this.	Feels lack of empowerment?
5)	(01:54) P trying unsuccessfully to move slider. R intervenes to help	R: Just tap the bit you want...if you're trying to move it there, just tap... that's it. P: Oh, ok.	Not asking for help
6)	(02:48) P continues to work through the questions Very minimal eye	P: repeats questions under his breath (inaudible). Smiles at answers. Completes multiple choice question (activities with EP). Then chooses to type next answer. Looks up at R and shrugs.	Competent



	contact with R, none with A		
7)	R (gestures to scroll back to previous question) P's actions seem decisive, purposeful.	R: Not sure? P nods. R: If you go back and have a little look at those ones...cos you chose some of those ones, didn't you...so maybe that will help you...work out what you did there, and what you liked best. P: Shrugs R: So...just meeting her...? Or ...something else? P: nods, presses to go forwards to typing question	Instilling competence. The pupil finds that they have answers. ¹
8)	P hesitates over keyboard, searching.	R: "Don't worry about spelling or anything, that's fine" (smiles) P completes a sentence and moves on to next question independently	
9)	(03:56)	P: "er, er...er" Looks up at ceiling. R: If you can't think of anything, you can just move on P Smiles and shakes head, presses 'Next' R: Remember you can just skip questions	
10)	(04:51)	P: Mimics faces (very happy) as chooses this option to answer next question	Engaged, motivated. Choice??
11)		Stops on last question – looks at R. Smiles –gives a haven't-a-clue gesture and expression R: Is there anything else? P shakes his head, presses 'Next'. R: Ok, you're done with that bit, thank you.	
12)	P begins to make lots of funny faces to the camera, lots of waving	R: laughs – 'How was that? You liked that'↑ P: Makes eye contact, smiles, nods. Gestures fist of success and smiles at R.	
13)	P looking at R, adjusts seat.	R: As I said before, I've just got a couple of questions for you now. Thank you very much for doing that. P: nods.	
14)	P – looks out of window. (05:27)	R: Is it still ok to answer a few questions? P: Hmm...nah (but smiles) R: (smiles) Is that a yes, or a no, or you're not sure? It's just about that (points) ...just about the iPad. P: Shakes head	
15)		R: No? Would you rather go back to class?	

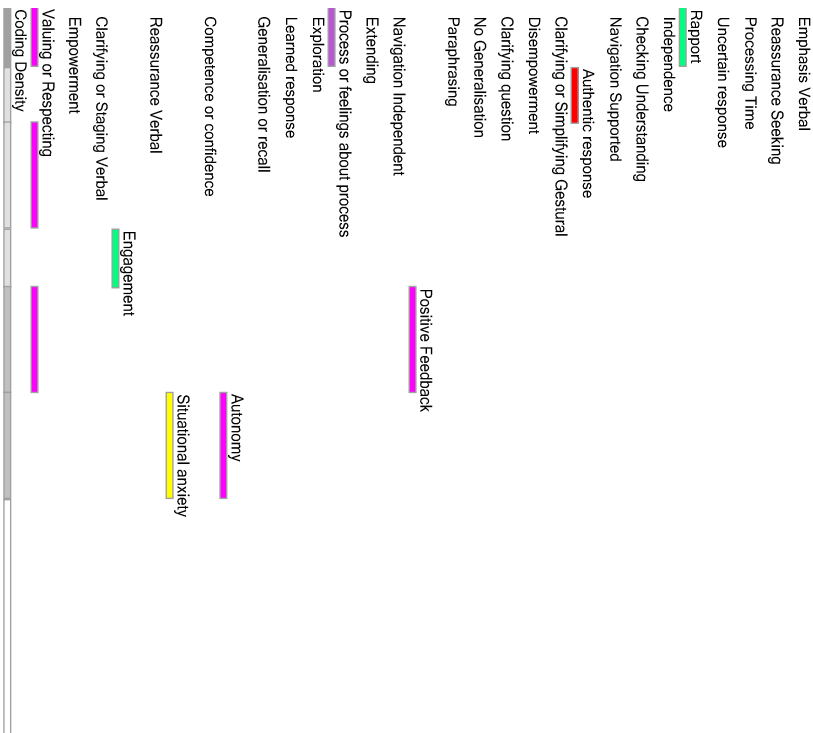


		P: Nods R: Ok, was that a nice thing to do?	
16)		P: Yes, (nods vigorously facing camera) Yeh, yeh, yeh, yeh.	
17)		R: Ok, thank you. For all the children who help me, I've got a little present. You get to choose either a stretchy man or a sticker...what would you like?	
18)	P very excited and smiling ²	P: Stretchy man R: (laughs) I thought you'd say that	
19)		R: There you go. That's to say thank you so much for helping me today. It was very kind of you.	
20)	P looks at camera	P: Are you going to stop it? R: Do you want me to? P: Nods R: Ok	

Annotations

¹ Perhaps this is a succinct way to describe the most effective types of TA support - to find ways to scaffold just enough so that the pupil finds for themselves that actually, they already have the answers.

² Highlights difficulty of respecting pupil's expressed wishes not to continue, weighed against their non-verbal behaviours that suggest they are happy and engaged.



Name: Transcript_J10

Stage 4 Transcript

11:30 Date: 11/12/12

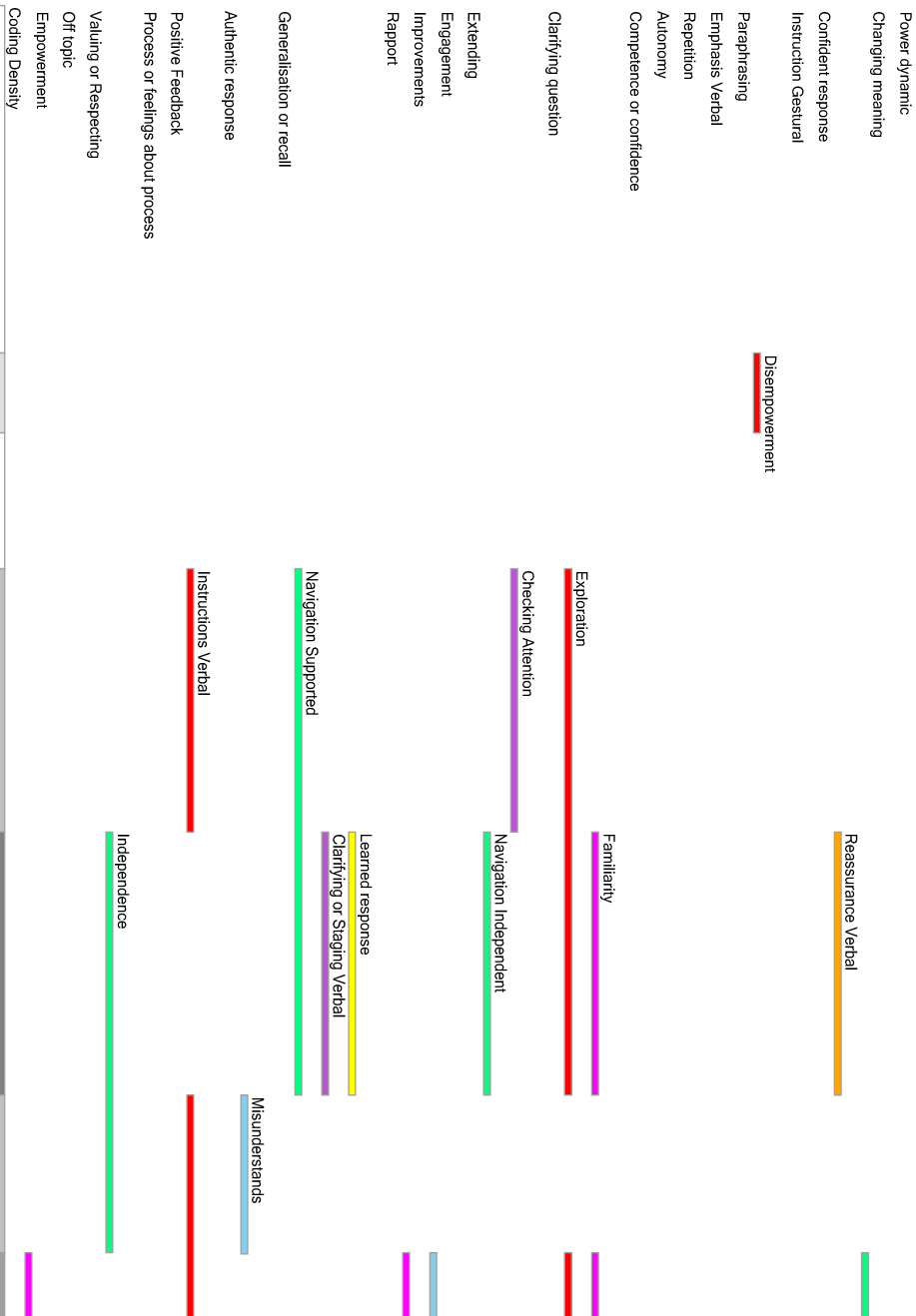
Time:

Duration: 26 min Name: John

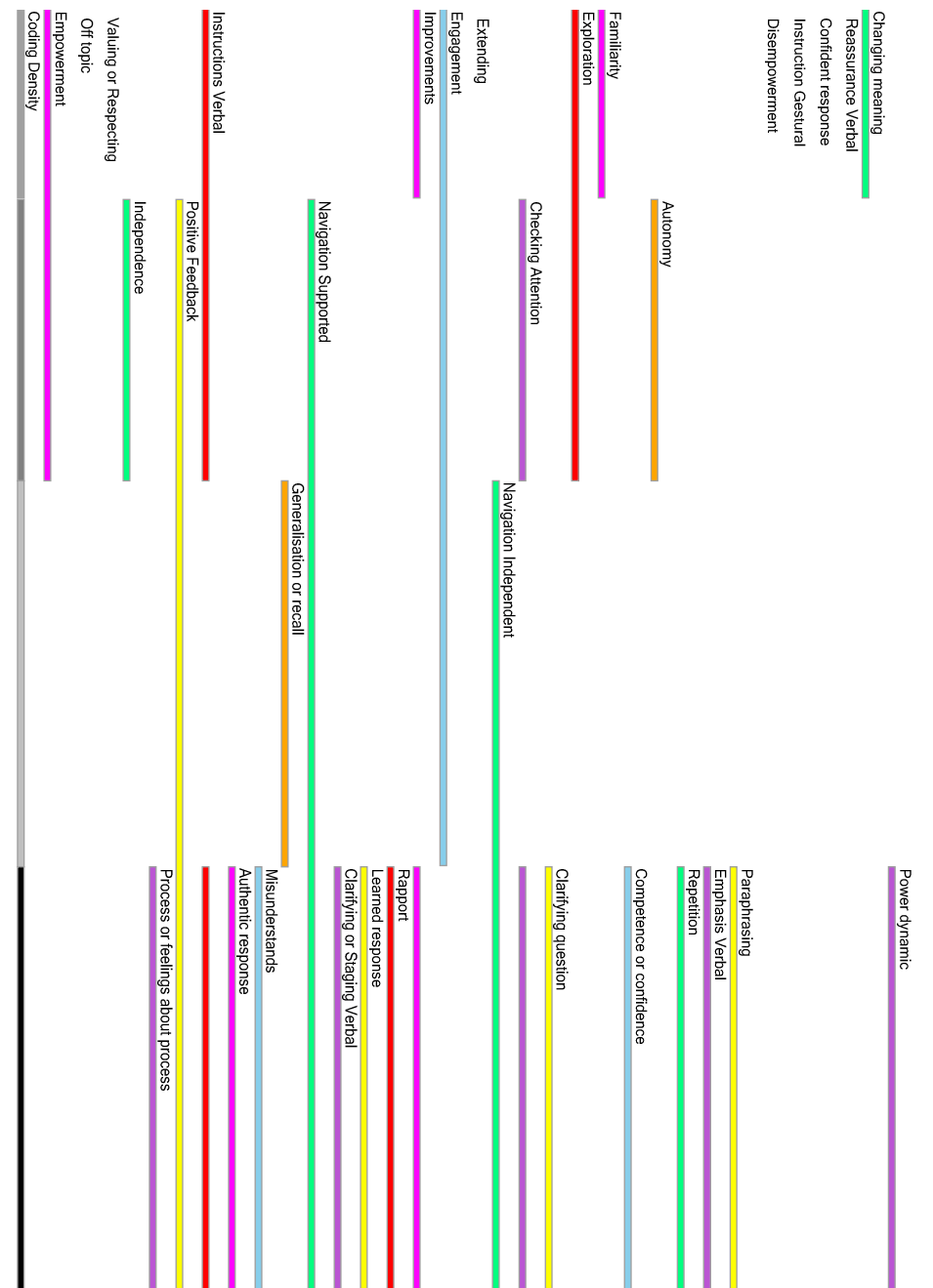
P=Pupil; R=Researcher; A=Assistant; La=EP; ↑ = intonation; ... = pause; *italics* = structured question. Words are underlined where A/P omits or adds words that alter the meaning of the question.

A is very disengaged throughout, although she watches J she doesn't offer verbal support unless prompted. There was a double booking with the original room. The location is now a very small room immediately adjacent to the dinner hall. Because of the room difficulties, the session begins late. Lunch time is just beginning as the session ends. It is very noisy.

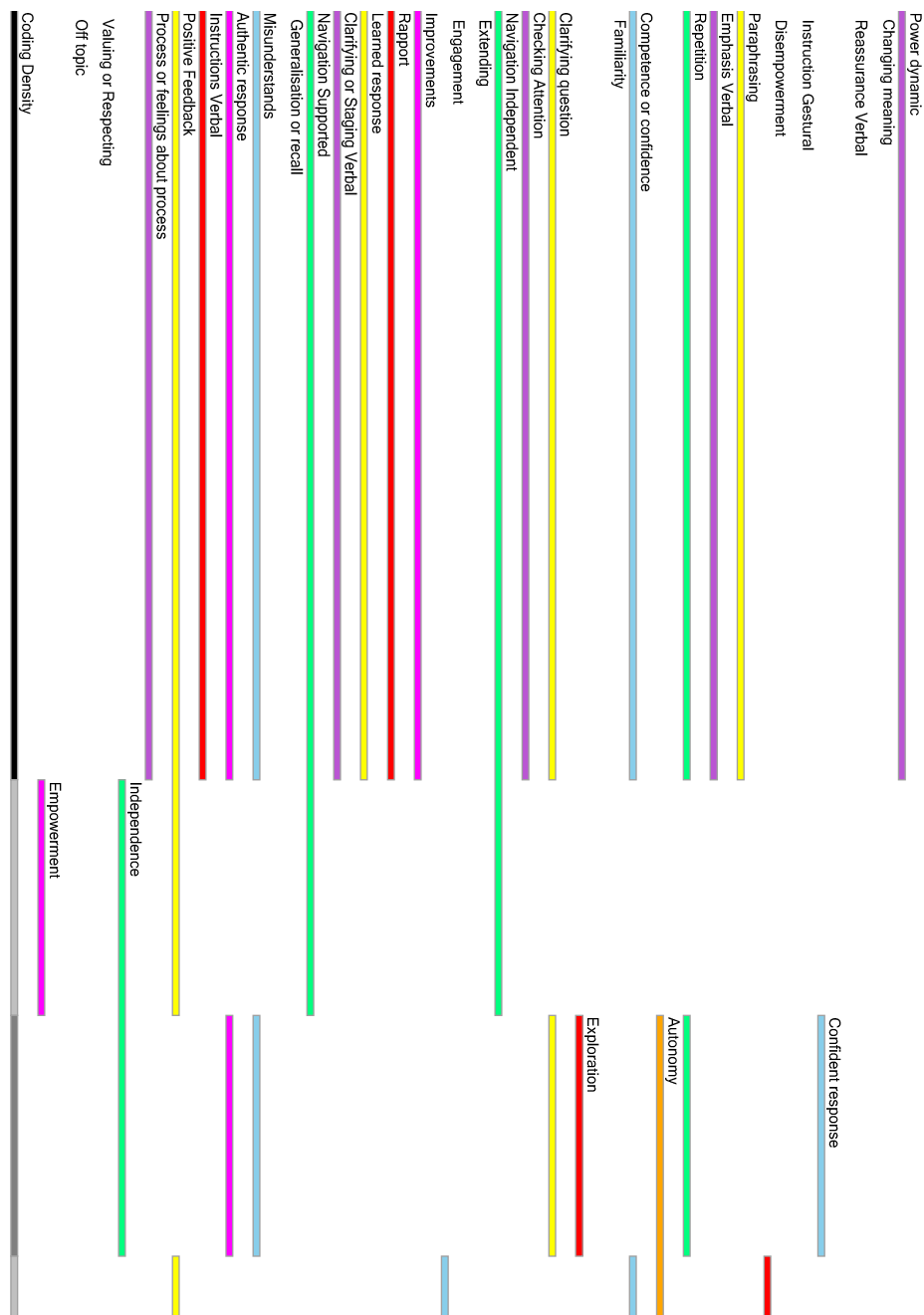
Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)	P presses screen repeatedly. Laughs.	R: Hold it down steady. Try again, that's it. Let go. Now if you need... A: J, look at me a second... R: Ok, we'll try again. You need to read each screen, ok? Otherwise it won't make sense. So, read this through.	High stimuli / arousal of having adult attention? using iPad?
2)	P reads in silly voice. Finds it hard to attend to the text. P uses interface without help. Presses twice.	P: Thank you for taking part. This ...is all about what it... R: If you need help, just ask P: was...like....for...you...to...meet...the Ebssessional p-school A: Educational Psychologist R: Let's just say La (EP Name). P: Please ...touch the start button. Alright. R: Just once, otherwise you'll flick the screens, ok.	Is silly reading a usual way for P to opt out?
3)	P reads as one sentence so finds it hard to make sense of it.	P: Here is a praction.. A:...practise question P: to help you anythink you want ...to put is ok. When you are really A: Ready P: Ready please press ok.	
4)	(01:47)	P: Oh R: (to A) do you want to help J read the	A misreads question – gives



	P immediately tries to drag slider, but with nail so doesn't work	<p>instructions?¹</p> <p>A: There are five choices to answer this question. Try them all out by touching each little line. Now try this. I think chocolate ice-cream is...<i>disgusting</i> or <i>delicious</i></p> <p>R: There are lots of other choices. Try all of them out.</p>	P incorrect / limited information
5)	A reads out other options as P presses them. P then proceeds to read them all. More fluently and in his normal voice ²	<p>P: Delicious, I want that one.</p> <p>A: Not very tasty</p> <p>P: Disgusting, ok, not very tasty, quite tasty, delicious.</p> <p>...</p> <p>R: J, which one are you going to pick?</p> <p>P: This one</p> <p>R: Good boy. Now press next.</p> <p>P: (presses with nail repeatedly on the Next button) pe be be be be (makes high pitched noise with each tap)</p>	Motivated Engaged Competent Understands tasks
6)	<p>(02:54)</p> <p>P stops and presses with accuracy and care.</p> <p>Tips iPad around as he talks.</p> <p>P's attempts to operate the next button are not successful as he taps with his nail.</p>	<p>R: Just once. It's because you're pressing with your nail. That's it.</p> <p>P: There are ten questions. Please ask if you need any ... upside down... help. Ready? Please press next.</p> <p>R: With your finger, not your nail. That's it.</p> <p>A: That's it. Good boy.</p>	<p>Generalising knowledge (iPad tilt screen) from other times it had been used.</p> <p>Praise Relationship</p>
7)	<p>(03:14)</p> <p>P presses the back button, confused</p> <p>P says this in</p>	<p>P: The next question...question?</p> <p>A: The next questions are about you. J.</p> <p>P: But it wasn't meant...see?</p> <p>A: Yeah...but we're going on...look (presses next). See that one. It says the next questions are about what you thought ...³</p> <p>P: The next question again!...(presses Back button)</p> <p>R: No, don't go back. It means the next questions that are coming up.</p> <p>A: J. J?</p> <p>P: But it says 'The next question'</p>	



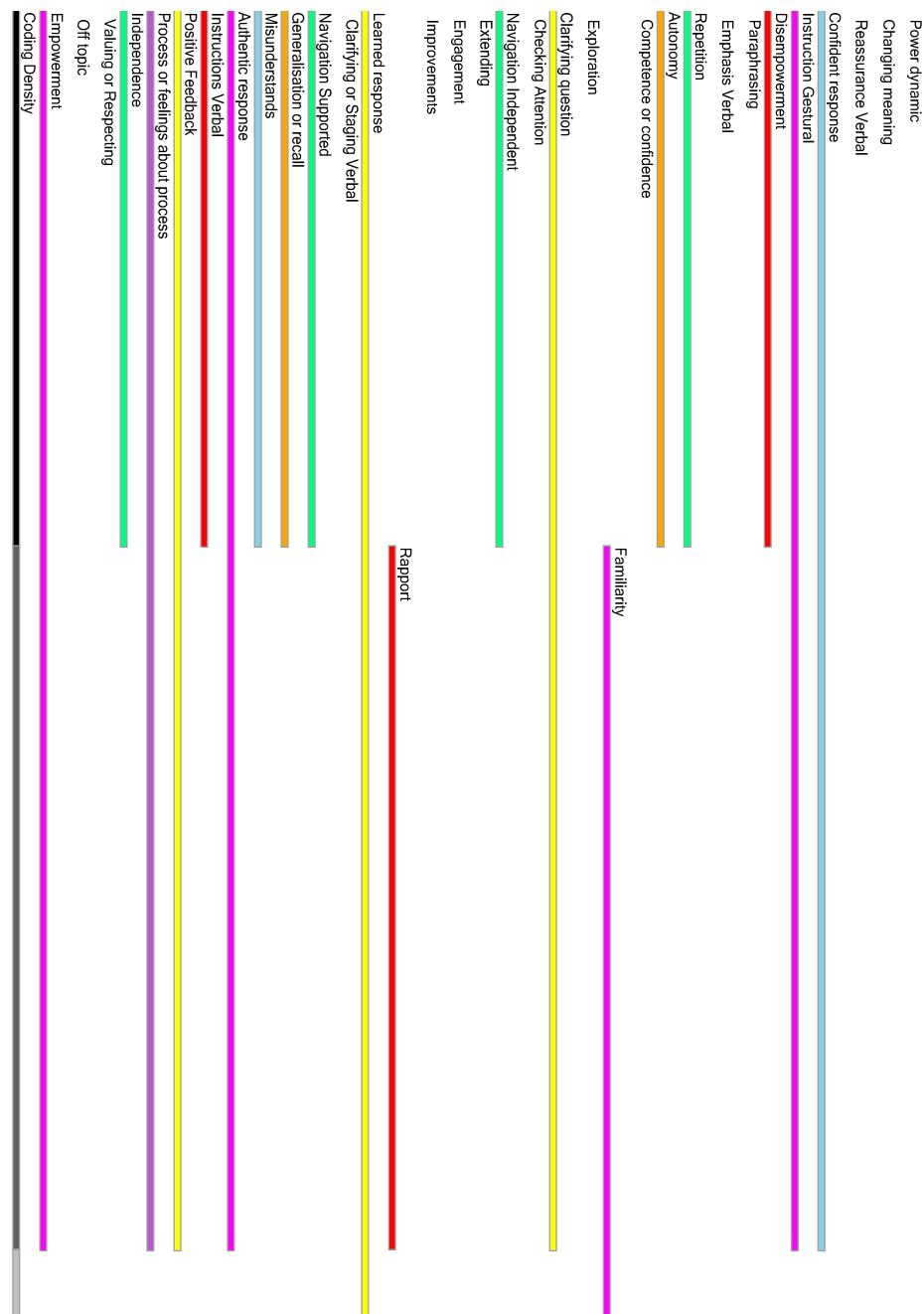
	<p>whining voice, then leans backwards out of chair.</p> <p>P sits forward and looks at iPad.</p>	<p>R: Yes, because the question will be there <i>after</i> you press 'next'.</p> <p>A: J. J?</p> <p>P: Yeah?</p> <p>A: You know what you're doing, and you're being a bit daft. Ok, you need to do this sensibly, alright?</p> <p>A: <i>The next questions are about you. About what you thought before you met with La. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures. Then touch next.</i> So, what do you think is happening in the pictures, J?</p> <p>...</p> <p>P: I'm telling the person (points)</p> <p>R: Good boy</p> <p>P: I'm at home with my mum and dad? I don't have a dad.</p> <p>R: It good be some other people though, couldn't it?</p> <p>P: Yeah, kind of.⁴</p> <p>R: Ok, fantastic. Press next. Just once. It's because you're tapping with your nail.</p>	<p>Perhaps unintentionally, A breaks this sentence down.</p> <p>Uses P's name.</p>
8)	<p>(04:36)</p> <p>P taps slider with nail. Accidentally presses right side of screen with other hand. Self-corrects.</p>	<p>P: I was told that the EP was coming to see me</p> <p>R: Try with your finger, not your nail</p> <p>P: No, I didn't know...yeah, that's right. (Presses next)</p> <p>R: well done. Very good.</p>	<p>Confidence to use interface</p> <p>Corrects without support</p> <p>Praise</p>
9)	<p>P believes it's the same question again</p> <p>(05:24)</p> <p>P is frustrated by interface</p>	<p>P: Ah? these are ...</p> <p>R: That's right... <i>I understood...</i> it's a different question.</p> <p>P: What's this? <i>I understood why the EP was coming to see me</i></p> <p>...</p> <p>A: Did you understand?</p> <p>P: What's this one? Oh...yeah (presses next)</p>	<p>P makes genuine choice after exploring options.</p> <p>Perhaps would have liked more choices for this question?⁵</p>
10)	<p>(05:40)</p>	<p>P: (laughs) this is fun. <i>I knew which room we would be in.</i> No, I didn't. (presses next)</p>	<p>Competence</p> <p>Confidence</p>



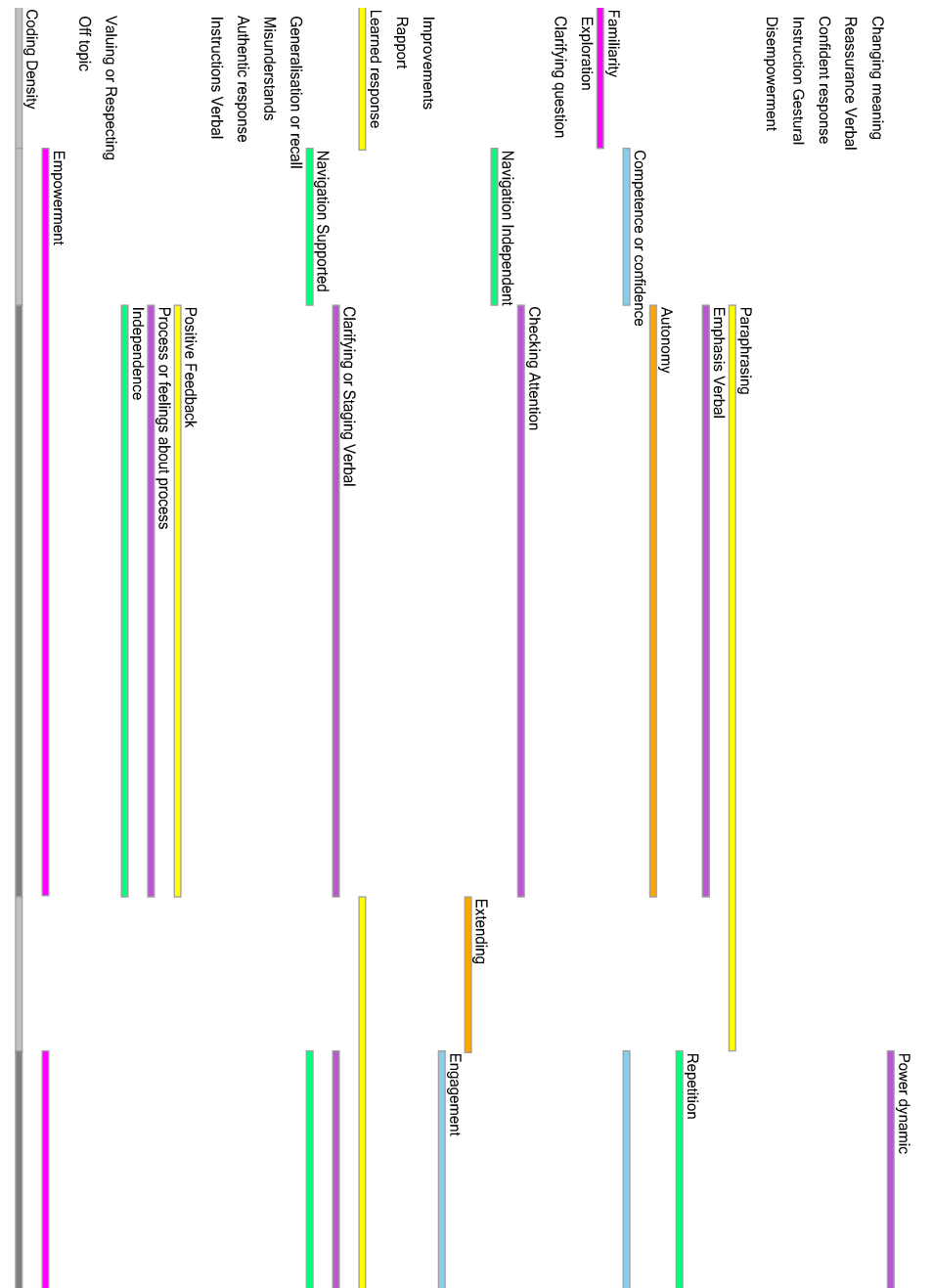
	Chooses appropriately	R: Good boy, well done. ⁶	Praise
11)	(05:59) P: makes surprised/excited noise at next screen P chooses 'no', presses next.	P: <i>I was told who else would be there</i> R: Did you know who was going to be with you and La? P: (to R) because no one was. It was just me and La R: Yes, but did you <i>know</i> it was just going to be you and La? P No, I didn't R: Good boy, that's the right answer then.	Engaged. Excited. Misunderstands question – temporal element. R falls into trap of using <i>right</i> or <i>wrong</i> ⁷
12)	(06:21)	R: <i>The next questions...</i> A: Go on, have a read P: <i>The next questions are about what you thought at the time you met the EP. The pictures above are there to help you. Tell the people with you what you think is happening in the pictures.</i> P: (sighs) well there's a person explaining to me and I'm explaining to them and games, alright, yeah (presses next) R: ...and what about the other picture? Oh, and games, sorry, you said that. Ok. Not your nail. That's it.	Reciprocity Listening
13)	(07:07) P yawns A points to each option as she reads it to help P licks the top of his fingers	P: What's this!? <i>Please touch all the pictures of things you did or talked about with the EP. Then touch next.</i> R: Ok, did you do blocks and shapes P: (shakes head) no R: Ok, move on, what's the next one? Did you do talking and...what's that one? (points) Maybe Mrs (A) can read them? P: <i>Show your work</i> – no, I didn't A: Did you...did she ask you <i>what you think?</i> ...about things? P: no P: er...yeah (ticks) A: Did she ask you <i>who helps you?</i> P: No P: Er, that doesn't (unintelligible)... A: Did she ask you about <i>lessons and teachers?</i> P: No A: <i>Letters and reading?</i>	Empowering A Using gesture



	<p>P sits up and reengages. Is much better when he is reading the options himself⁸</p> <p>P tries to tap to tick.</p> <p>P reaches for next unprompted.</p>	<p>P: No</p> <p>A: <i>Your friends?</i></p> <p>P: What do you mean?</p> <p>A: (points) did she ask you about your friends?</p> <p>P: I'm not sure</p> <p>A: Not sure? Can't remember?</p> <p>P: (shakes head)</p> <p>P: <i>People in your family</i> – No, not sure</p> <p>P: <i>Numbers...no...puzzles and games</i> (taps)</p> <p>R: Not your nail, J, just your finger.</p> <p>P: Just not puzzles</p> <p>P: <i>What other people think</i> (looks confused, ignores)⁹</p> <p>R: Did she ask you maybe what mummy thinks?</p> <p>P: <i>How you feel...no</i> (sits back).</p> <p>R: Brilliant. Well done. You've considered those really well.¹⁰</p>	<p>Independence</p> <p>Authentic answers</p> <p>Ignoring questions</p> <p>Body signals</p>
14)	<p>(08:42)</p> <p>(P turns iPad round on table to face R)</p> <p>(09:42)</p>	<p>R: (laughs) you have to stop trying to use your nail, don't you.</p> <p>P: (laughs) it doesn't work</p> <p>R: It works on a tiny electrical charge in your skin, so you have to put the whole pad of your finger down.</p> <p>Go on then... <i>The next...</i></p> <p>P: What do you mean?</p> <p>R: (points)</p> <p>P: <i>The next questions are about what you thought after you met the EP. The pictures above are ...blurbubububr....</i></p> <p>R: (smiles) What do you think is happening in those pictures?</p> <p>P: Erm...er...I don't know</p> <p>R: Have a guess</p> <p>P: La's finished doing her thing?...look</p> <p>R: That's a good answer. I know what they look like, You look at them. I've looked at them <i>lots</i> of times.</p> <p>R: What do you think about that person (points). How do you think they're feeling?</p> <p>P: Happy....a person who's happy</p> <p>R: Yes, they've got their thumbs like that (gestures) haven't they. Okay. That's good. Press next.</p>	<p>Anticipation?</p> <p>Confidence</p> <p>Praise</p> <p>Confidence to try a guess</p> <p>Gesture</p>
15)	<p>(09:51)</p> <p>P disappointed to find another</p>	<p>P: I wonder what the next question is?</p> <p>Oh...what!? Oh..man....<i>Meeting the EP was</i></p>	<p>Anticipation?</p> <p>Predicting?</p>



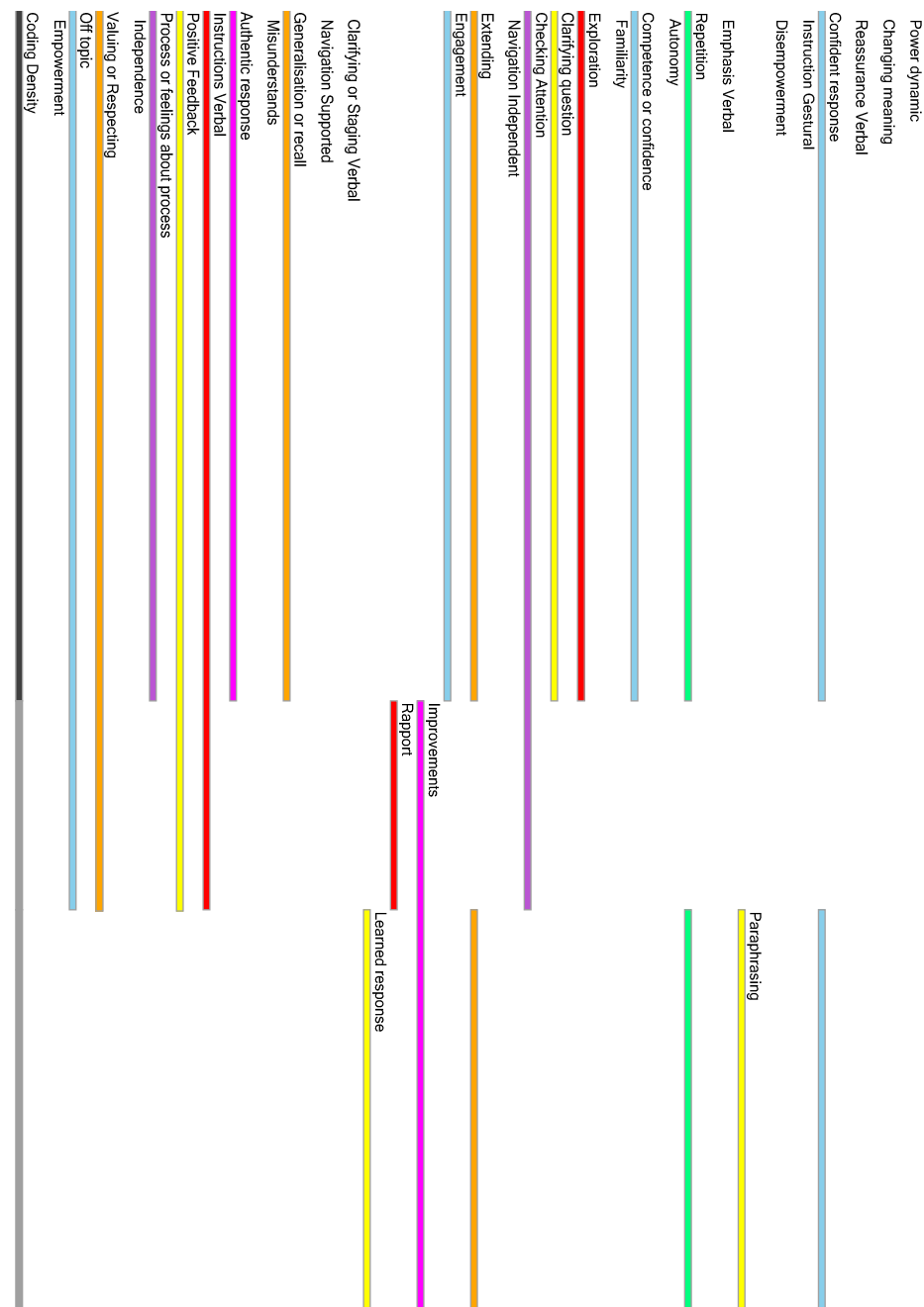
	slider? Holds head in hands.		
16)	(2) (00:00) P tries all slider options, chooses and presses next.	R: Try your finger, not the nail P: Oh, yea (uses pad). Er hum, uh hum.	Competent with interface. Understands question.
17)	 P exaggerates the word 'important'. P ponders for 15 seconds	P: (laughs) I thought there was only meant to be ten. R: There are. There are ten questions (laughs). There are other screens as you go along, but there are only ten actual questions. P: <i>How does it feel when you are asked what you think? You can choose more than one if you like.</i> R: Good reading. P: <i>I love this, I'm not sure, I don't like it, I'm important, I want to know more, it's good, I'm confused, I hate it, something else.</i> R: Which ones are you going to choose? How does it feel, my asking you what you think about things?	Emotional literacy? Comfort of receiving praise / giving self-praise? Self-reflection?
18)	(01:32)	R: Just that one? You can choose more if you'd like to. P: (shrugs) R: Which ones did you choose? <i>I'm not sure and it's confusing.</i> Alright.	
19)	(01:51) P notices the next button is greyed out almost immediately. P makes mock	P: No more next, it's gone! (thumps fist). How dare you (to iPad) R: It's because you need to it first. <i>How would you like to answer the next question? Do you prefer typing, drawing or talking?</i> R: What would you like to do? (P presses drawing). Drawing, ok. P: Drawing, drawing (sings words). R: Ok, <i>please draw what you liked or didn't like</i>	Dislike of change / unprepared.



	shock face as iPad changed for paper.	<i>about meeting La.</i> And then after that we're going to take a photograph of it, ok?	'we're' (11 mins in)
20)	(02:22) R places pencils and pens on table. J chooses red pencil. Pupils bang on the door. Dinner time is imminent. P sings as he draws (da, da, da)	P: What do you mean? R: Tell me something you liked about meeting La? What was nice? P: Playing Piggy in the Middle. (smiles) R: Then that's what you need to draw ↑. I have some pens if you'd prefer. P: What's this? I don't...(points to title) R: Read it. P: <i>When I meet the EP I liked</i> R: When you met the EP, what did you like? P: I liked Piggy in the Middle (smiles). R: Draw yourself playing Piggy in the Middle then, or anything you want to draw about what you <i>liked</i> . (smiles) R: It doesn't have to be the world's best drawing. Just a quick little drawing will be absolutely fine.	
21)	(03:36)	R: What's that you've drawn there? P: A dice R: A dice? Very good. P: Actually, I think I'm just going to draw ...one, two, three, four, five. R: What's that? Five of what? P: Five fingers R: Oh, it's you throwing the die, is that right? P: Yes A: Very good.	Relationship Drawing is good medium for this. Sometimes a leveller. Child can be competent. Task can be understood. ¹¹
22)	(04:10) P makes eye contact to reinforce 'no'. Grins. Draws big horizontal line	R: Is La going to be in your picture? P: No! (smiles) R: Ok P: Because it's kind of confusing trying to do...I can't...I don't wanna put in... R: It's hard to draw people isn't it P: Yeah...pretty confus...it's yeah... ... R: That's good. Is that the table? P: Ermm...no, it's the board R: It's the board. Of course. Sorry.	Acceptance. Valuing. Empathising Difficulty expressing wishes Praise Listening
23)	(04:31)	P: That's the game path	



	<p>P sings as he draws. Changes colours many times (pencils)</p> <p>Dining noises increase outside door and R wants P to move on to next question (05:29)</p> <p>P very animated and excited explaining this.</p>	<p>R: I didn't know as I've never seen it. That's fantastic. P: And now there will be the 'good' spot. And then... R: Is it good to throw a five? P: What? (looks up) R: Is it good to throw a five? You've drawn a five on the die. P: No it's not. It's bad luck. ...</p> <p>R: ...and on the other side it says <i>I would change</i>...</p> <p>P: ...you have to take the...you have to take the shortest path to the...to actually win...and La went down the...cos we played a different game...this isn't the Piggy in the Middle game,...and she took the longest path...which was erm, the brown one, that one was really long and I took the pink path which only you had to go one, two, three, four (counts under breath)¹²</p>	<p>P seems comfortable, engaged, absorbed. R Praises.</p> <p>P able to describe game's purpose.</p> <p>Words switched in sentence 'only, you' Accurate, enthusiastic recall</p>
24)	<p>(05:45) P grins</p>	<p>R: Ah, that was very clever of you. That was cunning. I like that. Poor La. R: ...and what would you change? (Points to other side of paper) P: I won all of them! R: Did you? Well done! R: On there it says <i>I would change</i>... what would you do differently if you saw La again?</p>	<p>Praise.</p> <p>Adult agenda</p>
25)	<p>(06:02)</p> <p>Much of P's responses here are in a babyish voice.</p> <p>Mechanism for when questions are more challenging?</p>	<p>P: I wouldn't change anything R: Well some of those questions (points to iPad) you've answered <i>not sure</i> to. Like, you didn't know when she was coming; you didn't know which room you were going to be in; you didn't know who was going to be with you in the room... would you change any of that? P: No? R: No, you don't mind not knowing. P: No, I don't mind R: Ok, is there anything else that you wanted to do with her, that she didn't do? P: <i>Maybe draw a picture?</i>¹³ R: You would have like to have drawn a picture with her?</p>	



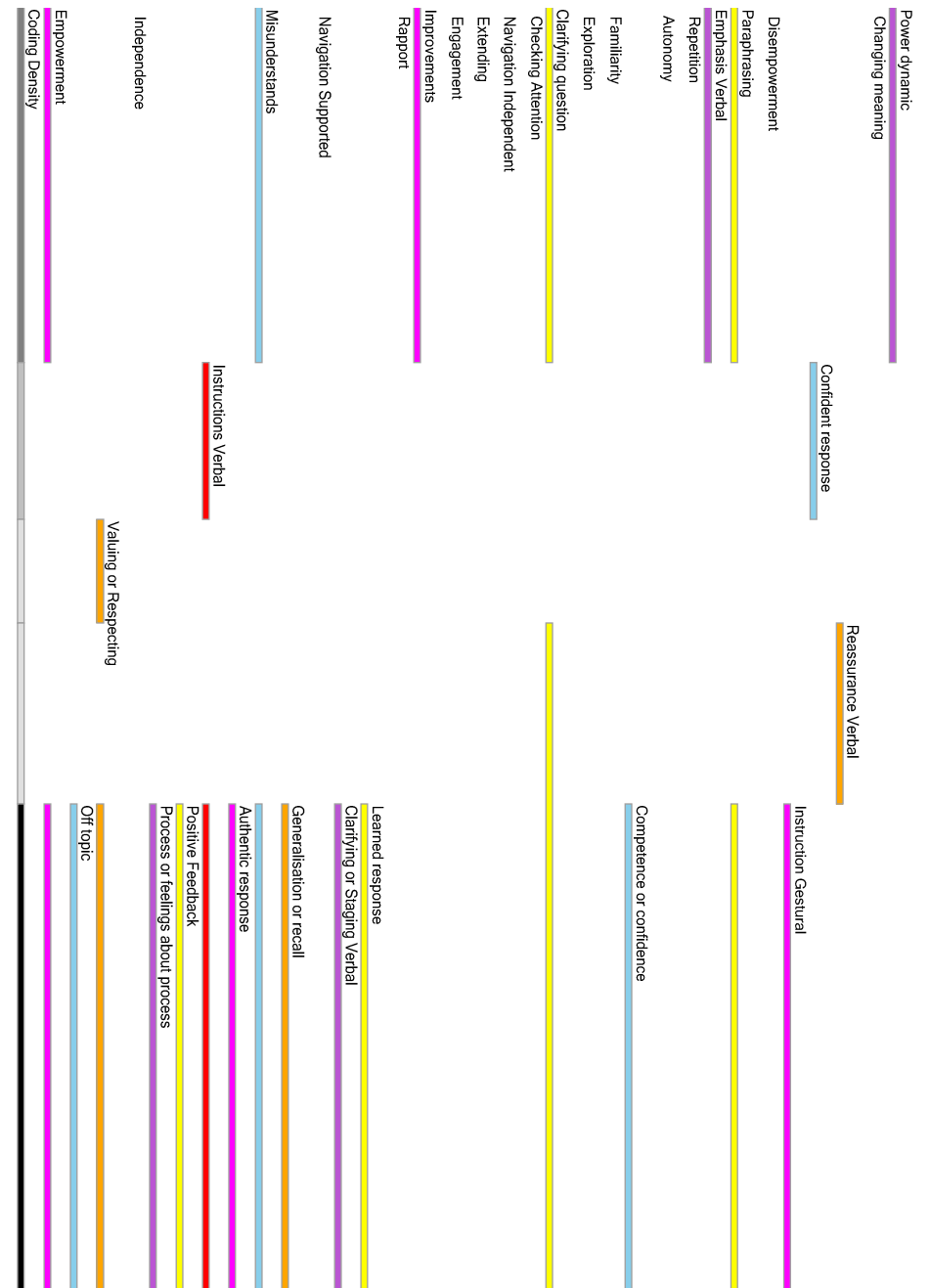
26)		P: Yeeeyay R: Well, do you want to do yourself drawing a picture? P: (Squeaks) Yeh! R: That would be fantastic	
27)	(06:42)	R What would you have drawn a picture of? If you could have drawn any picture with her? What would have been in your picture? P: I don't know R: What do you like drawing pictures of? (1) P: Er, I don't really know that one either...it's really hard. R: Ok, just everything (smiles). P: Kind of.	Rapport
28)	(07:42)	R: Is that a picture of a pencil? P: Yep R: That's a very clever thing to draw. I like that. P: Now I just need to get this done....the blue rubber. R: Ok, is that finished? P: Kind of. I'm going to do a bit of paper... R: ...that's fantastic. P: Weeeeeee...it's erm...it's an upgrade picture...it's an upgrade pencil. R: Ok P: An upgrade is kind of alien what comes out of space... R: Does the alien use the pencil or does he live in the pencil? P: No (smiles) ¹⁴ P begins to let imagination go Grins and puts down pencil to explain with big arm gesture. Very animated.	Adult agenda Rapport Praise Pupil describes Flow
29)	(08:33)	P: No, the upgrade, like, so when he, he's like, kind of thing with all magnetic armour on and ..and he can go ...goop, like...stretch his self like over to the other place ...and erm... see trucks and motorbikes, he can, if he gets on it he can get over it and then there's like, an upgrade truck and, like, kind've (picks up pencil to demonstrate) thing like that R: Yes P: Say an upgrade truck was on the giant pencil then it went splatter on the ..on it..it would go all like that on the pencil	Rapport, interest.
30)	(09:12)	R: That is fantastic! R: Ok, so now we need to put those pencils	



	<p>P smiles</p> <p>R gives pencils and pencil case to A to help put away.</p> <p>P continues to draw</p> <p>P presses rapidly with nail.</p>	<p>away.</p> <p>P: Wait! I need...</p> <p>R: Well, we don't need to spend any more time on that because it was just supposed to be a little drawing and ...</p> <p>A: It's nearly lunchtime as well J. You don't want to miss your lunch.</p> <p>P: Miss lunch? Ahh, that's my favourite part of the day.</p> <p>R: Ok, so give the pencil back then</p> <p>A: Thank you</p> <p>R: and if you press....stand up a bit...press that for me...</p> <p>P: What is that?</p> <p>R: The camera. Remember carefully, with your finger tip...that's it, well done.</p>	
31)	<p>(09:58)</p> <p>(10:00) P looks proud and awestruck by seeing his work captured¹⁵</p>	<p>R: See? That's your lovely drawing in there (holds up iPad for P)</p> <p>P: Yeah !!!</p>	Valued.
32)	<p>(3) (00:05)</p> <p>P worried but then sits and seems fine to continue. Looks attentively at screen.</p>	<p>R: Ok, press next and then you're nearly done. Just a couple more questions.</p> <p>P: I don't want to miss lunch.</p> <p>R: You're not. Don't worry.</p> <p>A: It's not lunchtime yet J</p> <p>P: <i>How did meeting the EP make you feel?</i></p> <p>R: Try all the little lines.</p> <p>P: (tries all options, reads aloud). <i>I really liked it.</i> (Presses next)</p> <p>R: <i>I know what the next steps are.</i> Do you know what's going to happen next?</p> <p>P: No</p> <p>R: You did tell me La's going to 'write her thingy' didn't you. Do you know that's happening next.</p> <p>P: Well</p> <p>R: Are you still <i>not sure</i>, you <i>know what's going to happen</i>, or you <i>don't know</i>?</p> <p>P: I'm not sure (chooses)</p> <p>R: Ok.</p>	
33)	<p>(00:57)</p> <p>(daunted reaction to seeing lines of text on last</p>	<p>P: aaaaah!</p> <p>R: Read that bit</p> <p>P: Remember ..that is about you..what is about you, you think...so...no...that it is your turn what you would like to...</p>	



	<p>screen / keyboard?)</p> <p>R reads slowly, with emphasis.</p> <p>Interruption in background as staff member comes into room, hunts for cardigan, then leaves.</p>	<p>R: J, that didn't really make sense did it? Hold on.</p> <p>R: <i>Remember, that this is about what you think...So now it's your turn...What would you like to ask?</i></p> <p>P: Nothing really</p> <p>A: Nothing at all?</p> <p>R: About anything about meeting La?</p> <p>P: What do you mean?</p> <p>P: (repeats) What do you mean?</p>	
34)	(01:45)	<p>R: Ok, so what would you like to ask about meeting La? Anything at all...are you curious about anything? No, if you're happy it was all ok...</p> <p>P: (presses next)</p> <p>R: What does that say?</p>	
35)		<p>P: (smiles) <i>Thank you very much for saying what you think about meeting the EP. Please touch the finish button.</i></p> <p>R: That's it! Thank you</p>	
36)		<p>R: So, I've just got a few more questions before lunch if that's ok?</p> <p>P: But I've done it – how can I answer the questions? (points to iPad)</p> <p>R: These are ones you can just answer by talking.</p> <p>P: Ah, ok</p>	
37)	(02:31)	<p>R refers to PIL opened on the table between R and P</p> <p>P looks away, distracted?</p> <p>Reengages</p> <p>R: Did you see this beforehand – you did didn't you?</p> <p>P: (shakes head)</p> <p>R: Didn't you say you'd seen that?</p> <p>P: Oh yeah, I did see that.</p> <p>R: La showed it to you?</p> <p>P: Oh, yeah, I saw that, but not that (turns over)</p> <p>R: What did you think of the pictures?</p> <p>P: Good, good, good, good.</p> <p>R: Why do you think that La came to see you?</p> <p>P: To help me...er...yeah, to help me.</p> <p>R: That's a good answer!</p> <p>P: With stuff at school.</p> <p>R: Yes!...and why do you think this is called MiView?</p> <p>P: Mi...View...I have no idea. I don't know....because it's My View? (points to himself)</p> <p>R: That's right! You're absolutely right, well</p>	<p>Memory</p> <p>Expected answer?</p> <p>Praise</p> <p>Competence</p>



	<p>Distraction technique?</p> <p>done. R: How did the pictures help you remember meeting La? ... R: Did they help you remember meeting her? (1) P: Yeah R: How did they help you remember? P: (looks at camera)...that thing's getting weird. Leave me alone camera (laughs) you're like mince pie man. R: I don't know what mince pie man is? A: We've got a little Santa Claus in the class... P: It's scary the mince pie man. R: J, what were your favourite type of questions? Slider ones, choosing pictures, drawings? P: What's a slider one? R: Where you had to choose along the line.. P: Slider ones! (grins) R: They were your favourites. R: and last question...in school what decisions have you made? P: In the middle decisions R: About what? Tell me something you've made a decision about or when someone's asked you what you think. P: No, I don't understand. R: It's hard to answer that one? P: Yes. R: Ok then, do you have any questions for me? P: Not sure.</p> <p>First lunch bell rings (not P's). P is too distracted to talk more now.</p>	<p>Praise</p>
38)	<p>(3) (04:56)</p> <p>P's lunch bell</p> <p>R: I've got a little thank you for you ... P: Yeah! R: ...because you've helped me with my research today ...you can choose from...I've got smiley faces, moons, stars, space rockets... P: Moving people R: Stretchy men... P: Yeah R: ...and would you like a smiley face to stick on your jumper to say thank you?</p>	<p>Valued</p>

Power dynamic	
Changing meaning	
Reassurance Verbal	
Confident response	
Instruction Gestural	
Disempowerment	
Paraphrasing	
Emphasis Verbal	
Repetition	
Autonomy	
Competence or confidence	
Familiarity	
Exploration	
Clarifying question	
Checking Attention	
Navigation Independent	
Extending	
Engagement	
Improvements	
Rapport	
Learned response	
Clarifying or Staging Verbal	
Navigation Supported	
Generalisation or recall	
Misunderstands	
Authentic response	
Instructions Verbal	
Positive Feedback	
Process or feelings about process	
Independence	
Valuing or Respecting	
Off topic	
Empowerment	
Coding Density	

rings (05:42)	P: Erm, yeah, I would like...Red R: That's the bell for you. Thank you both very much.	Appreciated
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Annotations

- ¹ Suggestion for improvement - explicit way of pupil asking for help to read / empowering A to read alongside: to assist. Needs encouragement to explore the screen. Problem with technophobia inherent in some staff.
 - ² P responds to clear structure of iPad. Familiar and achievable. Competence appears to have increased and unhelpful behavioural responses have decreased.
 - ³ A literal interpretation of the interface is enough to set this pupil back into a learned pattern of silly behaviours for task avoidance. Raises an issue with the wording of the introductory screen which is then revised.
 - ⁴ This pic needs improving. Is supposed to be psychologists in school or home. Emotive in this case.
 - ⁵ This question was subsequently revised
 - ⁶ Interesting to look at how much praise was given to different pupils. Here it seems much more regular as the pupil's attention span is noticeably short.
 - ⁷ I meant - 'that's the best answer you can give'. In trying to simplify this, I insinuated that there were right/wrong answers to a pupil who interprets language very literally. Suggestion to improve this - scripted responses - which would be the case in a software program.
 - ⁸ With empowerment and competence comes engagement?
 - ⁹ Asking this of a pupil with autism could be disempowering
 - ¹⁰ Modelling language of empowerment by paraphrasing / summarising in this way
 - ¹¹ Drawing has relaxing, therapeutic qualities. Child can mix imagination with their recall. Takes pressure off as non-verbal. Joint attention to another focal point - not child. Easily understood. Opportunity to build rapport and give praise and feedback.
 - ¹² Describing the 'what' is often very articulate and detailed...describing the 'why' or 'how' much less so. Stark contrast in opportunities to practise description v. process.
 - ¹³ Another reference to drawing - the pupils often seem to lose themselves in drawing (flow?) (see also line 28)
 - ¹⁴ Is the researcher making more attempt at establishing and maintaining rapport to proactively keep pupil on task? Seems to be greater attempts at rapport throughout. Levels of praise?
- Or, perhaps, is the lack of praise from A inversely related to the compensatory strategies of the researcher?
- ¹⁵ See also similar comment in other transcript. Personalising and valued contributions are very important.

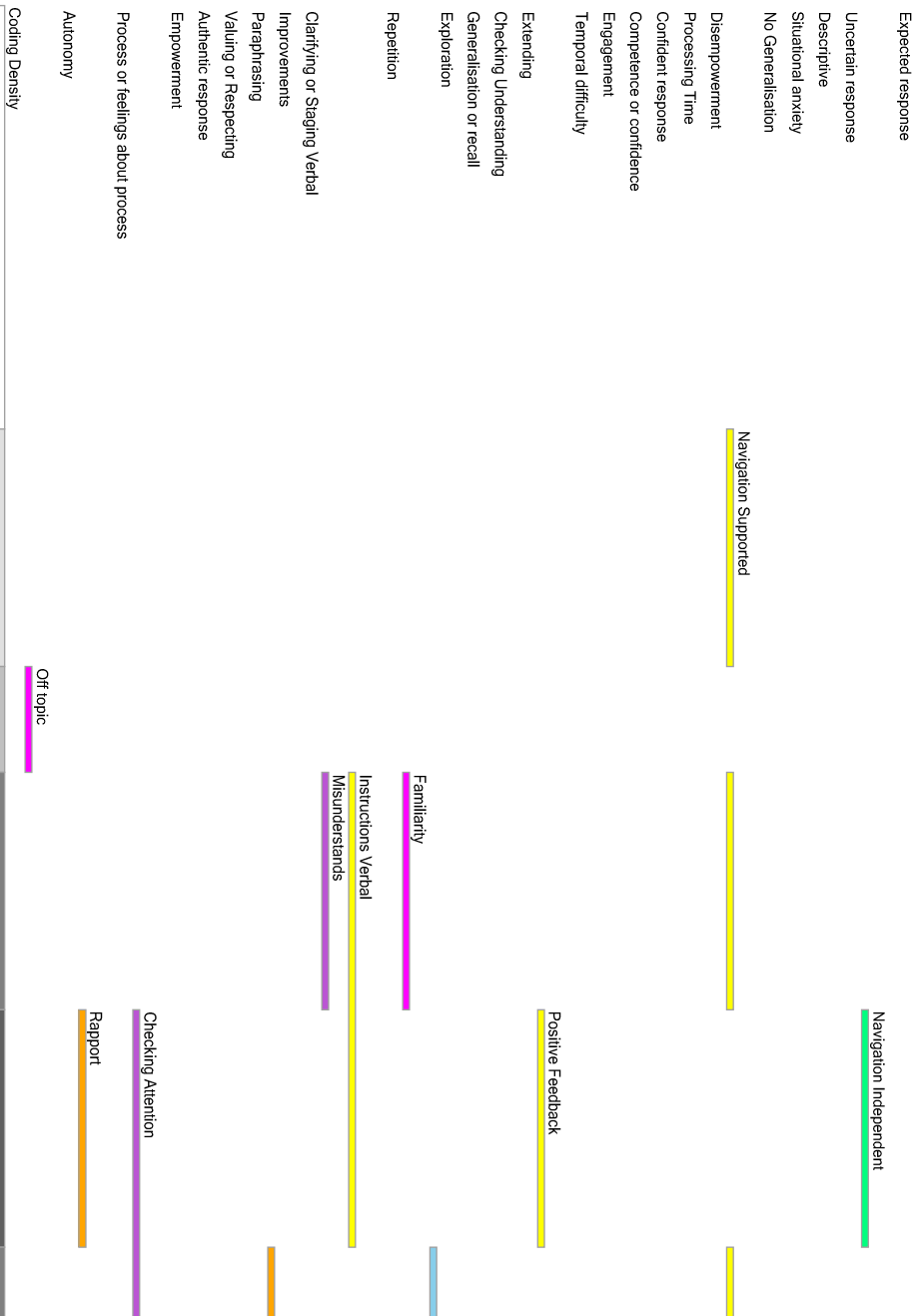
Power dynamic	Empowerment
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Empowerment
Coding Density

Stage 4 Transcript Date: 28/11/12 Time: 11:30 Duration: 26:14 (10 min on drawing) Name: Oskar

P=Pupil; R=Researcher; A=Assistant (LSA); K=EP; ↑= intonation; ... = pause; *italics* = structured qn Words are underlined where A omits or adds words that alter the meaning of the question.

Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)	(12120201) P – rolling blue tac across the desk. R puts iPad down in front of him	R: Right, so what I need you to do is – probably to put the blue tac down for a second – and then just hold your finger down on the screen, just push your finger down for one second. P – places finger on screen R: Ok, now you're off. Anything you need any help with...	
2)		P:... That's a red↑ iPad R:...it is...anything you need any help with, you just need to ask Mr H (A) ok?	
3)	P presses start immediately without reading. He tries to go back but ends up on the cover screen.	P holds finger down but uses two so it doesn't work. R: One finger A: Lift off (gestures) P lifts A: Take your fingers off again...that's it R: Now, read carefully before you press start. P presses start straight away again, but this time stops on the first screen.	
4)	(00:49) P searches for 'Next' on the screen. Locates it and presses without help.	A: Make sure you read these questions please. P: "Here is a practise question to help you anything you want to put is ok" A: Don't forget to pause when you get to a full stop. P: When you are ready please press 'Next' A: Excellent	Competence. Reinforced by A
5)	P tries to swipe across slider.	P: There are five choices to answer this question. Try them all out. I think chocolate ice	



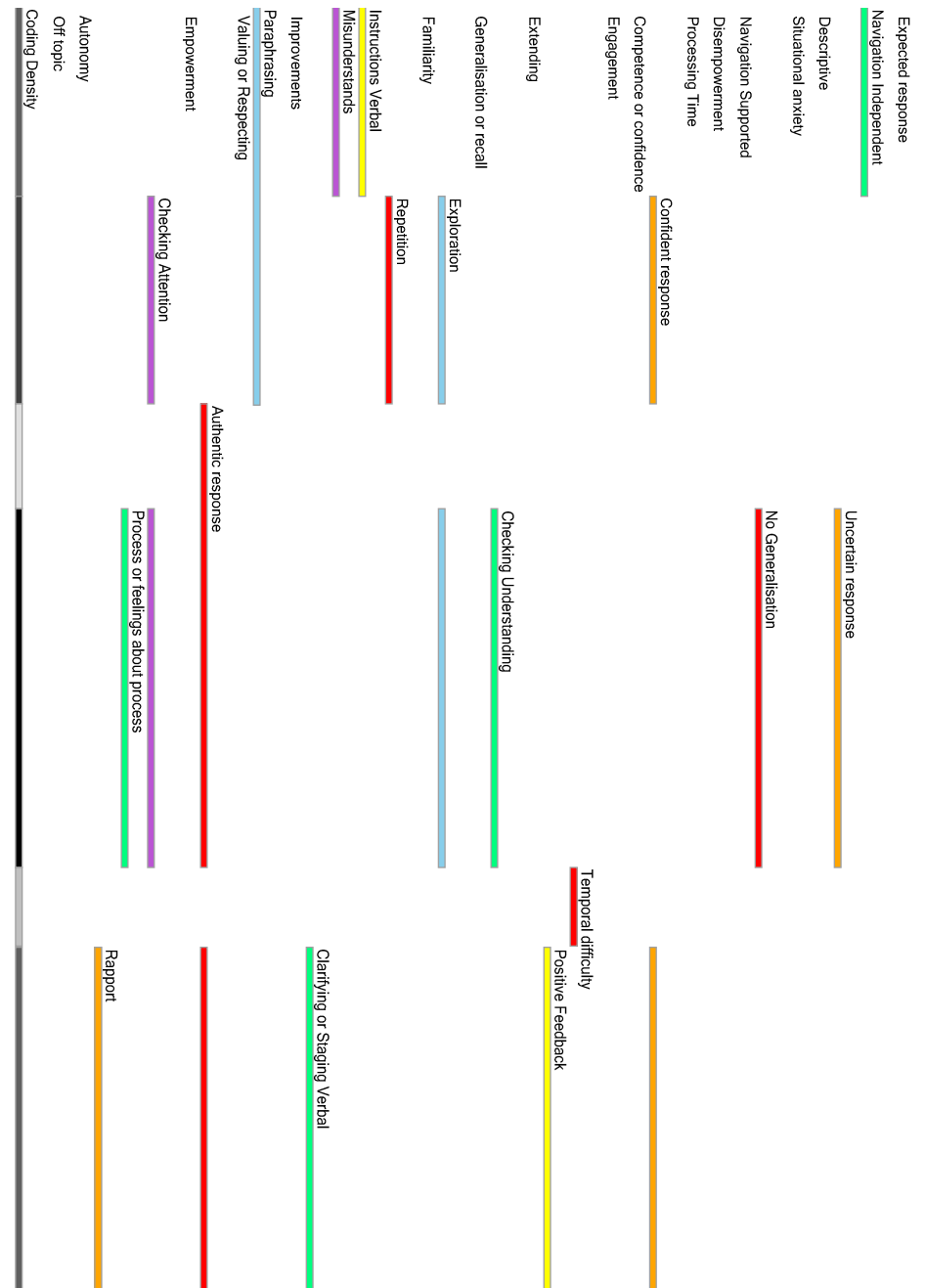
	Slide bar doesn't respond so R intervenes to help. P begins to press all the options many times.	cream is... R: Try them all out – touch all the little lines. Maybe Mr H can help? A: So, press...you press on the lines. (Demonstrates). P copies ¹ . 'That's it'. A: So what does it say? P (unintelligible) A: You need to actually read the words, I know you're enjoying playing...	
6)	(02:00) P lifts both hands up in excitement. Reads with great expression and excitement A implicitly guides P to then move through the options by himself	P: Look! (laughs) A: What does that say? P: Giggles – “Disgusting” A: Yea, and the next one along... P: Not very tasty, ok, quite tasty, delicious	Engagement Excited by novelty? Making choices from engagement by particular visual stimuli more than views
7)	P continues to play excitedly with the different faces (emoticons)	A: Which one do you think it is? A: I think chocolate ice cream is...?	A helps to refocus and repeats the question.
8)	P taps 'disgusting' with the blue tac – it doesn't work	A: “You need to use your finger, not the blue tac. In fact, could the blue tac go back in your pocket for a moment please? (And when I say a moment, quite a long time).”	
9)	(02:34) R helps A P presses Next without suggestion	R: I'll just hold it over here safely for you (places on desk so P can see but out of reach). A: So, do you think it is delicious? P: uh huh A: Good boy	A positively reinforcing focussed behaviour
10)	(02:42) P rubs eyes. Ten appears daunting. He presses Next without support.	P: There are ten questions. Please ask if you need help. Ready? Please press Next.	
11)	P doesn't read	P: Before we met	Misunderstandin



	the question – goes straight to slider. A points	A: You need to read this part – can you see this bit? P: <i>I was that EP...</i> A: I was told... P: <i>the EP was coming to see me. I understood the EP was coming to see me...</i> A: You need to answer this one first (points).	g directions / directions not staged / explicit enough Too many questions on a page / screen clutter/ ambiguity
12)		A: <i>"I was told that the EP was coming to see me...so you've got the choice of yes, not sure, or no"</i>	
13)	P seems to press randomly, so R checks	R: Were you told that K was coming? A: Stop for a second. Were you told that K was coming to see you? P: Yeh	
14)	(03:38) P appears to answer with hindsight rather than be able to recall a time before he knew	A: ...and the second one..." <i>I understood why↑ the EP was coming to see me</i> " P: Yea, to do some activities. A: Did you understand that before she came? P: um hm (presses 'Next') A: really good	Lack of theory of mind / temporal sequence makes giving views on past events much harder. A reinforcing, supportive language.
15)	P rests his head in his palm as he reads the question	A: (points to the right part of the screen) P: <i>I knew where we would meet.</i> R Did you know which room you were meant to be in? P: Yeah, that will be Mrs W's (SENCo) office	A: reinforcing gesture: pointing etc
16)	P fiddles with side of iPad case. Begins to press along line. P looks uncertain about this answer	A: and this one – points P: <i>I was told who else would be there</i> A: Did you know who else was going to be there? P: Yea? (looks at A as if this is a question) A: Did you know that before? P: Yeah	Giving answers that the pupil thinks the adult expects? Just saying yes?
17)	(04:23)	A: Press the 'next' button	



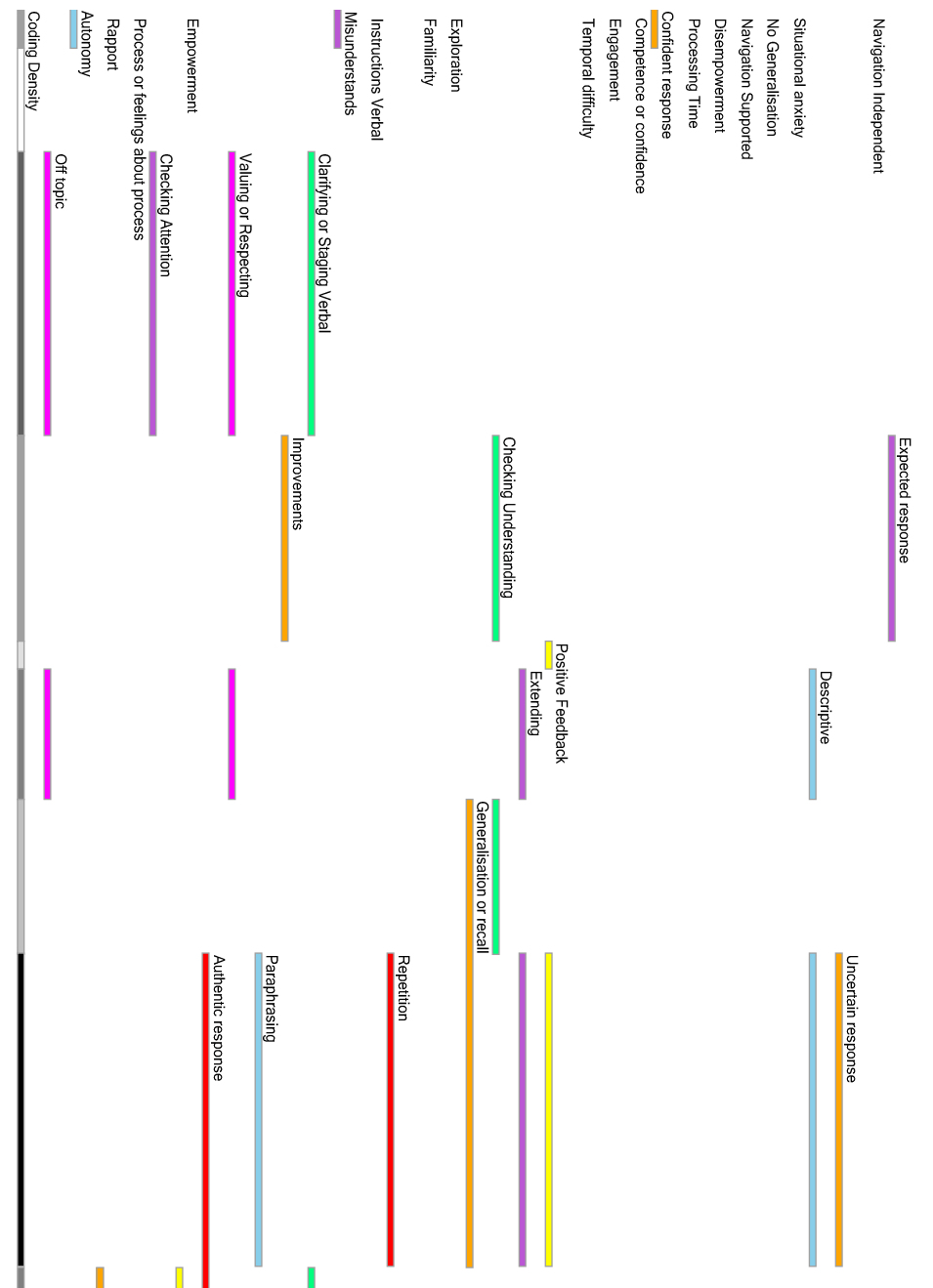
	P operating the survey interface independently	<p>P: <i>When we met. Show your work?</i> A: Hold on. Read the question first of all. (Points). P: <i>What did you do or talk about?</i> A: So let's choose what you did or talked about with K.</p>	
18)	<p>(05:16)</p> <p>P finds that the screen scrolls – but only a little. Seems disappointed. A leans in to P</p>	<p>A: Did you show, did you <i>show</i> K some of <i>your work</i>? P: (chooses another option...unintelligible) P: Wait, you can go lower... not very low A: What did we talk about? <i>People in your family?</i>↑ P: er, no</p>	A refocuses P –uses pointing and physical proximity
19)		<p>A: Did we talk about <i>lessons and teachers</i>? P: No A: Did we talk about <i>what other people think</i>? P: No, we talked about <i>show your work</i></p>	
20)	<p>P begins to press (tick/untick) all options and A gently lifts P's finger up off the screen</p> <p>P looks confused, as if he can't quite recall.</p>	<p>A: Yes, I think we can do more than one – we can tick more than one thing. A: Shall we leave that ticked?³ A: and did we use <i>shape and blocks</i>? P: No A: did we talk about what you think? (P presses to tick) A: Did we? P: Uh huh</p>	A uses gentle physical intervention to assist focus
21)	P – is resting head on right palm.	<p>A: did we do any <i>puzzles or games</i>? P: No, that's all I can think of</p>	Losing engagement
22)	<p>P leans back, frowns at question.</p> <p>A briefly points to indicate what to do to P.</p>	<p>A: Well, we'll just go through the last five. Did we look at any <i>letters</i> or do any <i>reading</i>? P: No A: Did we talk about <i>your friends</i>? P: No A: Did we talk about <i>who helps you</i>? P: Yea A: Ok, shall we tick that one then? P: It's already ticked. A: No <i>Who helps you</i> is just there – it hasn't got a tick yet (P presses to tick). A: Ah, lovely</p>	<p>A structures questions</p> <p>Screen too cluttered? too demanding?</p> <p>Structuring</p> <p>Reinforcing, positive</p>



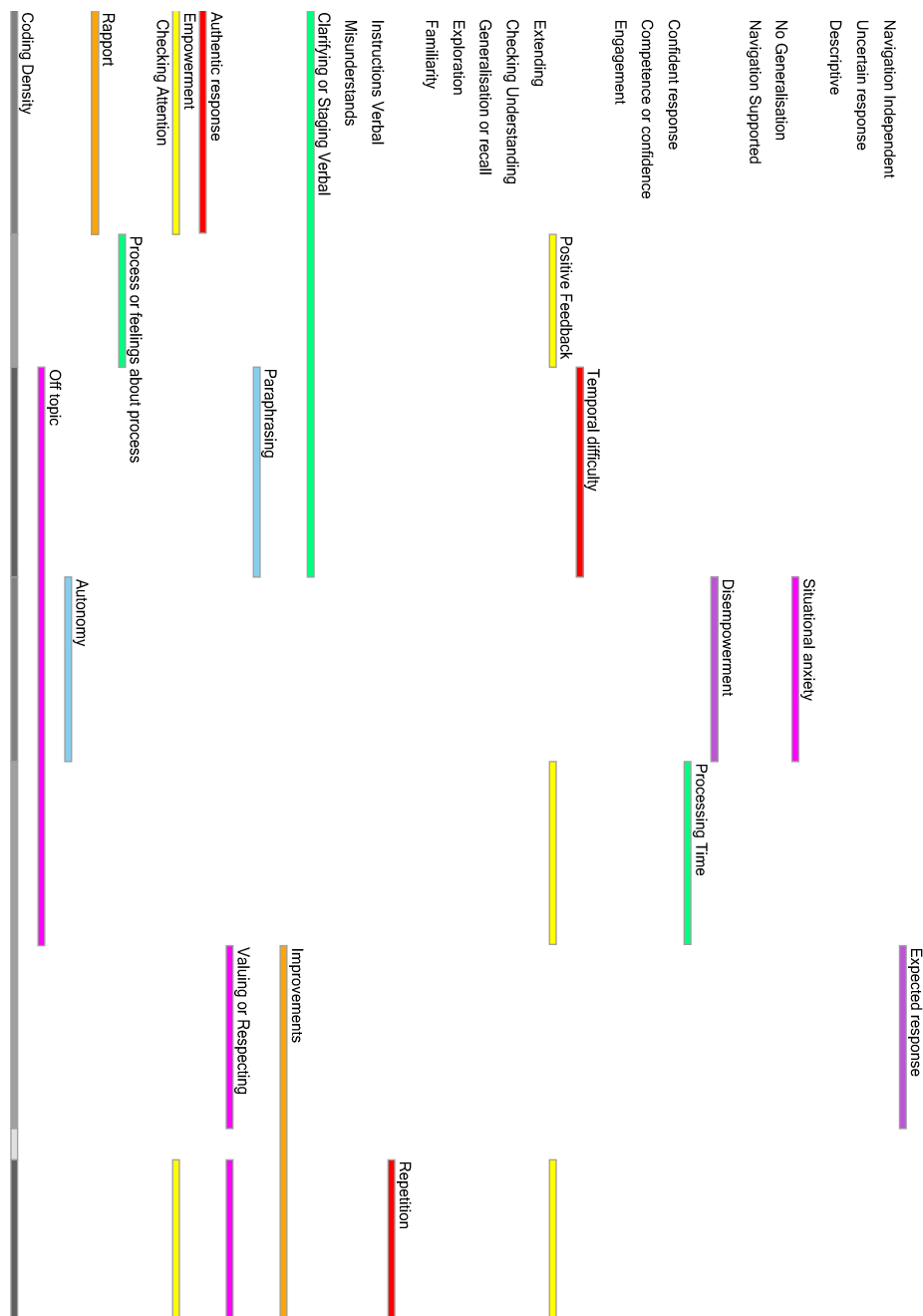
			feedback
23)	(06:45) P presses Next to move on unaided	A: Did we talk about <i>How you feel?</i> P: No A: and did we talk about <i>numbers and maths?</i> P: No A: There we go.	
24)	P begins to go directly to the slider again. A intervenes.	A: After we met...You're doing this first (points) P: <i>After we met.</i>	Refocusing and assisting. ⁴
25)	(07:12) P has reengaged and answers with enthusiasm	A: (Points to question) Can you read that for me P: <i>Meeting the EP was...really good</i> A: Shall we have a quick look at the other choices? P: <i>Not good, ok, quite good.</i> A: ...and really good. So which one would you choose? Meeting K was...? P: Quite good A: Ok, brilliant!	A positive reinforcement. Exaggerates /emphasises /repeats key words for P Too hard to hold sentence starter in head with different completion options. Needs each option on slider.
26)	P chooses picture immediately. Even before reading the words.	A What does it say? P: <i>Would you like to type your next answer or draw a picture?</i> A: Draw a picture? P: Yeah A: Excellent. Tick that box so we know, then press Next.	
27)	P keeps pressing screen R passes over paper and pens. (08:15)	R: Ok, leave that for a second. You can't draw on that screen. P: (presses) R: (laughs) no, <i>leave</i> that for a second. R: There are two pictures for you to draw there...and there's a choice (lays out pens) A: Shall I turn the lights on...?	
28)	P doesn't appear to have understood <i>what</i> he is supposed to draw	P (emphatically): I need black as well. I need black. R: Hmmm, I'm not sure if I have got a black...no one else has asked me for... ah, I have a black biro? (offers) P takes biro: "I'll just draw..." R: Or I've got a pencil? (offers)	Misunderstanding question.



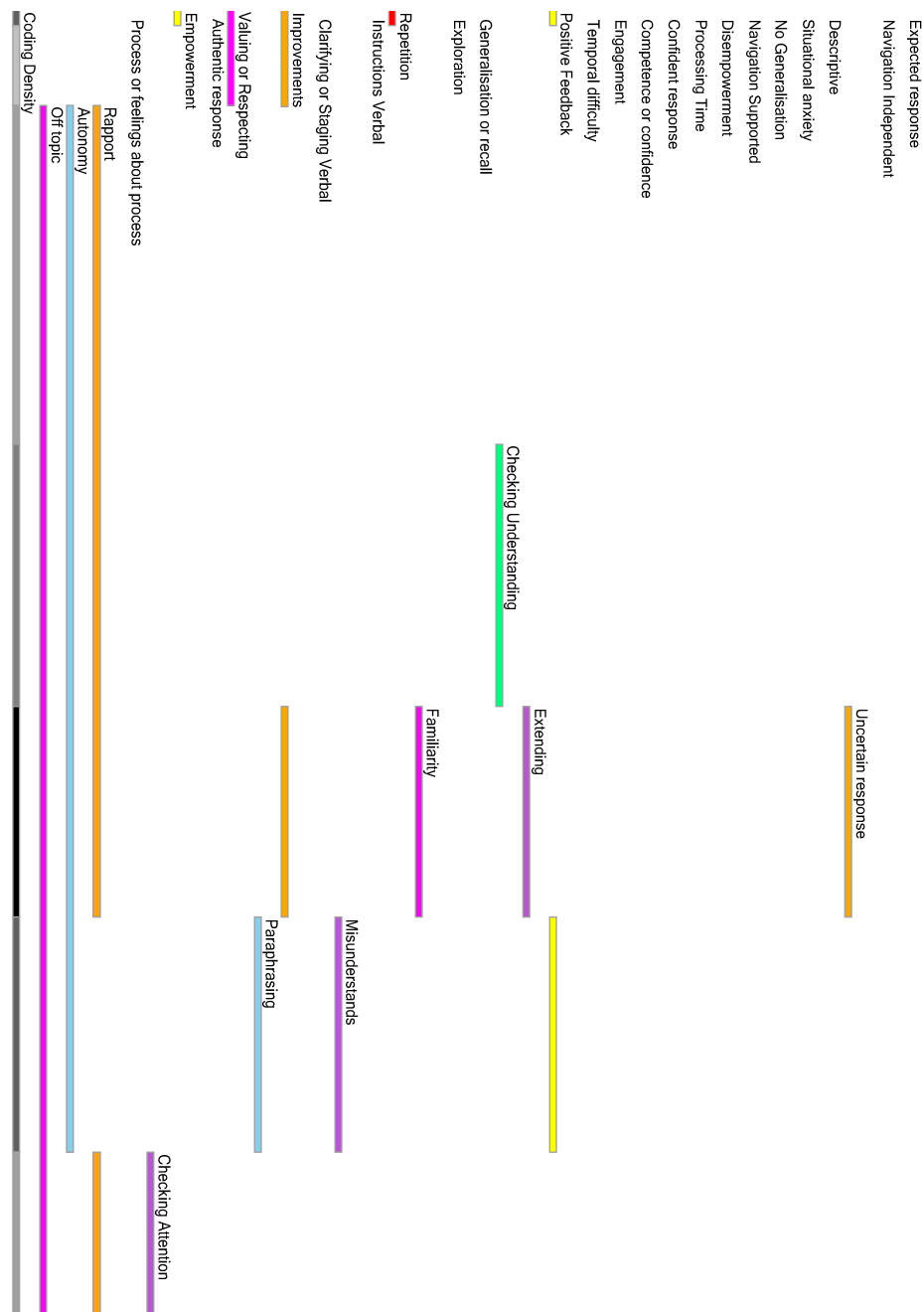
		P: I'll just use a pencil	
29)		R: Actually, I've got loads of pencils. Do you prefer pencils to pens? I've got some coloured pencils. P: I'll use erm...I'll just use pencils.	
30)	(A points at question / heading). P looks up at his name being used.	A: Now what this says, O, is <i>I liked this best</i> so this is for a picture of what you liked best ↑ about meeting K. P: Well I thought I could just do, well...my ordinary drawing A: Oh, right. R: Well, you could do that at the end...on your other EP leaflet...but if you could draw what you liked best ↑ about meeting K...	Using P's name to refocus.
31)	(09:09) P Ignores A's request, keeps drawing	A: Could you put your pencil down for a moment please... A:... are you drawing what you liked best about meeting K? P: Yes (very quietly) A: Okay...	Should ensure P understands instructions before giving pen/pencils
32)	(09:30)	A: You're so good at drawing	Praise (specific)
33)		R: ...and what is that, that you've drawn? P: Er...me... R (prompts) It's you? and what are you doing...? P: Actually, I've got to use brown for the hair.	
34)	P makes sustained eye contact with R.	R: Ok, well what is it that you're doing in your picture? Is it something to do with meeting K? P: Yes R: Alright, good. P: That's me. That's what happened.	How well was task explained?
35)	(12120202) P still seems confused by task that he is referring to. P continues drawing throughout conversation. Seems absorbed in this. ⁵	R: and what are you doing in your picture? (smiles) P: Well, we...I had to look for the happiest per...thingy R: You had to look for a happy picture with K? P: Person R: That's really good. So you were looking for the happiest person..and did you like doing that best? P: Yes R: Brilliant. Good answer.	EP Transparency?
36)	(00:33)	P: That's K (gestures) and that's me.	



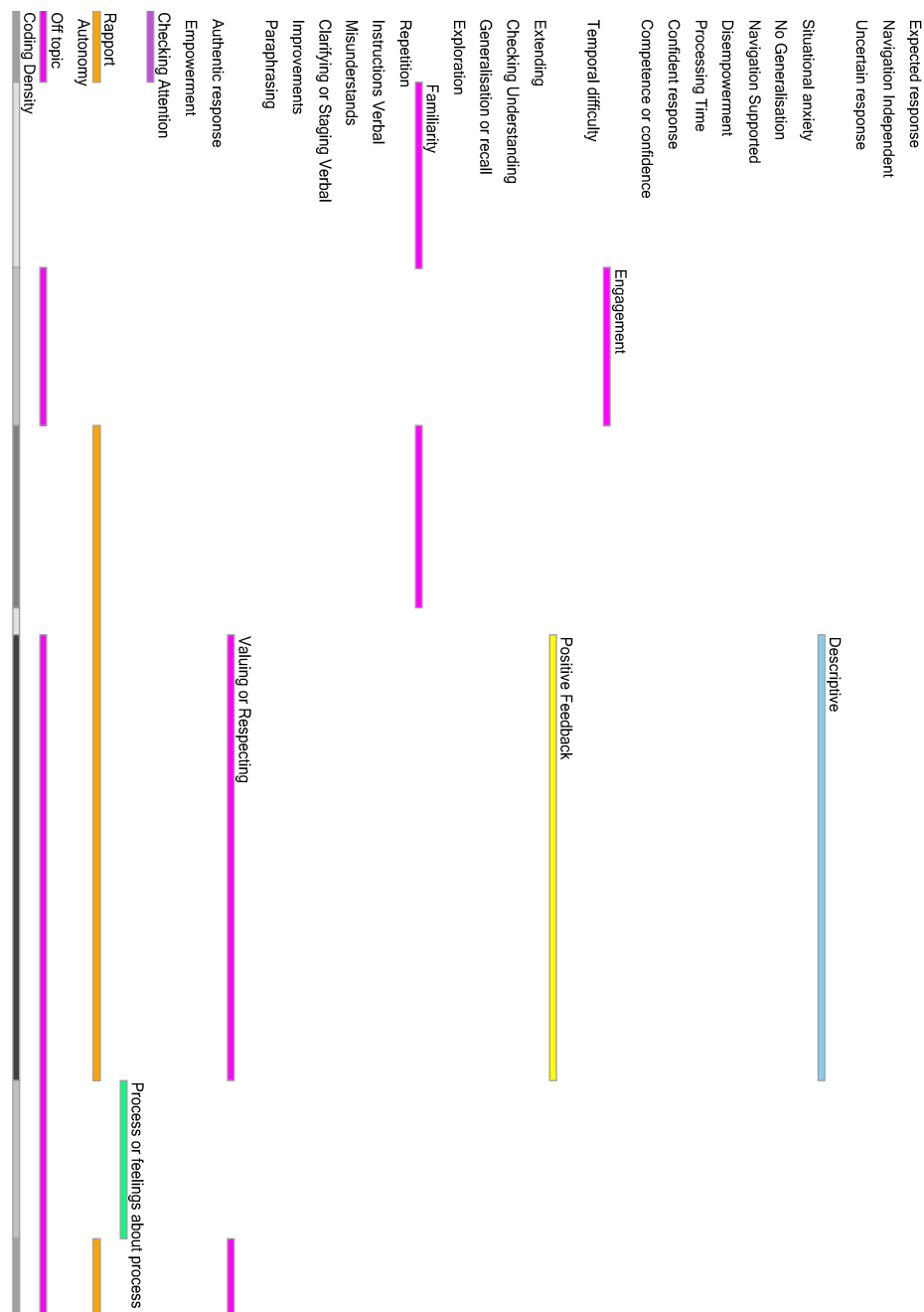
	P makes brief eye contact with R during conversation	R: Fantastic. She'll like that. Do you want me to show her your picture? P: If you can send it on the iPad R: I <i>can</i> send it...but only if you would want me to P: Yes R: Adults always like it when you draw pictures of them, that's why.	
37)	P puts down pencil A points to right side of paper	R: Fantastic. Do you want to do the 'thing that you would change'? The other side of the picture says what would you do differently? R: Can you think of anything that you did do with K that you didn't really like?	
38)	(01:14) A opens the blank page of the PIL to illustrate	P: I was just gonna ... I was just going to show one of my really...one of my Super Kid drawings. A: Well we can perhaps do that..in the booklet...afterwards...but first of all we need to draw something that you would change about the meeting...something that you would do differently.	P finds hard to switch train of thought / activity
39)	P turns paper over to show reverse. He continues to draw his own subject (Super Kid) on the front.	P: I could do that on the back...I could do that ...thing...change...or... R: What would you change? P: Erm..the only thing I'm good at drawing is er, doing Super Kid drawings.	Doubting prowess / competence
40)	A points to P's first drawing. P unable or unwilling to stop his drawing his own subject matter.	A: Well, I think <i>that's</i> a good drawing (points) that one you did there. P: There's Speedo... (drawing)...and I'm doing his legs... A: So this is a Super Kid drawing <i>now</i> , isn't it? P: Yes! I use pens for ...um...the lines...	
41)	(02:30)	R: Ok...while you're drawing, O, can you think of anything that you would <i>change</i> ? About your meeting with K? P: Er, maybe. R: Have a little think about that for me. ...	Going with the pupil's lead. Should the picture be just a happy concept (e.g. sunshine) used as process? ⁶
42)	P continues to draw.	A: What would you have liked to have been different when K came to see you? P: Er, well, nothing really...it was quite good. R: Ok, that's a good answer, thank you. R When you've finished doing your drawing then tell me and we'll take a photograph of it.	Modelling expectations. Explicit about responses. Stating next



			steps. Valuing drawing despite off topic.
43)	(03:40)	R: That's a very detailed drawing. Why are all the men there? P: They're Speedo's men. R: What do they do? P: They destroy the megadroid while Speedo's fighting Ice Cube R: Ah, so they're like...all his friends? P: No, they're his men R: But they help him P: Yeah, they have to use shields to protect themselves, and the megadroids use shields..they're Ice Boy's men	
44)	(04:27)	A: Ice Boy...Is he good? P: No, he's a bad guy. The strongest enemy. R: So, when you've finished drawing his men, then we'll stop and we'll take a photograph of that, ok? P: Ok, not yet, I need that blue one, and then I've got to do the megadroids. R: Ok, don't take too long though, as it's just supposed to be a quick picture.	
45)	(04:55)	A: I still don't quite understand whether these are from a television programme or or is it something that someone's made up for themselves? P: Well, I'm not sure but... A: Have you ever seen it on television? P: Um, it's just made up	Home school communication
46)	(05:22)	A: Made up? Wow. It's got lots of detail. I didn't know it was made up before today. P: some Megadroids have two guns and some Megadroids have one gun. A: How did you hear about Megadroids? P: they're like Battledroids but with more... with pistols.	Relationship forming, sharing interests.
47)	(06:05)	A: I asked you...how you heard about them. How did you hear about them? P: Erm, well, I ... I heard about them in a film, in the thing...the book. A: There was another book? P: Yeah, but no one's ever got it because it's only six million five thousands sixty hundred	Clarifying question. Repeating question.
	A and R laugh		



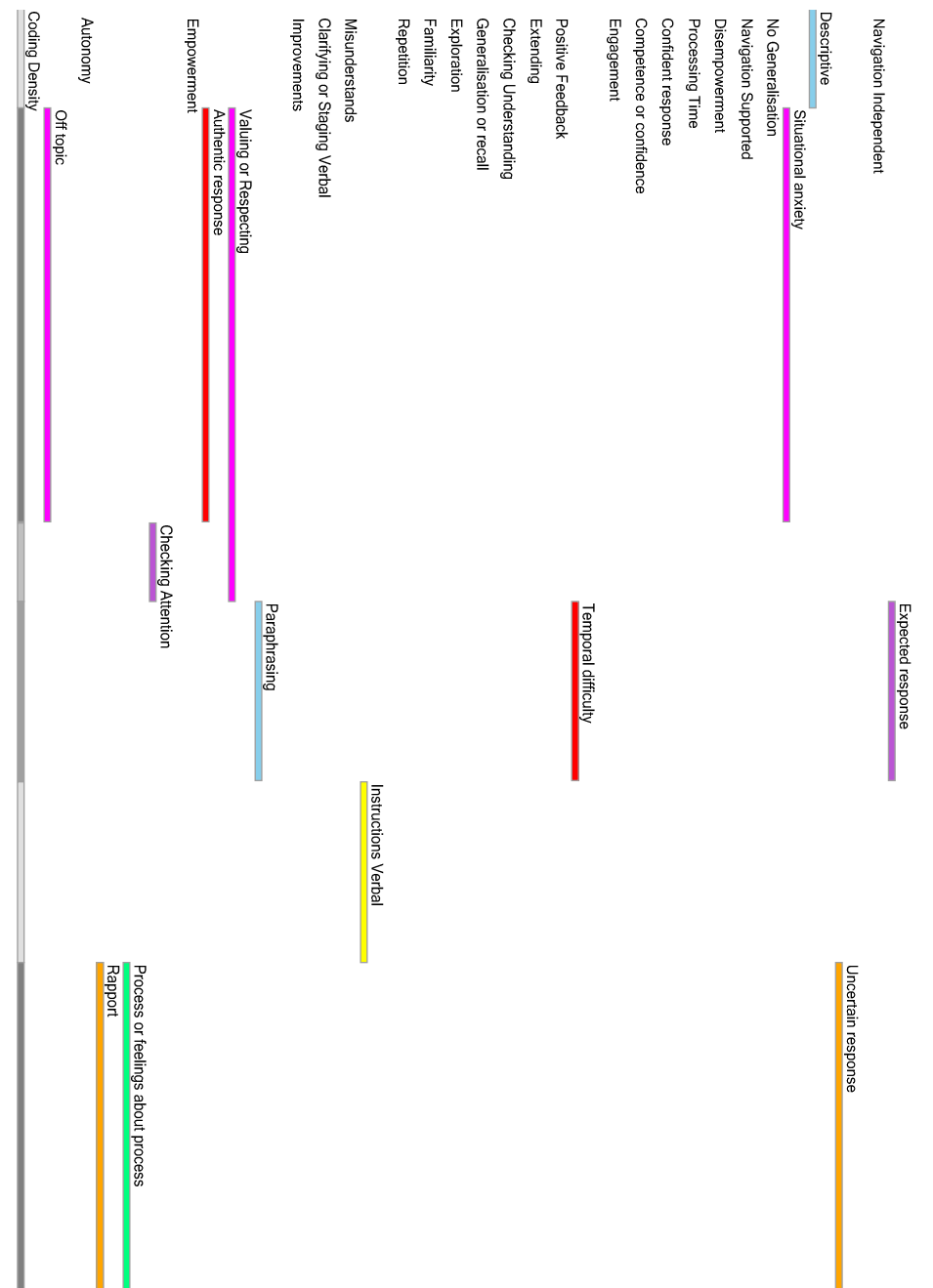
		and eighty eight ... quid. A: ok	
48)	(06:26) P puts down pencil. Appears finished.	R: O, I need you to finish your drawing now. ok? P: got one more.... got to do a shield generator...(makes noises as he draws a large force field). Look, that's a shield. R: They're protecting it.	
49)	P picks up pencil to begin drawing again.	R: Can you put the pencils back in there for me please? Just the tiny ones. P: I'm not done yet. A: I think we're going to have to finish that for now. So, where do these pencils go? P: If I do ..er...	
50)	A's body language remains gentle, open.	A: O, could you put that down <i>now</i> please? A: O? (leans closer to P, makes deliberate eye contact) A: Oh dear. What a shame. It's very rude actually, isn't it? P: Oh, sorry ⁷ .	Emphasising info carrying word. Patient and calm. Reminding P of expectations of interaction.
51)	(07:20) P puts down pencil P smiles P points to upper part of his drawing. Directs this conversation more to A	A: Well, you're still drawing, so you're not <i>that</i> sorry, are you? Could you put the pencil down straight away? R: Brilliant, thanks. That's a really lovely drawing. Could you put the little ones (pencils) away in there for me? P: You know...that's quite good. R: I think it's more than quite good. It's very detailed, and very excellent. P: Well, do you know what those things are? Well, they're light swords....light sabers...but a lot shorter and they have power.	Relationship building. Respecting boundaries. Explaining mutual respect.
52)	(07:52)	R: O, when you met K, would you have liked to do more drawings? P: Not really R: No, ok P: Do you know what Sponge Bob does? He actually just collected lot of junk for memory.	
53)		A: Oh, really P: Yeah, and d'you know what he used as a memory? Sweat (smiles at A)	Relation building.



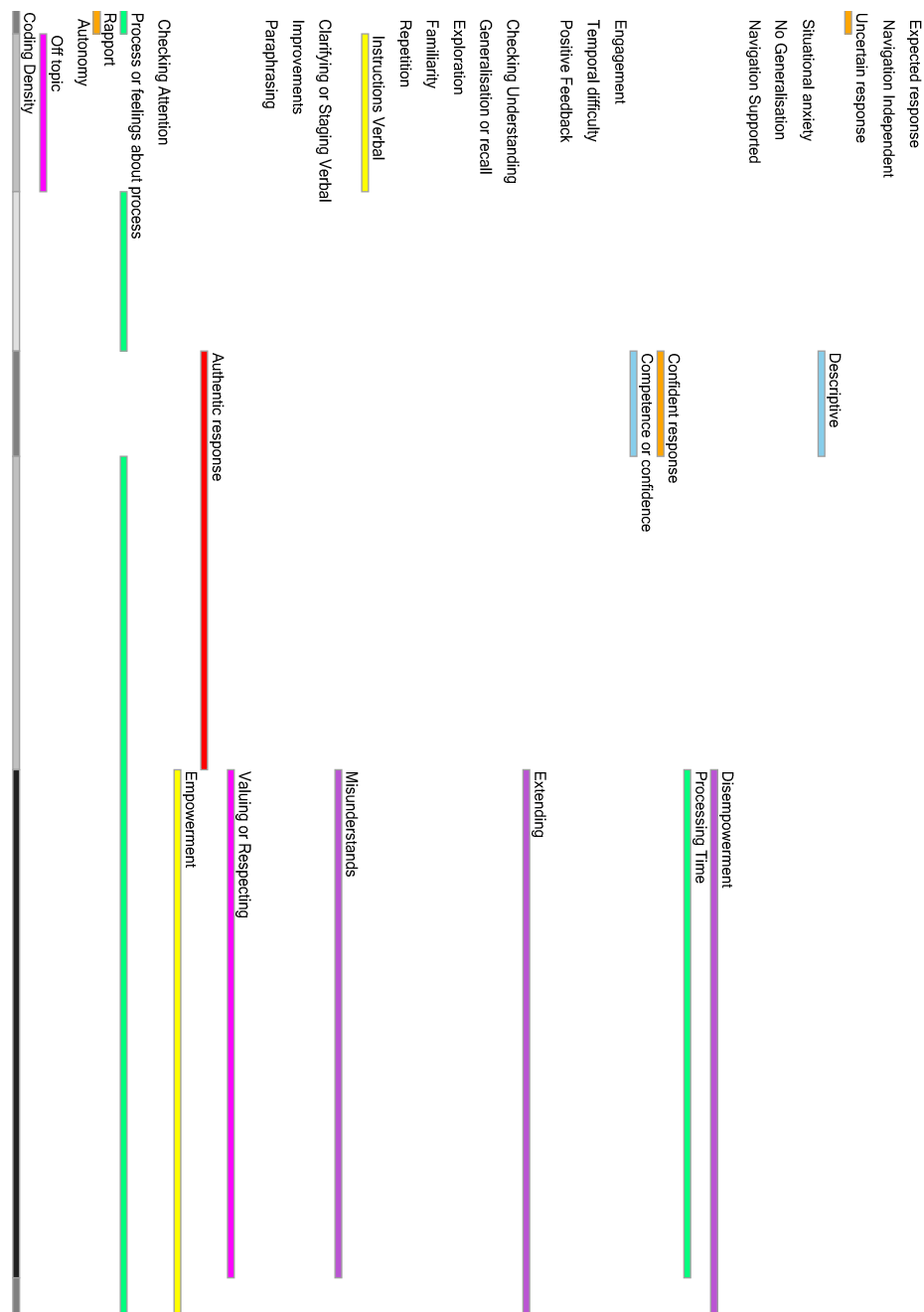
		A: Sweat? That's quite strange	
54)	R holds up iPad so that P can take picture.	R: Are you ready? A: Aw..we're getting a picture R: Do you want to press that for me? No, not that, press the camera button...that's it, good boy. Perfect. A: That's good, well done O	'we' (inclusive language)
55)	P stands up to take pic, then sits back down, reengages with iPad	R: There you go, nearly finished now. Just a couple more questions...so it says... <i>What Next?</i> R: Off you go.	
56)	(09:02) P doesn't need to be show where to look this time. P tries to scroll the screen sideways. Hasn't been shown this before. Applying other knowledge to situation?	P: <i>How did meeting the EP make you feel?</i> P: Liked it a bit (P then presses next slider answers) A: You haven't ready what the question is, have you? P: <i>I know what the steps are</i> A: I know what the next steps are...so that sort of means I know what is going to happen next	P bringing other skills to this context.
57)		P: <i>What else would you like to say?</i> P: I don't really want to say anything else. A: Are you sure? P: (smiles) Ok, I'll just say... R: You can just say it – you don't have to type.	Giving child space to think. Making sure they have time to contribute.
58)	(3) (00:00) P presses finish before reading the page.	P: I know what guinea pigs are. They're rabbits with shorter ears. R: O, have you finished the questionnaire? A: Is there anything else you'd like to say about meeting K? P: Not really. (presses finish) R: Ok. The last page just said thank you very much.	
59)	(00:45) P rubs eyes.	R: Ok, so we've just got a couple of other questions and then we're finished. Is that alright? P: nods. R: Were you given this <i>before</i> today? P: No	
60)	P sits up and	A: Can you sit up please?	



	looks at PIL	R: What do you think of the pictures? P: Good. Because they're....sort of good...	
61)	(01:06) P focused on PIL stimuli pics	R: So you like the pictures? P: Yes R: But you can't say why? R: nu-uh (shakes head). I didn't really say why I think they're nice but I just..d'ya know...I'm always...I just always...oh (shakes head in mild frustration) ⁸ P: I'll just try it. Do you know why I wanna... do you know what I really want to get to keep the cats away...? A dog. Do you know why they hate cats so bad? So I have to get a dog to keep the cats away because cats eat guinea pigs...they think they're mice and the cats eat mice.	
62)	(02:09)	R: I've got a couple more questions but they aren't about guinea pigs. Is that alright? P: (Nods), uh-huh	
63)		R: So, what else would you want to know before K came? What did you want to know before K came? P: Not sure R: Why she was coming..? Or what you going to do? P: No, not really.	
64)	P pulls down lower eyelids	A: Can you stop playing with your eyes please? P stops A: Thank you very much, sorry (to R) A: It will help you to listen to the questions more if you're not playing with your eye.	Explaining, modelling, being explicit about expectations from P.
65)		R: What else do you remember about meeting K? ... R: You said that you did some activities and some finding where the happy face was. Do you remember anything else? P: Not sure. I'm not very sure about any of these questions. R: That's ok (smiles) P smiles	



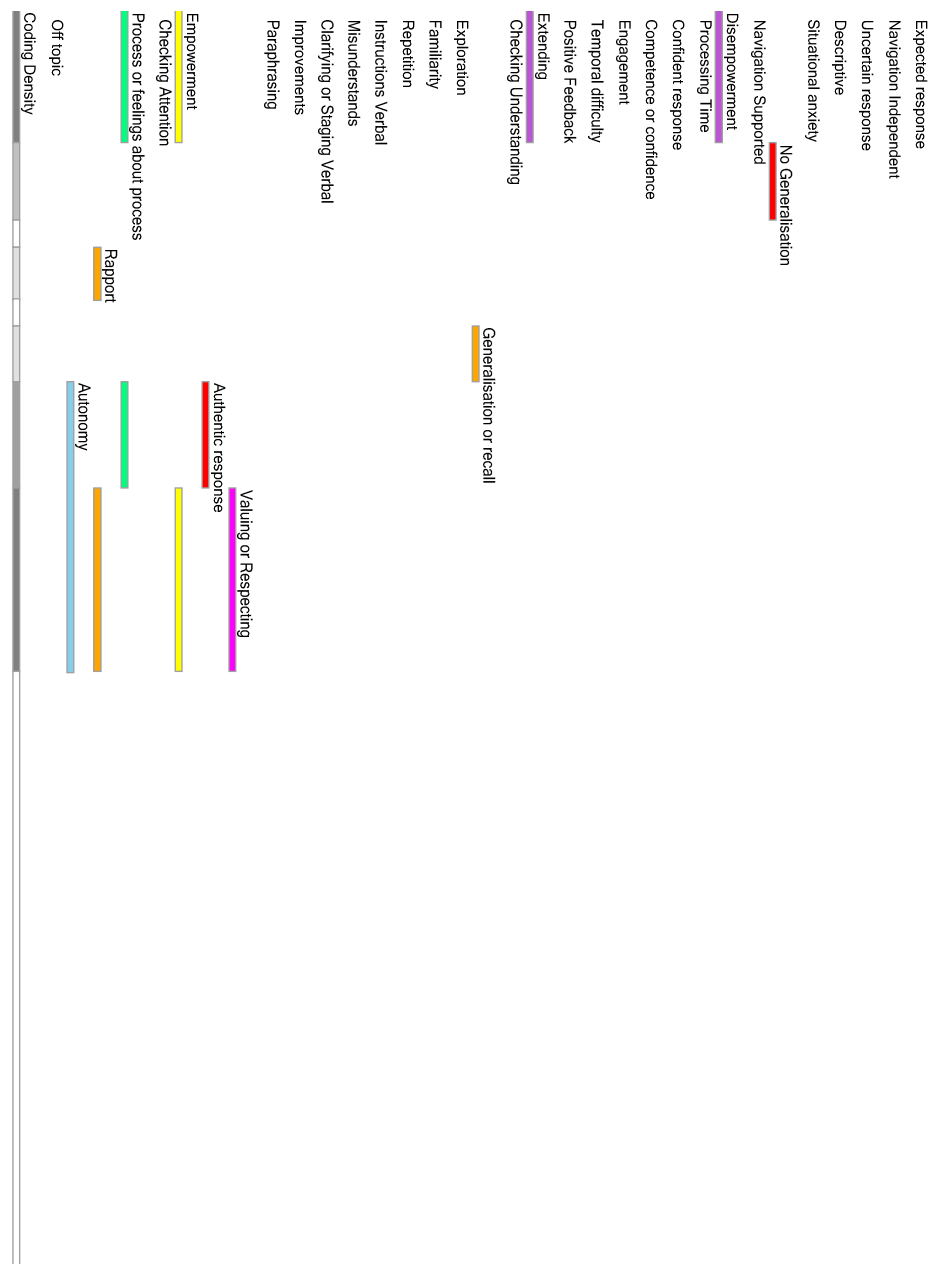
66)	(03:07)	R: Why do you think this (iPad) is called MiView? P: Not sure. But does that have a main menu? R: Yes, but that's not about why it's called MiView.	
67)		R: Did the pictures help you remember the meeting? Did you use the pictures when you were looking through it? P: Sort of R: Ok	
68)	P very definite about this answer, interrupts R.	R: what were you favourite type of questions...? The sliding ones, the drawing ones... P: ...the drawing ones.	
69)		R: when you did the slider ones, were there enough choices? P: not sure R: there were five choices on some of them, and three choices on others. Would you prefer five? P: Five...er, no actually I'd prefer three R: Three was easier? P: Yes R: No, Not Sure and Yes? P: Yes	
70)		R: I've got one more question. Can you think about what decisions you've made in school... P: Not really... R: Do you decide what you're eating for lunch? P: No R: Do you decide...er...you decided whether you were going to come here and see me, didn't you? P: Well, yeah...but it's actually, some teachers, well, it's not really erm the people that decide when to go ... ⁹ Well...a...I'm...I'm...early lunch on Friday because ... you know why...I have to go Lego Club. R: Did you decide to go to Lego club?	
71)	(05:53) Looks crestfallen.	P: no R: Do you decide what you make in Lego	



	Speech quieter, more hesitant.	club? P: Well, we all decide R: You all decide together so that's ...	
72)	Looks towards A for help with other boy's name	P: ...yes J (pupil) and , er , it's not me and J...it's another boy – I can't remember his name	Communication with peers Decision making Relationship with A
73)		R: Maybe you could try and remember his name this Friday? That would be good.	
74)	A smiles too (at P)	R: Ok, we're all finished now. Have you got anything else that you want to ask me about? P: Not really, no, (smiles) I don't have any questions left.	
75)	(06:41)	R: (to A) Do you have any other questions? A: I don't think so, no. R: Alright, well thank you very much both of you. P: Can you give me back my bluetac R: (Laughs) of course – here you are (passes)	

Annotations

- ¹ Modelling should be a code?
- ² Knowing when to help and when to hold back
- ³ Patient, interpreting P's non-verbal behaviours to keep him focused.
- ⁴ Further qualities of adult- to refocus and maintain focus. What would have been more engaging for this pupil?
- ⁵ Flow - absorbed in drawing
- ⁶ Pupil led - for a better answer / more relaxed child?
- ⁷ Fantastic bit of dialogue - TA remains calm and gentle to refocus pupil.
- ⁸ Expressive difficulties - esp around this language of emotion and expression
- ⁹ Pupil stays on the lunch question...transition to new topics takes quite a while and a few prompts.



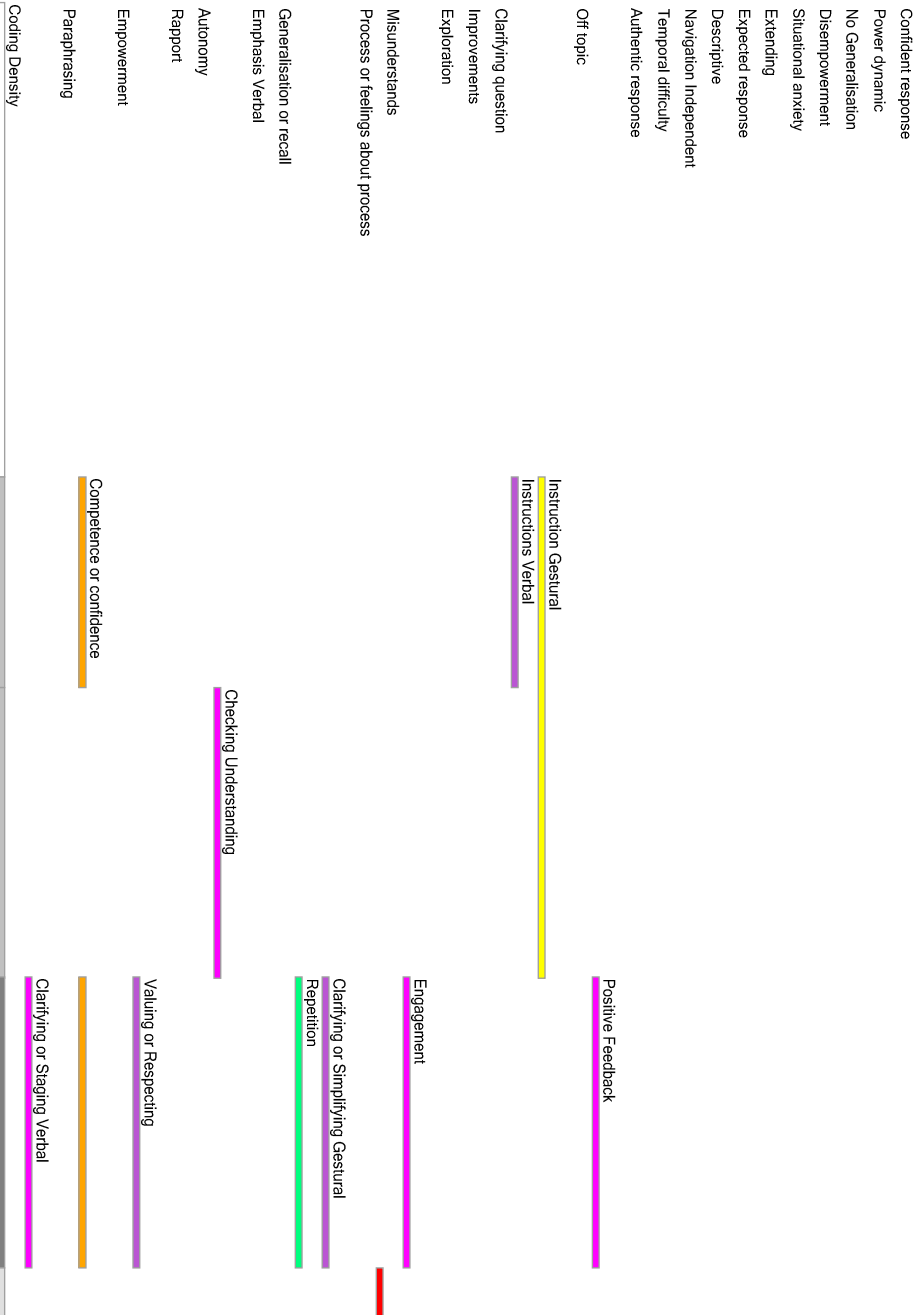
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Stage 4 Transcript Date: 7/12/12 Time: 11:00
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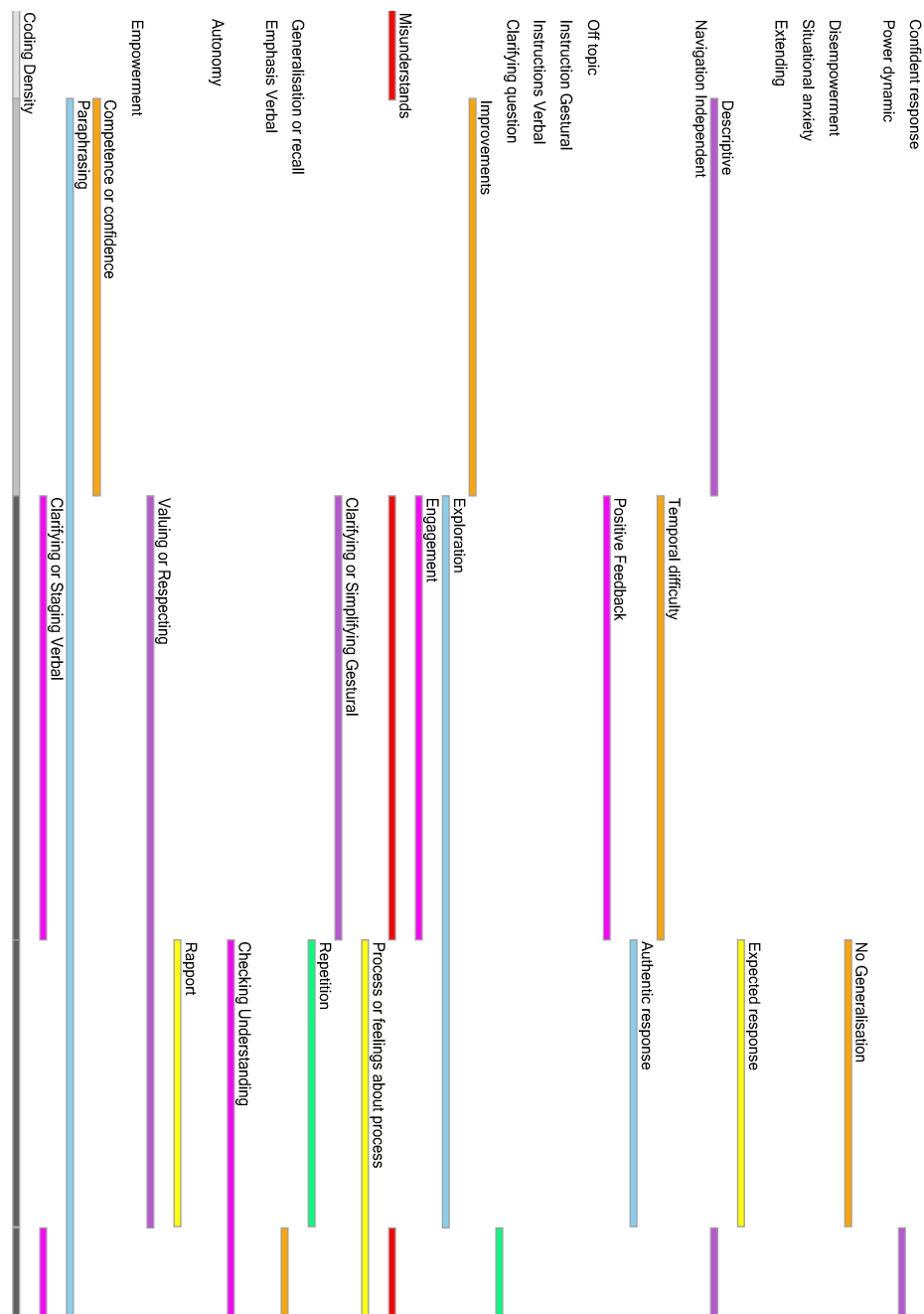
P=Pupil; R=Researcher; A=Assistant; M=EP; ↑ = intonation; ... = pause; *italics* = structured question. Words are underlined where A/P omits or adds words that alter the meaning of the question.

P was unaccompanied so this is just a dialogue between her and the researcher.

Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)	R points to M's photo.	R: First of all what you need to do is pop your finger down there...just push it down on the screen gently...that's it. Just gently. R: Hello, thank you for taking part... P: This is all about what it was like for you to meet the Educational P-sycologist. EP. Please touch the start button.	
2)	P blinks a lot.	P: <i>I think... Here is a practise question to help you.</i> Anything you want to put is ok. When you are ready, please press next. R: Does that make sense? Next is just there, just push that gently. That's it. P: <i>There are five choices to answer this question. Try them all out by touching each little line. Now try this. I think chocolate ice-cream is.</i>	
3)	(01:08) P accurate with interface.	R: Try them all out by touching each line. Try touching those lines and see what your choices are. Try those other ones and see what's hiding there. P: (presses) R Now make your choice P: (chooses and smiles) R: Ah, delicious, ok. Press next. Good girl.	
4)	P follows	P: <i>There are 10 questions. Please ask if you</i>	Missing



	instructions with no help.	need any help. (Looks at R) I need help. Ready? Please press Next.	inference – taking literally ¹ .
5)	(02:00)	<p>P: The next questions are about what you thought before you met the EP. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures. Then touch next.</p> <p>R: So tell me what you think's happening there</p> <p>P: The boy's saying, I think to his...his EP.²</p> <p>R: Mm hmm</p> <p>P: and in there, there's the boy with his mummy and daddy.</p> <p>R: Mm hmm. It could be a little girl. It's not supposed to be a boy (laughs) but it looks more like a boy than a girl maybe. Ok, press next.</p>	
6)	(02:19)	<p>P: I was told that the EP was coming to see me</p> <p>R: Did somebody tell you that that man was coming to see you?</p> <p>P: I wanna see...I wanna see all of them.</p> <p>R: Ok, that's a good idea...so you've got no, I didn't know, not sure or yes, I was told. Which one? Did somebody tell you?</p> <p>P: Yes, you what...you did (points to R)</p> <p>R: No, before you met M. Did somebody tell you he was coming?</p> <p>...</p> <p>Or was it a surprise when he came?</p> <p>P: I didn't know (chooses)</p> <p>R: You didn't know. Ok, That's a good choice.</p>	
7)	<p>P checks all options.</p> <p>P makes eye contact with R each time she is asked a question</p>	<p>P: I understood why the EP was coming to see me</p> <p>R: Did you know? Did you know why M...why Mr (EP's name) came to see you (1)?</p> <p>P: yes! (smiles)</p> <p>R: Why did he come to see you?</p> <p>P: Because...er...not sure (chooses)</p> <p>R: You're not sure. Good girl.</p>	Breaking down into (1) and (2) parts.
8)	(03:23)	<p>P: I knew which room we would be in</p> <p>R: Did Mrs (SEnCo) tell you Mr (EP) was coming and which room you'd be in together?</p>	Misunderstands question. Only part (1) seems



	Pupil means I.T. – has read room sign literally.	<p>P: Yes, I did know. R: Which room were you in? P: The It room R: (mishears) The lk room? Where's that? P: This room R: Were you in this room with Mr (EP)? P: No...in my class! (smiles) R: and did you know that you were going to be in your class with Mr (EP)? P: Yes R: You did know? P: Yes (chooses) R: Press next.</p>	confident reply.
9)	(03:58) P checks it's ok to move on.	<p>P: I was told who else would be there R Who else was there with you and Mr (EP)? (1) R: Was there anybody else there? P: I don't know R: Was somebody else there? Or was it just you and Mr (EP)? P: There was someone else there R: Who else was there? P: My teacher, and all the children in my class. R: Oh, did you not go anywhere on your own with Mr (EP), like we are now? In a different room? P: Nah (smiles) R: No? Oh, ok. P: Next. Next? R: Yes, next. (Smiles)</p>	<p>Can question be answered?</p> <p>Unanswerable question for pupil⁴³</p>
10)	P reads confidently and with some expression.	<p>P: When you met...The next questions are about what you thought at the time you met the EP. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures. Then touch next. R: Ok so what's happening in that picture then? If you imagine that's Mr (EP), what do you think's happening there? P: I'm reading a book with Mr K, and there are loads of activities there.⁵ R: That's a really good answer. P: Shall I press next? R: Yes</p>	<p>Asking for imagination might make this a much more cognitively demanding task? Not for this pupil – adult judges additional information that P needs.</p>
11)	(05:08)	P: Please touch all the pictures of things you did or talked about with the EP. Then touch	I wonder if pupil



		<p>next.</p> <p>R: What did you do with Mr (EP)? Did you do some <i>shapes and blocks</i> with him?</p> <p>P: No</p> <p>R: Did you show him your books and your classwork?</p> <p>P: I don't know</p> <p>R: Did you tell him <i>what you think</i>?</p> <p>P: Yes</p> <p>R: Did you talk about <i>who helps you</i>?</p> <p>P: Yea</p> <p>R: Did you talk about lesson and teacher?</p> <p>P: Yea, well actually I learnt about all of them</p> <p>R: Did you <i>talk</i> about all of them with him – are you sure?</p> <p>Because it's very unusual to talk about all of those things. Shall we look at them one by one? Did you do numbers with him?</p> <p>Something to do with maths?</p> <p>P: Yes</p> <p>R: You did?</p> <p>P: I did all of them.</p> <p>R: Ok.</p> <p>P: Can I press next?</p> <p>R: Yes.</p>	<p>had 1:1 time with EP at all??</p> <p>Feel this may be unanswerable question⁶.</p> <p>Needs breaking down.</p>
12)	(06:13)	<p>P: <i>The next questions are about what you thought after you met the EP. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures. Then touch next.</i></p> <p>R: What do you think is happening in those pictures?</p> <p>P: That picture is like a happy face in there. and that boy is doing this (thumbs up, smiles broadly).</p> <p>R: (laughs) and what do you think these little things are there?</p> <p>P: Little papers.⁷</p> <p>R: Ok. Did Mr (EP) tell you about any papers that he's writing about you?</p> <p>P: Yeah</p> <p>R: and what did he say?</p> <p>P: Er... "that's really good"</p> <p>R: Uh huh. Well done. Ok. Anything else?</p> <p>P: I'm not sure.</p> <p>R: Alright (smiles) then press next.</p>	<p>Rapport Relations</p>

Confident response	
Power dynamic	
No Generalisation	
Disempowerment	
Situational anxiety	
Expected response	
Navigation Independent	
Temporal difficulty	
Authentic response	
Positive Feedback	
Off topic	
Instruction Gestural	
Instructions Verbal	
Clarifying question	
Improvements	
Exploration	
Engagement	
Misunderstands	
Process or feelings about process	
Clarifying or Simplifying Gestural	
Repetition	
Emphasis Verbal	
Checking Understanding	
Autonomy	
Valuing or Respecting	
Empowerment	
Competence or confidence	
Paraphrasing	
Clarifying or Staging Verbal	
Coding Density	
Extending	
Descriptive	
Generalisation or recall	
Rapport	

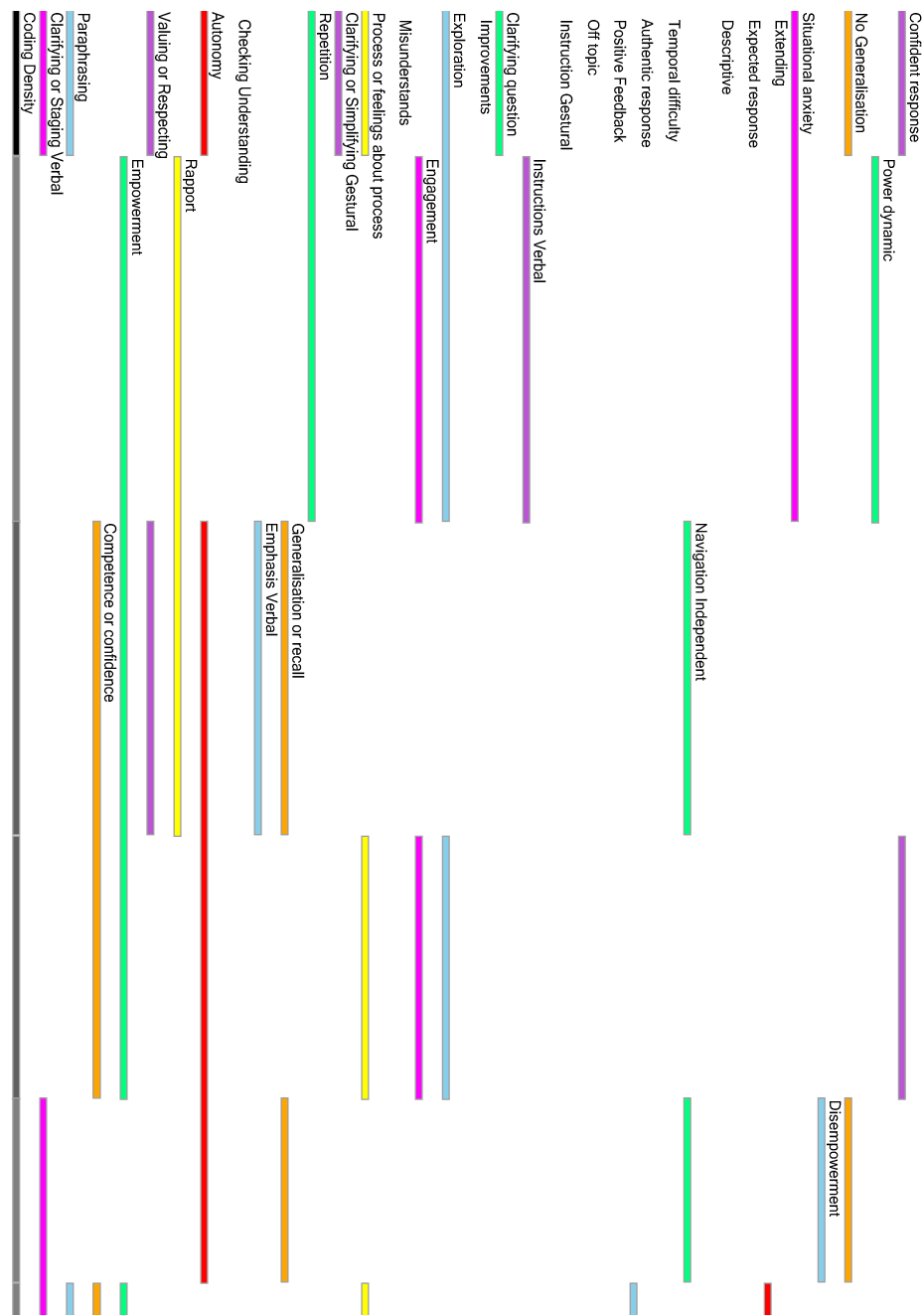
13)	(07:07)	<p>P: <i>Meeting the EP</i> was</p> <p>R: What was it like to meet Mr (EP)?</p> <p>P: I want to see them all....(tries all options)...really good.</p> <p>R: It was really good to meet Mr (EP) ?</p> <p>P: Yeah (nods).</p> <p>R: Ok, press next</p>	Frustration with interface
14)	(07:25)	<p>P: <i>How does it feel when you are asked what you think? You can choose more than one if you like.</i></p> <p>R: How does it feel if I ask you what you think about something? How does that make you feel?</p> <p>...</p> <p>R: Do you like it if someone asks you what you think? Is it important?</p> <p>P: Yeah</p> <p>R: Does it make you feel important?</p> <p>P: Yeah</p> <p>R: Good. Because you are important, aren't you.</p> <p>P: and something else</p> <p>R: What's the something else?</p> <p>P: Er...I don't really know about it</p> <p>R: Ok, so when someone asks you how you feel, you love it, it makes you want to know more, and it makes you feel important. Is that right?</p> <p>P: Yeah.</p> <p>R: Ok</p> <p>P: (surveys options) and it's very confusing too. (Smiles and chooses)</p> <p>P touches M's photo</p>	<p>Relations</p> <p>Competence. Understanding. I think this question is confusing for this pupil.</p>
15)	(08:36)	<p>R: (laughs) ok</p> <p>P: Can I press next</p> <p>R: Yes, of course you can (smiles)</p>	
16)	P chooses confidently	<p>P: <i>How would you like to answer the next question?</i></p> <p>R: Would you like to type it, draw it, or talk?</p> <p>You'd like to draw, ok.</p>	<p>Confidence</p> <p>Competence</p> <p>Autonomy</p>
17)	(08:59)	<p>R: Ok, when you met M, what did you like? I liked... (points) something. What did you like?</p>	

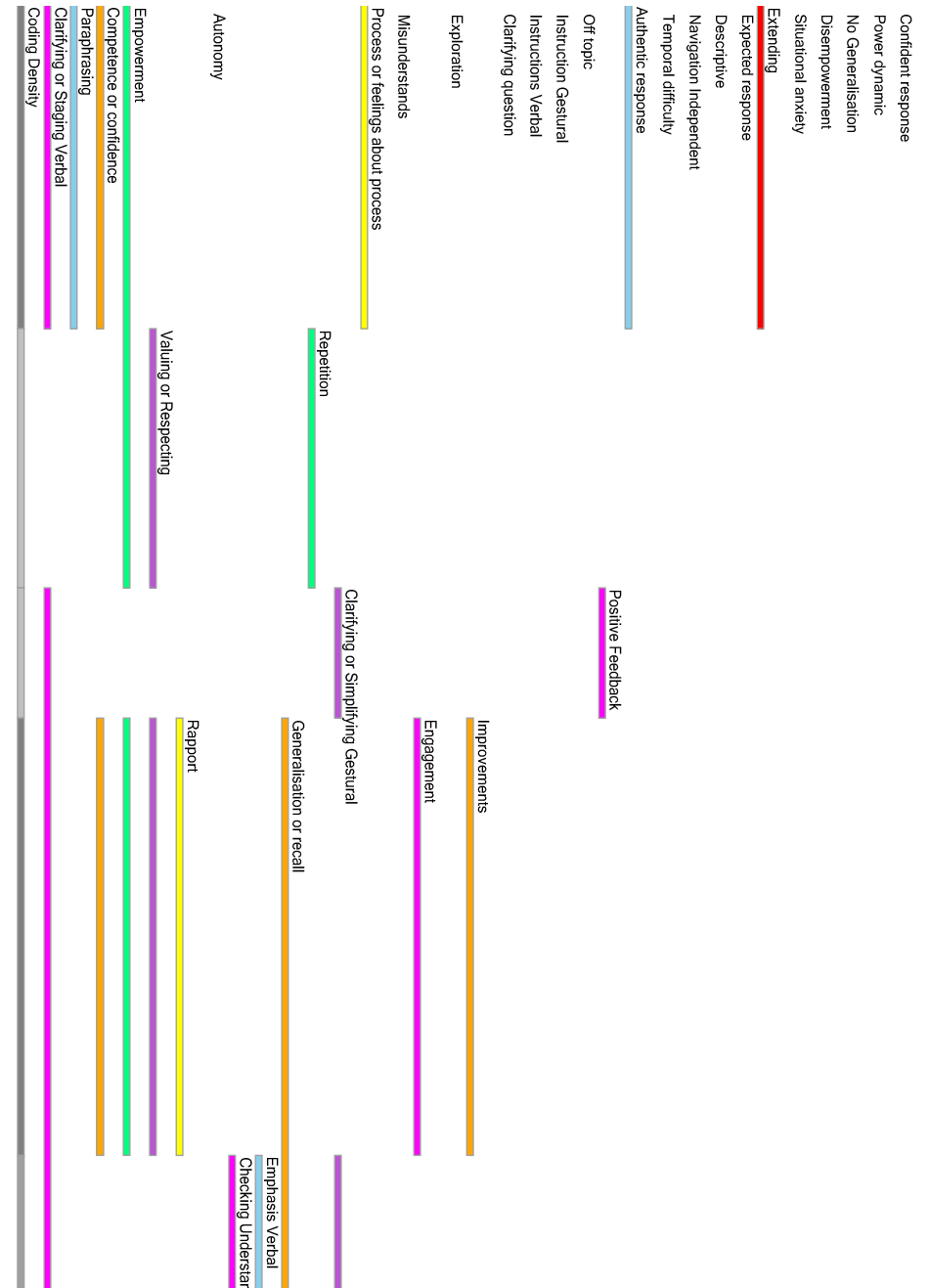


Confident response	
Power dynamic	
Disempowerment	No Generalisation
Extending	Situational anxiety
Expected response	
Descriptive	
Navigation Independent	
Temporal difficulty	
Authentic response	
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Improvements	Clarifying question
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Empowerment	
Competence or confidence	
Paraphrasing	
Clarifying or Staging Verbal	
Coding Density	

	<p>R passes P paper and pens. They roll across table on top of the picture.</p> <p>P moves pens back, recovering face. Laughs.</p>	<p>R: What was the best bit? P: The playing R: And what did you play?</p> <p>R: Whoopsie, the pens have covered up Mr (EP's) face. Sorry Mr (EP) (laughs, moves pens.)</p> <p>R: And what did you like when you met him? Did you do something in class that you liked when you met him? P: I don't know. I can't remember anything.⁸</p> <p>P: Actually, I didn't want to draw. R: Alright, go back.</p> <p>P: Type (chooses) R: Ok, but it's the same question. What did you like when you met Mr (EP)? P: (types)</p>	
18)	<p>(2) (0:00)</p> <p>P flicks back and forward on interface</p> <p>P looks uncertain</p> <p>R uses visual support (multiple choice screen)</p> <p>P raises voice. Seems adamant.</p>	<p>R: (laughs) good answer. And which bits would you change?⁹ P: Actually I didn't want to type either. R: What did you want to do? To talk? P: Yeah R: Ok, so I'm just going to ask you the question: <i>What I liked most about meeting Mr (EP) was...?</i> P: I don't know which one to choose R: (laughs). You just have to draw on that one. If you want to choose drawing there's the paper and pens and then you can do a drawing. R: Maybe you could just think about the answer? Let's go back to this one that you chose before... ...now you said 'all of them' so can you think of something that you did with Mr (EP)? He was sitting next to you... P: I did do all of them, I swear! R: I believe that you did. But I wondered if there were any that you liked best? P: But I do like everything...I'm serious. R: Ok</p>	<p>Exploring all options</p> <p>Confident, autonomous</p>

		<p>P: Next?</p> <p>R: Alright, let's go back to where we were...there you go.</p>	
19)	<p>P goes back to photograph screen and holds up the iPad to see the camera working</p>	<p>P: Wait!</p> <p>R: Ah, but we haven't got anything to take a photograph of. That's for if you did a drawing and we would take a photograph of it. So, if you press 'next'...</p> <p>P: (reaches for pens) wait...</p> <p>R: Unless you want to do a drawing?</p> <p>P: Yes</p> <p>R: Ok, there you go then (hands paper to P). Do a drawing of something you really liked doing with Mr (EP), and then we'll take a photograph of it and pop it in there.</p>	
20)	<p>P thinks for a moment, then writes 'everything' on the paper.</p> <p>P stops, then writes 'nothing' on other side</p>	<p>R: You'll have to think really hard about what you did with him, and what you <i>liked</i>↑</p> <p>R: (laughs) and would you change anything? That says <i>I would change...</i>?</p> <p>R: 'nothing' (laughs). You just want to take a photo don't you?</p> <p>P: (Smiles) Yes</p> <p>R: Alright then (lifts iPad). You need to press that button there. The camera button. That's it, well done.</p>	
21)	<p>(02:41)</p> <p>P tries all options. Laughs as chooses 'really liked it'.</p> <p>P presses Next without asking</p>	<p>R: Alright? Now, press 'next'.</p> <p>P: I want to see how all of them look.</p> <p>R: What's the question? Read the question.</p> <p>P: <i>How did meeting the EP make you feel?</i></p> <p>Tee hee...really liked it.</p> <p>R: You really liked it.</p> <p>P: Yes</p>	<p>Smileys are very engaging.</p> <p>Autonomy. Independence.</p>
22)	<p>(03:09)</p>	<p>P: <i>I know what the next steps are.</i> No, I don't know (chooses)</p> <p>R: Do you know what Mr (EP)'s doing now? That he's writing a report about you?</p> <p>P: I don't know.</p> <p>R: Ok, press next then.</p>	
23)	<p>(03:22)</p>	<p>R: Last bit. What does that say?</p>	

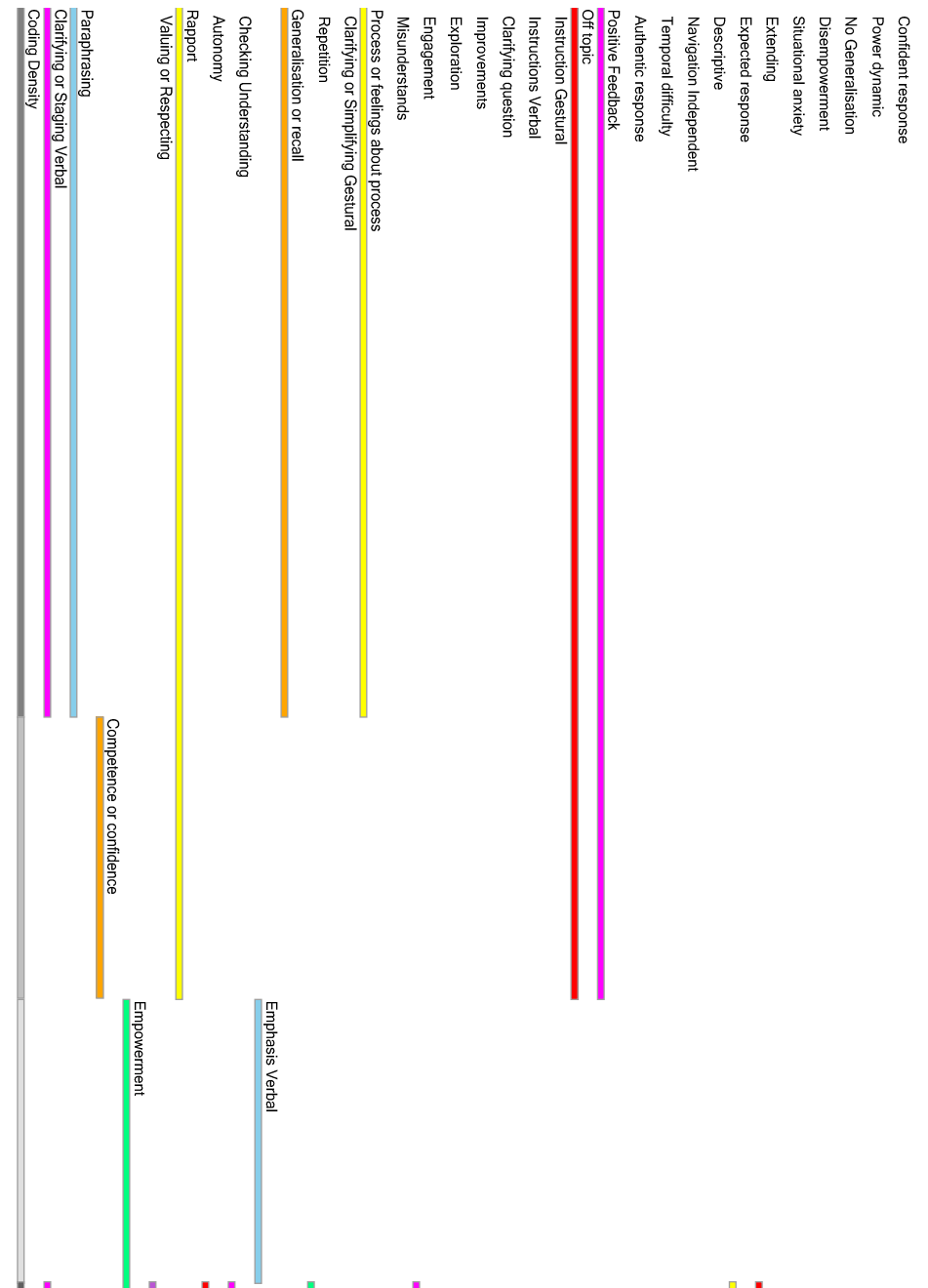




	P thinks, then types	<p>P: Remember that this is about what you think. Now it's your turn. What would you like to ask?</p> <p>R: Do you want to ask me any questions about meeting Mr (EP)? Are you curious about anything?</p> <p>...</p> <p>Do you want to know why he came, or what's going to happen next, or anything like that?</p> <p>P: Why he came (looks at R). Why did he come?</p>	
24)	(2) (04:11)	<p>R: Ok, do you want to know why Mr (EP) came to see you?</p> <p>P: Yeah</p> <p>R: Ok, well press next, and I'll answer that at the end.</p> <p>R: What does that say?</p> <p>P: <i>Thank you very much for saying what you think about meeting the EP. Your views are very important. Please touch the finish button. Touch to finish.</i></p>	
25)	(04:31) R uses PIL placed between P and R on table	<p>R: That's it. So, thank you very much for doing that bit. Now, it's very important that you know why he came as that's your question so...let's pop that (iPad) to one side and I'll explain.</p>	
26)	(04:43)	<p>R: This (cover) picture is supposed to be an EP. So they can look like me, or Mr (EP) or any other adult. Ok, and that (points) is supposed to be a child. and that could be any child. It could be you, or it could be a little boy...</p> <p>P: ...or a little girl</p> <p>R: exactly</p> <p>P: Maybe you can make them look like a little boy or girl</p> <p>R: I think that's good advice. I think that I should make that look more like a girl as well.</p> <p>P: Can I do it?</p> <p>R: Yes! You draw it on there and I'll draw that on the computer.</p>	
27)		<p>R: So this says, <i>meeting with an Educational Psychologist</i>. Ok, and inside ...</p> <p>...Mrs (SEnCo) is going to have a copy of this, so you can have a look whenever you want to,</p>	

	P yawns	<p>to remind you, ok?...</p> <p>R: and it says, what is an Educational Psychologist. Ready?</p> <p>P: Yeah</p> <p>R: <i>An EP visits children at school and at home. This is because they are interested in how children talk, think, play and learn. EPs want to help children to enjoy school and be happy at home.</i></p> <p>R: <i>That is why Mr (EP) came to see you.</i></p> <p>...</p> <p>R: Does that make sense?</p>	
28)	(05:59) P points to inside pic of two female EPs.	<p>P: Those look like girls.</p> <p>R: They do. There's a lady, and another lady, and a man.</p> <p>R: The <i>reason</i> Mr (EP) came to see you is because of these forms here (points). Mr (EP)'s writing the top form.</p> <p>It's called '<i>What is a Statutory Assessment?</i>' <i>Different people write about what you do well, what you find difficult, and how things could go better. This is to help you with your learning, your feelings and your confidence.</i></p> <p>R: It says down here- <i>these ideas come from mummy and daddy, schoolteachers, doctors and...</i> (points to M's photo)</p> <p>R and P together: EPs</p> <p>P: It's called a Sat-u-r</p> <p>R: Sta-tu-tory (smiles)</p> <p>P: Statue-ity Assessment</p> <p>R: Good girl, because that's a really hard word to say.</p> <p>P: Are you going to do that yet (points to video camera)</p> <p>R: I'm going to turn that off at the end, yes.</p>	Relations / rapport Understanding
29)		<p>R: So, this says 'What sort of things might happen?'</p> <p>So you know now what happens, because you've met him already.</p>	





		<p>It says the EP might talk to you about things at home, at school... and you can tell them about lessons, about activities you really enjoy, and things you might find tricky.</p> <p>Did you talk to Mr (EP) about anything you find tricky?</p> <p>P: Yea</p> <p>R: Yes? What do you like best at school?</p> <p>What's the very best thing in the whole world at school?</p> <p>P: Golden time</p> <p>R: Wow, golden time. What do <i>you</i> do in golden time. What's your favourite thing to do?</p> <p>P: Play</p> <p>R: What do you play with?</p> <p>P: Any toy I want</p> <p>R: What's your favourite toy?</p> <p>P: The castle</p> <p>R: Ah ha, the castle...and do you do imaginary fairy tales in the castle?</p> <p>P: Yes</p> <p>R: Did you tell Mr (EP) those things?</p> <p>P: Yes</p> <p>R: Brilliant.</p>	
30)	(07:50)	<p>P: Listen to this (tries to whistle)</p> <p>R: That sounds like a whirling wind. Like (whistles)</p> <p>P: (gasps) you whistled!</p> <p>R: Are you learning to whistle?</p> <p>P: I can't whistle</p> <p>R: You're so nearly there...if you keep practising like that you'll do it. You need to put your lips more closely together...that's it. Practise like that.</p>	P follows instruction
31)		<p>R: One more bit. (Points to PIL) 'Why is what you think important?'</p> <p>R: It's very[↑] important S.</p> <p><i>The Statutory Assessment is about ...</i></p> <p>...what does that say?</p> <p>P: <i>You. What you need and your future. The EP is very interested in listening to what you think. It is really important that you have time to tell the EP about school and any ideas that you have for making things better.</i></p>	
32)	(08:46)	<p>R: That's right. So did you get to tell Mr (EP)</p>	

Confident response	
Power dynamic	
No Generalisation	
Disempowerment	
Situational anxiety	
Extending	
Expected response	
Descriptive	
Navigation Independent	
Temporal difficulty	
Authentic response	
Positive Feedback	
Off topic	
Instruction Gestural	
Instructions Verbal	
Clarifying question	
Improvements	
Exploration	
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Process or feelings about process	
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Repetition	
Generalisation or recall	
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Autonomy	
Rapport	
Valuing or Respecting	
Empowerment	
Competence or confidence	
Paraphrasing	
Clarifying or Staging Verbal	
Coding Density	

	about things that could make it better for you? P: Yea R: What did you tell him? P: (Shrugs) R: Ok. So Mrs (SENCo) is going to have this (PIL) and I've got something for you now, to say thank you very much. Shall we turn the camera off now? P: I want to see. R: You want to see you. No problem. I'll show you.
P stands and walks round to behind camera to see the display on the flip screen.	
Pupil enjoys watches a full five min of herself before returning to class.	

Annotations

- ¹ Lack of inference and literal interpretation add complexity to this task.
- ² Not inferring that this drawing could be pupil, Drawing is very much like a boy though.
- ³ This dialogue shows the necessity of building up questions that are personalised. Or having a starter question - did you go to see the EP out of class? Pupil seems much more able to answer 'somebody' than 'anybody'. Could be processing time or limitations with abstract language. Photo taken at the time would have remedied this.
- ⁴ Some questions are unanswerable
- ⁵ With this prompt, pupil is able to put herself in the picture and answer very competently.
- ⁶ If the pupil had no 1:1 time then this whole list of questions is confusing and unanswerable.
- ⁷ Without the prompt that she could imagine herself in the picture, the pupil describes what she sees without inference.
- ⁸ Pupil seems to lose confidence. Possibly another unanswerable question and thus disempowering.
- ⁹ Pupil eventually answers 'everything' and 'nothing' respectively. She writes these words into the drawing boxes. This is a logical answer to an otherwise unanswerable question.

Name: Transcript_T6

Stage 4 Transcript

Name: Theresa

Date: 3/12/12 Time: 2:30

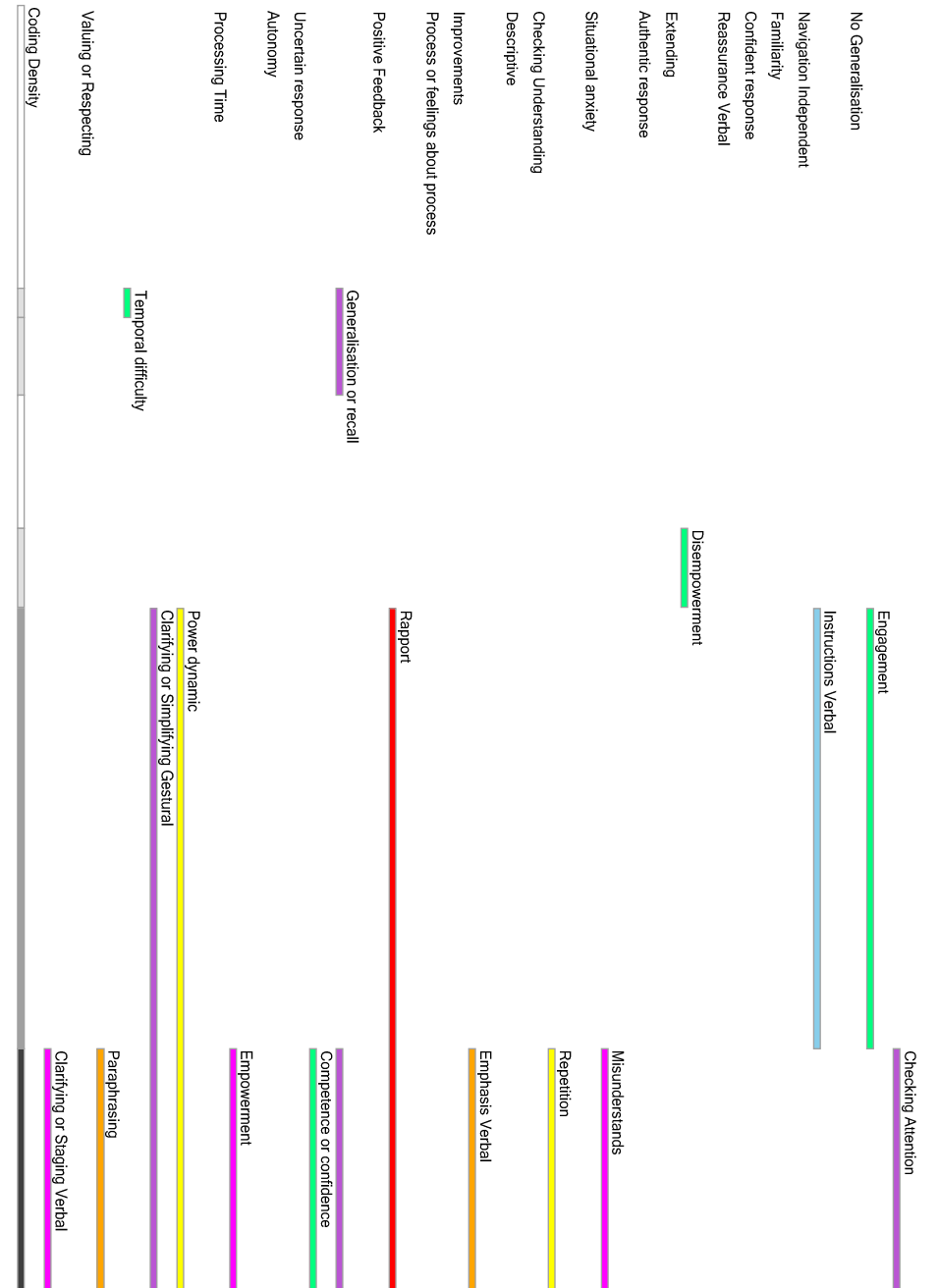
Duration: 16min

P=Pupil; R=Researcher; A=Assistant (SENCo); K=EP; \uparrow = intonation; ... = pause; *italics* = structured question. Words are underlined where A/P omits or adds words that alter the meaning of the question.

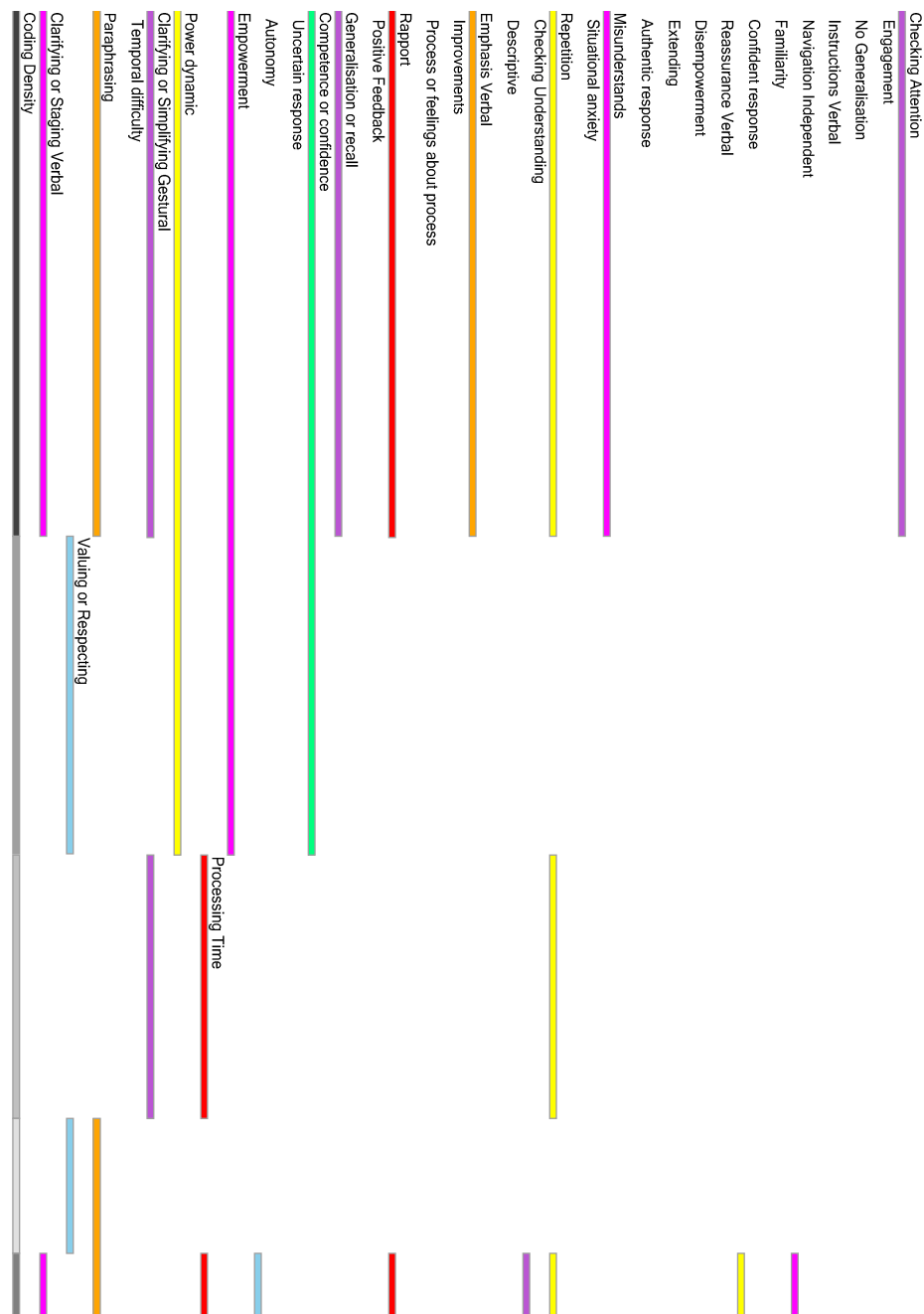
P had difficulty recalling anything of the meeting with the EP at the beginning. SENCo took her to the room that P and EP had worked together in. P seemed then to recall a little more and the interview went ahead.

Line	Notes (Video location markers; non-verbal communication)	Transcript	Initial coding ideas
1)		R: (to P) ...and let go. That's it, off you go. A: (to R) Are you ok for me to read this out? R: Yes, of course.	Immediate disempowermen t of pupil
2)	A holds up a picture of K, P nods. P engaged with screen. P makes eye contact with A and nods P presses	A: Thank you for taking part. This is all about what it was like for you to meet the Educational Psychologist. EP. A: Please touch the start button. (points) A: Here is a practise question to help you. Anything you want to put is ok. When you are ready please press 'Next'. A: Now we're going to have a practise question first of all, to get us used to the iPad. So, when you're ready for the practise question, you can press next. (Indicates where this is). P: (smiles). A: Well done	A is using visual supports well. 'We' 'us' vocabulary is of togetherness, relationships, mutuality
3)	A doesn't stop to let P try. A promotes independence	A: It says There are five choices to answer this question. Try them all out by touching each little line. Now try this. I think chocolate ice-cream is... A: Is it disgusting.....? A: touch the next one and see A: Is it not very tasty	A misunderstands instructions Promoting independence

1 / 11



		<p>A: touch the disgusting one and see the <i>disgusting</i></p> <p>A: Do you remember what that one there was? (points)</p> <p>A: <i>ok</i></p> <p>A: The next one after Ok says <i>quite tasty</i> and the top one is <i>delicious</i>.</p> <p>A: So, for all these questions you can choose.</p> <p>A: So you can choose which one you think. Ice cream is disgusting, not very tasty, ok quite tasty or delicious.</p> <p>(P nods).</p> <p>A Which one do you think?</p> <p>P: (touches delicious)</p> <p>A: <i>delicious</i>. So, we've done the first question.</p>	<p>Third repetition</p> <p>Competence, understanding.</p> <p>'we' mutual language</p>
4)	(01:21)	<p>A: Press 'Next'</p> <p>A: So now <i>There are 10 questions</i>.</p> <p>A: Are you happy for me to read it to you, or do you want to do it on your own?</p> <p>P: Read it for me.</p> <p>A: <i>Please ask if you need any help</i>. So we're going to ask for help together.¹</p> <p>A: <i>When you are ready, please press 'Next'</i> (points)</p> <p>P (presses)</p>	<p>Promoting independence</p> <p>'together' mutual language</p>
5)	(01:34)	<p>A: So, <i>The next questions are about what you thought before you met this lady</i> (points to picture of K) <i>the EP</i>. Tell the people with you what you think is happening in the pictures. Then touch next.</p> <p>A: Shall we try and press...ooh, you've got to tell me first. So what do you think is happening here? (points)</p>	
6)	(01:51)	<p>P: He is talking to me.. some people</p> <p>A: He is talking to some people</p> <p>A: And what's happening in this picture?</p> <p>P: It's mummy</p> <p>A: (nods) ok, and touch 'Next'.²</p>	
7)	(02:04)	<p>A: <i>I was told that the EP was coming to see me</i>. Now, did you know that this lady was</p>	<p>A: Provides repetition and</p>



		<p>coming to see you?</p> <p>P: Yea (nods)</p> <p>A: Yes, so (points) <i>no, I didn't know, not sure or yes, I was told</i>. So, before she actually came, did you know she was going to come and see you?</p> <p>P: Yes</p> <p>A: Ok</p> <p>P: (chooses Yes, <i>I was told</i>)</p> <p>A: Press next</p>	<p>processing time</p> <p>P – confident with answer</p> <p>P – confident with technology / interface</p>
8)	<p>(02:23)</p> <p>P looks uncertain of this answer</p> <p>Mixing of tenses signals difficulty with temporal sequencing</p> <p>P chooses and moves on independently</p>	<p>A: <i>I understood why</i> ↑ <i>she</i> was coming to see me. Did you know why she was coming here?</p> <p>P: Yea</p> <p>A: Why did you think she was coming?</p> <p>P: Because she's coming to see me because I've been good at some stuff now.</p> <p>A: Before she came you knew...ok, that's ... if that's what you want to put. (points). You've got <i>No, I didn't know (Why she came), not sure, or yes, I did understand</i></p>	<p>A simplifies and adds emphasis</p> <p>Lack of vocabulary available to answer the question</p> <p>Valuing P's view despite A being unsure of authenticity of answer</p>
9)	<p>Despite having just shown P the room to jog her memory, A accepts this answer</p> <p>P chooses and moves on independently.</p> <p>A is no longer pointing to each choice or repeating.</p>	<p>A: <i>I knew which room we'd be going into</i></p> <p>Did you know which room you'd be going into?</p> <p>P: The (unintelligible – gives name of room)</p> <p>A: You knew it was going to be the (unintelligible – gives name of room) room did you?</p>	<p>A simplifies</p> <p>Valuing P's view despite A being unsure of authenticity of answer</p>
10)	<p>(03:08)</p>	<p>A: <i>I was told who else was going to be there</i></p> <p>Did you know who was going to be in the room with you?</p> <p>P: No-one</p>	<p>P misunderstands question</p>
11)		<p>A: So, did you know ↑ that there wasn't going to be anybody there? <i>Not sure</i> who was going to come in...because it could have been your</p>	<p>A continues to clarify</p>



		<p>... Mrs S couldn't it...or Mrs C, or, did everyone tell you who was going to be there? ...</p> <p>A: So, before you went into the room, did you know who was going to be there? P: Teacher or the person who was with me...who was doing stuff with me.</p> <p>A: Ok, so she... So before you actually met this lady (holds up pic of EP) ... did Mrs C, did I or Mrs S, did we tell[↑] you that we were going to come as well, or did we just take you down and ... leave you down there?</p> <p>P: Erm, the teacher got me.... the one who got me, she got me down... she took me downstairs.</p> <p>A: She took you downstairs...and did she tell you whether anyone was gonna come with you or did she just take you downstairs?</p> <p>P: Erm, she just taking me. A: So, I guess it's the <i>no</i>, <i>I wasn't told</i> one isn't it? (points) P: (presses) A: Shall we go to next then.</p>	
12)	(04:06)	<p><i>A: The next questions are about what you thought at the time you met this lady. The pictures above are there to help you remember. Tell the people with you what you think is happening in the pictures. So what's happening in that picture there? (points)</i></p> <p>P: Reading a book P: (A points to other picture) doing stuff with me. A: What stuff do you reckon it is? P: Puzzle, bricks...and books. A: Puzzles, bricks and books. Ok, let's click on 'Next' shall we?</p>	<p>Confidence?</p> <p>Simplification of questions</p> <p>A repeats P – affirming answer Checking answer Valuing</p>
13)	(04:36)	<p>A: Ah, interesting. You've got lots of pictures here haven't you? A: Please touch all[↑] the pictures of things you did or talked about with this lady here and then touch next. So, all the things you did with the lady. A: Did you use shapes and blocks...</p>	

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	<p>This appears rhetorical, is just to assist P</p> <p>P presses to tick all without being asked/shown</p> <p>P engaged with process.</p>	<p>... shall I read them out, cos that might help as well.</p> <p>A: Did you do shapes and blocks with her?</p> <p>P: Yes</p> <p>A: Did you show her your work?</p> <p>P: No</p> <p>A: Did she ask you what you thought?</p> <p>P: Yea</p> <p>A: Did she ask who helped you?</p> <p>P: ermmm...yea</p> <p>A: Did she um ... lessons and teachers? (looks at R for clarification)</p> <p>A: Did she talk about lessons and teachers?</p> <p>P: Yea</p> <p>A: Talk about letters and reading?</p> <p>P: Yea</p> <p>A: Did she talk about your friends?</p> <p>P: Yea</p> <p>A: Did she talk about your people in your family?</p> <p>P: Yea</p> <p>A: Did she talk about numbers and maths?</p> <p>P: Hmmm..no</p> <p>A: Did she talk about puzzles and games?</p> <p>P: Yea</p> <p>A: Did she talk about what other people think?</p> <p>P: (presses)</p> <p>A: Did she talk about what other people think?</p> <p>↑</p> <p>P: (looks up, nods) Yea.</p> <p>A: Yea. And, did she ask you how you felt?</p> <p>P: (nods)</p> <p>A: You talked about how you felt. Are you happy with those answers there?</p> <p>P: Yea (nods)</p> <p>A: Shall we click on 'Next' then?</p>	<p>Intuitive interface use</p> <p>A misunderstands qn – needs rewriting</p> <p>Affirms despite doubt of authenticity</p> <p>P needs support for momentum</p>
14)	<p>(05:51)</p> <p>P looks doubtfully at A</p> <p>P looks confused</p>	<p>A: <i>The next questions are about what you thought after you met <u>this lady</u>. The pictures above are there to help you remember. Tell the people what you think is happening in the pictures. <u>And then touch</u> next. So what's happening here do you think? (points)</i></p> <p>P: He is happy</p> <p>A: Happy. And what about that picture there?</p> <p>P: Letters... and there's a smiley face there</p> <p>A: There's a smiley (nods, smiles) and what do you think these pieces are (unintelligible)?</p>	<p>Not relating pics to self</p> <p>Encouraging and reaffirming</p>

<p>Checking Attention</p> <p>Engagement</p> <p>Instructions Verbal</p> <p>Navigation Independent</p> <p>Familiarity</p> <p>Confident response</p> <p>Reassurance Verbal</p> <p>Disempowerment</p> <p>Extending</p> <p>Authentic response</p> <p>Misunderstands</p> <p>Situational anxiety</p> <p>Repetition</p> <p>Checking Understanding</p> <p>Emphasis Verbal</p> <p>Improvements</p> <p>Process or feelings about process</p> <p>Rapport</p> <p>Positive Feedback</p> <p>Generalisation or recall</p> <p>Competence or confidence</p> <p>Uncertain response</p> <p>Autonomy</p> <p>Empowerment</p> <p>Processing Time</p> <p>Power dynamic</p> <p>Clarifying or Simplifying Gestural</p> <p>Temporal difficulty</p> <p>Paraphrasing</p> <p>Valuing or Respecting</p> <p>Clarifying or Staging Verbal</p> <p>Coding Density</p>	<p>No Generalisation</p> <p>Descriptive</p>
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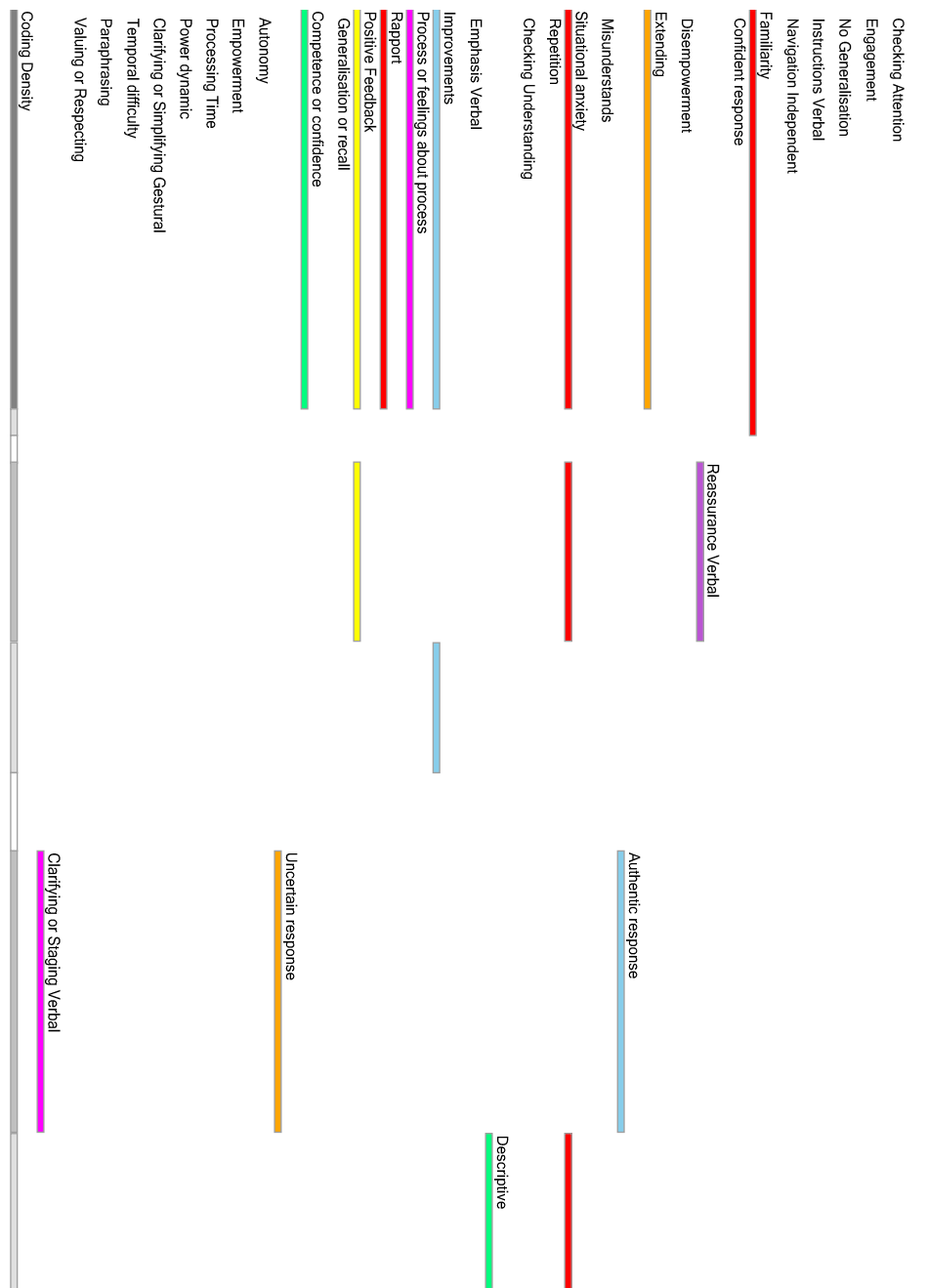
17)	<p>(07:51)</p> <p>A points to each choice in turn</p> <p>(R hands over paper and pens)</p> <p>*P cuts in to answer A's first question before he has finished saying the second.</p>	<p>A: For the next question, do you want to type, draw, or talk about it?</p> <p>P: (chooses drawing)</p> <p><i>A: Please draw what you liked or didn't like on the paper. Then take a photo of your drawing. Ah, something to draw with. Is this when...we met this lady?</i></p> <p>R: Yes</p> <p>A: So, when you met the EP, what did you like best about meeting her? And what would you like to change* to make better for next time?</p> <p>P: * I liked laying with the bricks with her</p> <p>A: Playing with the bricks, ok</p> <p>...</p>	<p>Reworded question. Emphasises key words.</p> <p>'we' mutual language</p> <p>Repeating P's answer, affirming, showing listening</p>
18)	<p>(08:41)</p>	<p>A: So you liked playing with the bricks. Is there anything that you would change? ↑</p> <p>P: Erm (nods)</p> <p>A: To make it better?</p> <p>P: Like do some reading to get me better with reading.</p>	<p>P appears to be answering the question 'what would you change' in the present. Not changing context/ reflecting on an experience.</p>
19)	<p>A glances at R as if to check it's ok to leave that question.</p>	<p>A: Yes, that's about your reading in class. But what about when you met this lady here? Is there anything about your meeting with her that you think could have been better?</p> <p>P: No (smiles)</p> <p>A: No, it was ok was it.</p>	<p>Affirms pupil's response.</p> <p>A is patient to explain and reword</p>
20)	<p>(09:05)</p> <p>R supports to lift iPad and take picture</p> <p>P reaches directly for camera button and presses</p>	<p>A: Right, well shall we take a picture of your work. That's very clever isn't it.</p> <p>R: Do you want to press...ah, you know what to do (smiles). Ok, press 'Next'.</p>	<p>Independence. Competence with interface. Generalising skills.</p>



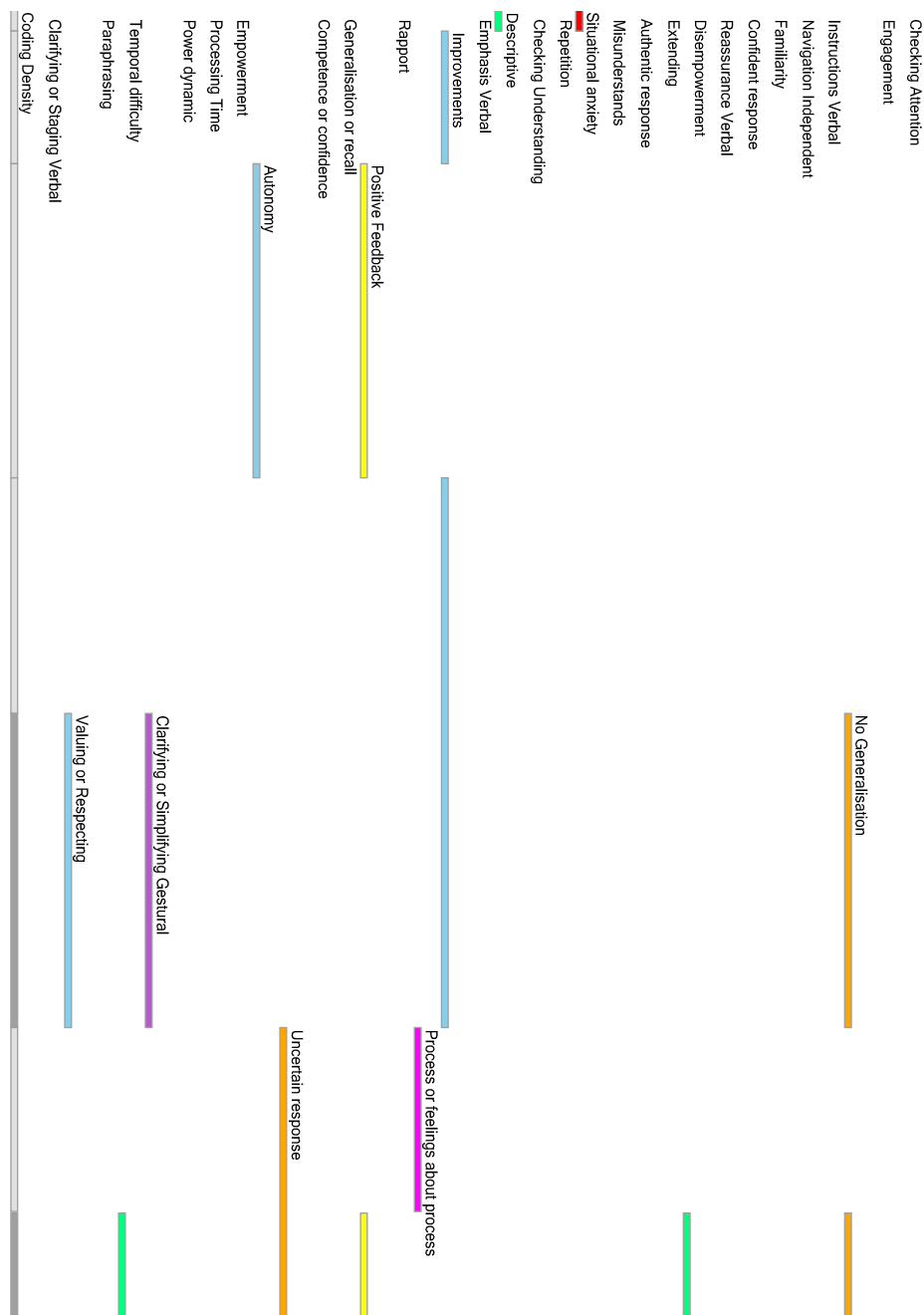
21)	(09:25) P responds audibly and immediately. Presses far right of slider.	A: How did meeting this lady make you feel.. P: Good A: It was good, brilliant. So <i>really liked it</i> . Is that ok? P: Yea A: Shall we click on next?	A repeats P's choices aloud to ensure understanding.
22)	(09:41)	A: It says <i>I know what the next steps are</i> Do you know what's going to happen? So, she (holds up pic) came in to see you. Do you know what she's gonna do next or what we're going to do next? P: (shakes head) no A: So, <i>no I don't know, not sure, or yes, I do know</i>	
23)	(09:59)	A: So, remember it's about what you think so it's now turn...your turn. Would you like to ask a question?	
24)	(2) (00:00)	P: Yea...erm...can I do more games? A: So you'd like to ask if you can do more games. You can ask that question↑ (smiles).	
25)	 P looks daunted by having to answer on the keyboard	R: Do you mean with K, or do you mean in school? P: In school R: You don't have to type – you can just say... A: ...because it's on camera. Is there anything you'd like to do if you met this lady again?	
26)	(00:30) A uses pointing and reference to pictures throughout.	P: Yeah A: What could she find out about you? P: Puzzles A: Puzzles. <i>Ok</i> . That last bit says <i>thank you very much for saying what you think about meeting the EP</i> (gestures to picture). <i>Your views are very important.</i> <i>Please touch the finish button.</i>	Repetition
27)	(00:42) P orientates her body towards R. Good eye contact. Smiling	R: Well done, fantastic P: (smiles) A: Brilliant. R: Ok, so I've just got a couple of questions and then we're all done. How was that to use, was that ok? P: Yea R: Did you like it?	Importance of preparation ³



	and engaged. Contrasts with very quiet voice and minimal verbal/non-verbal responses at the beginning.	<p>P: (nods)</p> <p>R: Shall I ask lots of children to use the same sort of thing?</p> <p>P: (nods)</p> <p>R: How would you make it better?</p> <p>P: Bit..er..hard</p> <p>R: It was a bit hard</p> <p>P: (nods)</p> <p>R: What was hard about it?</p> <p>P: Like erm (inaudible)</p> <p>A: But you did really ↑well</p> <p>R: Sorry, I didn't catch that</p> <p>A: saying it out loud</p> <p>R: Oh! (smiles)</p>	Supportive of P, relationship. Knowing P so important.
28)	(01:24)	<p>R: because you were a bit nervous?</p> <p>P: (nods)</p> <p>R: Wow, do you know I didn't pick that up from you at all↑. I thought you were so confident. Well done. If you felt a bit nervous as well then that was a <i>really</i> brave thing to do so thank you so much</p>	
29)		<p>R: If there had been a button to press which read out the text to you, would that have been better?</p> <p>P: (nods)</p> <p>R: So that My H (A) hadn't had to read it.</p>	
30)	(01:47)	<p>R: Apart from that, can you think of anything else I could change?</p> <p>...</p>	
31)		<p>R: Why do you think it's called MiView?</p> <p>P: Because...(smiles) don't know.</p> <p>R: Can you guess? ... What am I asking you about? ...</p> <p>P: (shrugs)</p> <p>R: I'm asking you about your...?</p> <p>P: Day?</p> <p>R: Yes, a little bit. I'm asking you about your meeting and I want to know what you think about something. What you think about something can be called a view.</p>	
32)	P looks outside. It is nearly home time.	<p>R: What about pictures? Good pictures? Not so good pictures (gestures not so good)?</p> <p>P: Good pictures</p> <p>R: Did you like them?</p> <p>P: Nods</p>	



33)		R: Is there anything about the pictures that I could change to help other children? P: Yeah, put some colour in it R: (smiles) Yes, I thought you might say that.	
34)	(03:41)	R: Actually, from what you said at the beginning that you couldn't really remember K, you've come up with <i>loads</i> . It's amazing! A: Yes, it all did come back didn't it? R: ...yes, really good, especially on this bit (gestures to multiple choice question) because you were quite definite. A: Because I did check with you, didn't I, just to make sure you did remember? P: nods R: Really impressive T (P's name), well done!	
35)	(04:09)	R: Are there enough points on the sliders? (gestures) P: Yea R: Where there are only three choices, is that enough, or would you like to have five choices? P: Five choices R: Would five be better? (P nods) alright.	
36)		R: To help you remember the meeting you were taken to the room...and I've got a photo (points to pic of EP). Is there anything else that could help you remember the meeting? P:...er.. (shrugs) R: If there was a photo of the room on there (points to iPad) to start with, would that have helped? P: (nods, smiles) Yep.	
37)		R: My last question is what decisions do you get asked about in school? Do you get asked about things? P: ...erm...	
38)	(05:08)	R: Did the school councillors ask you about anything lately? P: Erm, yea	Understanding of other decisions?



Checking Attention
Engagement
No Generalisation
Instructions Verbal
Navigation Independent
Familiarity
Confident response
Reassurance Verbal
Disempowerment
Extending
Authentic response
Misunderstands
Situational anxiety
Repetition
Checking Understanding
Descriptive
Emphasis Verbal
Improvements
Process or feelings about process
Rapport
Positive Feedback
Generalisation or recall
Competence or confidence
Uncertain response
Autonomy
Empowerment
Processing Time
Power dynamic
Clarifying or Simplifying Gestural
Temporal difficulty
Paraphrasing
Valuing or Respecting
Clarifying or Staging Verbal
Coding Density

	R holds out bag for P to choose	<p>R: What did they ask you?</p> <p>P: Can't remember.</p> <p>R: Can't remember? Ok. That will do. I've got a little thank you for you for helping me with my research.</p> <p>R: You have a choice of a stretchy man, or a smiley face sticker, star stickers, moon stickers....or any sticker you like in there. Thank you so much, I'm going to turn this off now.</p>	
39)			
40)			
41)			
42)			
43)			
44)			
45)			
46)			
47)			
48)			
49)			
50)			
51)			

Annotations

¹ Lovely example of empowerment and trying to balance the power dynamic - esp in this case as A is the SENCo

² Pupil says 'he' even though a female EP came to see her. Shows engagement with pictures but possibly not fully understanding task / generalising her experience?

³ Pupil was able to say so much more than if she hadn't been taken to the room or had the pic etc.