Transitions of young people identified as showing social, emotional and behavioural difficulties from education to adult life: a person-centred approach

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Overarching Abstract

This paper begins with a systematic review of research literature looking at the outcomes of young people identified as showing social, emotional and behavioural difficulties (SEBD). Findings suggest that the outcomes for this group are generally poor in terms of attainment, education and training, and criminality. Poor transitions from education to adult life also emerged as a major theme.

Systematic review research question: What are the outcomes for young people identified as showing social, emotional and behavioural difficulties?

This paper includes an empirical piece of research looking at the use of person centred approaches to support young people identified as showing SEBD in their Year 9 transition review meetings. Research literature suggests that young people classified as showing SEBD often struggle with language, communication and articulation. In principle, articulation of views is encouraged in a person-centred (P-C) review meeting. Therefore, I carried out a qualitative idiographic study to explore how young people identified as showing SEBD experience a P-C transition review meeting. Semi-structured interviews were used as the tool to gather the young people's views and experiences. Interpretative phenomenological analysis (IPA) was the chosen data analysis method which aims to explore participants' personal experiences in depth. Analysis revealed several themes which occurred across participants. Power was a salient issue identified as a superordinate theme. The P-C review process incorporated an expectation of reciprocity that reduced power imbalances and encouraged the boys and their families to participate more fully. Other emergent themes are discussed. These findings contribute to research into the use of PC reviews with young people.

Empirical research question: How do you young people identified as showing social, emotional and behavioural difficulties experience a person-centred review meeting?

Between the systematic review and empirical research articles I have presented a document which links the two, and details the theoretical and epistemological underpinnings of the research. Within this document I have also considered critical ethics and reflexivity.

This piece of work is being submitted towards the award of Doctorate in Applied Educational Psychology (DAppEdPsy). This work has not been submitted before for this or any other course, and is all my own work.

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What are the outcomes for young people identified as showing social, emotional and behavioural difficulties in the United Kingdom? A systematic review of literature.

Abstract

A systematic literature review was conducted to report on outcomes for young people identified as showing social emotional and behavioural difficulties (SEBD). The review focused on studies conducted in the United Kingdom due to variation in international definitions of SEBD. Complexities surrounding the terms associated with SEBD are highlighted.

Qualitative and quantitative papers included in this review were located through systematic searches of electronic databases and grey literature. I used an integrative synthesis method (Dixon-Woods et al, 2005) to amalgamate data from the papers included in the review into a textual narrative synthesis. A number of recurring themes were identified. Themes suggest relatively poor outcomes for these young people in terms of education, employment and crime. A salient theme was poor transitions from education to adult life and the need for further support during this time. Implications for research and limitations of the review are discussed.

Introduction

'SEBD' is an ill-defined term, with a lack of consensus about how it is defined operationally. This is reflected in the range of terms currently used (SEBD, BESD, EBD, severe behavioural difficulties etc) both internationally and nationally (Cole, 2006; Cole & Visser, 2005; Macleod & Munn, 2004; Visser, 2003). The Special Educational Needs (SEN) Code of Practice (DfES, 2001) describes 'BESD' as a 'learning difficulty'. However, there is considerable debate as to whether 'behavioural difficulties' are a 'special educational need' (Wilkin et al, 2005). Difficulty distinguishing between "naughtiness" and an "inability to behave appropriately" is noted (Pirrie & Macleod, 2009, p. 188). Additionally, there is often an overlap or co morbidity of SEBD with labels such as conduct disorder and Attention Deficit Hyperactivity Disorder (ADHD) which are subsumed by the Disability Discrimination Act (HM, 1995).

Over the past 30 years there has been a move from use of the term 'maladjusted' to 'young people *with* SEBD' which at least talks of the child before the descriptor. In line with leading researchers in this topic area (Cole, Daniels & Visser) I will use the term 'SEBD' which places the 'S' first to highlight the importance of social factors (SEBDA, 2010). There is not a causal relationship between any one social factor and SEBD, but research (e.g. Hayden, 1997; OFSTED, 1996) shows the importance of many interacting social factors such as sex, age, health, economic status and domicile. Hayden (1997) suggests there is extensive evidence of child protection concerns, family disruption and contact with a wide range of external agencies including social services, police and educational welfare involved with primary aged children who have been excluded from school. The background of students excluded from school often presents a 'grim catalogue of misery' which includes parental illness, bereavement, poverty – often related to unemployment, racism, abuse and strained family relationships (OFSTED, 1996, p.11). I will refer to the young people as having been identified, labelled or categorised as showing SEBD which reflects my own epistemological stance and the idea that the term 'SEBD' may be socially constructed or 'transitive' (Bhaskar, 1975; Sayer 2000, p. 11).

The decision about whether a young person is assigned the label SEBD is said to 'depend on a range of factors, including the nature, frequency, persistence,

severity and abnormality of the difficulties' (DCSF, 2008, Para 55). In England, SEBD is classified as a special educational need (DfES, 2001). Contrastingly, American based literature suggests SEBD is a disability reporting that young people identified as showing SEBD have poorer outcomes than any other disability group (Armstrong et al, 2003; Blackorby & Wagner, 1996; Bradley et al, 2008; D'amico & Marder, 1991; Wagner, 1992; Wagner et al, 2005; Wood & Cronin, 1999). Comparably, in Australia the view seems to be that young people with SEBD may be rehabilitated before returning to mainstream school (Hornby & Witte, 2008). These contrasting views suggest that many underlying assumptions about SEBD are not applicable in a global dimension (Clough et al, 2005).

Local authorities (LAs) in England spend large amounts of money on specialist provision (and out-of-county placements) for young people identified as showing social, emotional and behavioural difficulties (SEBD) or have been permanently excluded from mainstream schools (Chantrill, 2010). The high level spending on interventions and provisions for young people identified as showing SEBD, makes it important to evaluate whether they result in more positive outcomes.

This review aims to inform settings based in the United Kingdom. Therefore, I restricted this review to research exploring UK phenomena and outcomes for young people identified as having SEBD. This means the findings of the review will be in accordance with UK practice which is most useful to inform settings based in the UK.

In this paper I took a systematic and critical approach to reviewing previous research that studied outcomes for young people identified as showing SEBD. I describe the review process in a transparent way before drawing out research themes to make conclusions. Lastly, implications of findings are explored.

Method

The systematic review was conducted using protocols established by the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre, 2010). The EPPI method was chosen as opposed to the NHS Cochrane method as the Cochrane method is committed to a positivist paradigm which privileges randomised controlled trials. Due to the complex nature of SEBD, it is difficult for research in this area to include randomised controlled trials and

research into this area typically has fairly small sample sizes. EPPI methodology was selected as this method is designed to evaluate research in the areas of education and social care (Oakley, 1992) and potentially encompasses all types of studies including case studies and ethnographies.

 I used an integrative synthesis method (Dixon-Woods et al, 2005) to amalgamate data into a textual narrative synthesis. Textual narrative synthesis is useful for reviewing and synthesising evidence of different types (e.g. qualitative and quantitative) into more homogeneous groups (Barnett-Page & Thomas, 2009). Lucas et al (2007) suggest that textual narrative synthesis increases transparency by making the context and characteristics of review studies clear.

The initial searching process

The following procedures were followed to locate relevant articles. First, an electronic search of databases was conducted using search terms defined by the systematic review research question: what are the outcomes for young people identified as showing SEBD in the UK? (see Table 1 below). Examination of previous studies and database thesauri enabled me to include all terms related to the research question. Although the primary review focus was on young people identified as showing SEBD, I renegotiated the term to include young people permanently excluded from school as they often fit into the description of social, emotional and behavioural difficulties.

Search terms		
Target population terms	**Outcome terms**	**Age**
Social, emotional and behavioural difficulties	Outcomes	Young
difficulties	Long term	people
SEBD	Life satisfaction	Young
Emotional behavioural disorder	Social exclusion	adults
Emotional behavioural difficulties	Community	Pupils
EBD	adjustment	Students
BESD	Long term impact	Former
Severe emotional behavioural difficulties	Transition	pupils
maladjusted	Longitudinal	Ex pupils
Serious emotional disturbance	Follow up	Graduates
Conduct disorder		Leavers
Permanently excluded		

Table 1: Terms used for the literature search

Systematic searches were carried out in the following electronic databases (see Table 2) during September 2009 resulting in the following numbers of articles:

Electronic database	Number of articles
British Education Index	14
ERIC (Dialog Datastar)	184
ERIC (OCLC)	58
ERIC (USDE)	7
Informaworld	8
JSTOR	0
Medline	11
Sage Journals (E-journals)	0
Science Direct (E-journal)	17
Scopus	0
SwetsWise (E-journal)	0
Web of Knowledge	30
Wiley-Blackwell Journals (E-journals)	9
Zetoc	0
Psycinfo	35
LILIACS	0
Ingenta	0
CSA Illumina	49
Total without removing duplicates	**422**

Table 2: Table to show electronic databases searched and the number of articles the database yielded

Electronic searches revealed 422 findings which were screened for relevance on the basis of titles and abstracts. Initial screening involved the application of inclusion criteria identified in Table 3. To be included papers had to meet all of the inclusion criteria.

I also conducted hand searches of the following journals applying the inclusion criteria: Emotional and Behavioural difficulties Volume 1- 14 and Educational and Child Psychology (Volume 22 number 3 as this volume was dedicated to SEBD). This yielded a further two relevant studies. I also searched grey literature including ESRC web site, Home Office web site, Joseph Rowntree web site, what works clearing house web site and DFES publications, as suggested by Pettigrew and Roberts (2006).

	Inclusion criteria
Target Population	Participants were specifically identified as showing SEBD (or alternative term for targeted population- Social, emotional and behavioural difficulties, SEBD, emotional behavioural disorder, emotional behavioural difficulties, EBD, BESD, severe emotional behavioural difficulties, maladjusted, serious emotional disturbance, conduct disorder, permanently excluded, excluded).
Findings	Research included outcome information
Study design	Studies that gathered empirical evidence
Date and language	Studies were reported in English and were published since 1966 as this was as far back as the electronic databases dated.

Table 3: Table to show inclusion criteria used in the systematic review process

Following this screening process, 44 papers were identified as satisfying the inclusion criteria. Papers were read in detail and a subsequent inclusion criterion was applied to restrict the review to research based in the United Kingdom. This left seven studies to be included (See Table 4 below).

Reference	Source
Berridge, D., Brodie, I., Pitts, J., Porteous, D., & Tarling, R. (2001). *The independent effects of permanent exclusion on the offending careers of young people.* RDS Occasional Paper 71, London: Home Office.	Referenced in DfES paper below
Daniels, H., Cole, T., Sellman, E., Sutton, J., Visser, J., & Bedward, J. (2003). *Study of young people permanently excluded from school.* Nottingham: DCSF Publications	DfES website
Farrell, P., Critchley, C., & Mills, C. (1999). The educational attainments of pupils with emotional and behavioural difficulties. *British Journal of Special Education, 26*(1), 50- 53.	Wiley Interscience
Farrell, P., & Polat, F. (2003). The long term impact of residential provision for pupils with emotional and behavioural difficulties. *European Journal of Special Needs Education, 18*(3), 277-292	Informaworld
Laslett, R. (1982). Leavers from three residential schools for maladjusted children. *Educational Review, 34*(2), 125- 137.	Electronic database – British Education Index
McCrystal, P., Percy, A., & Higgins, K. (2007). Drug use amongst young people attending emotional and behavioural difficulty units during adolescence: a longitudinal analysis. *Emotional and Behavioural difficulties, 12*(1), 49-68.	Hand search of journal
Pritchard, C., & Cox, M. (1998). The criminality of former "special educational provision" permanently "excluded from school" adolescents as young adults (16-23): costs and practical implications. *Journal of Adolescence, 21*, 609-620.	Electronic database – Web of Science

Table 4: Table to show the final studies to be included in the review and how they were located.

Detailed description of the studies (coding) and applying weight of evidence

The seven studies included in the systematic review were analysed and coded according to study aims, design, participants, purpose, method, data collection, outcome measures and findings (see Table 6). This process allowed me to consider commonalities across studies. Studies were then subjected to an analysis of quality. Weights of evidence were based on judgements about; level of transparency, appropriateness of research design and analysis for answering

the research question, relevance of the study topic to the review question and levels of clarity as recommended by the EPPI- Centre weight of evidence tool. Please see Table 5 below for further detail:

	Burridge et al (2001)	Daniels, Cole and Visser (2003)	Farrell, Critchley and Mills (1999)	Farrell and Polat (2003)	Laslett (1982)	McCrystal, Percy and Higgins (2007)	Pritchard and Cox(1998)
Level of transparency	High	High	High	High	High	High	Medium
Examples given by a range of participants	Yes	Yes	Yes	Yes	Yes	No	Data from records
Results reported clearly	Yes	Yes	Yes	Yes	Yes	No	Yes
Criteria for sample explained	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Acknowledges limitations sufficiently	Yes	Yes	No	Yes	Yes	Yes	Yes
Relevance to the review question	High	High	Medium	High	High	High	High
Clear procedure?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Jumps to conclusions?	No	No	No	No	No	No	No
Method appropriate for answering research question?	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Table 5: Table showing questions considered in applying weight of evidence (Questions derived from EPPI- Centre weight of evidence tool).

Results

General characteristics of review studies

Table 6 summarises characteristics of the seven studies. Participants across studies were young people who had been permanently excluded from mainstream schools and were attending or had attended specialist provisions for SEBD. Two studies were based in specialist EBD schools while five were follow up studies where authors had tracked ex-pupils of SEBD schools. All studies had a higher number of males than females within their sample which reflects the ratios of young people identified as having SEBD (Clough et al, 2005). All studies used opportunity sampling meaning the participants were not randomly selected but drawn from a particular population convenient to the researcher. Two of the papers also discussed the practical difficulties and ethics of tracing school leavers and carrying out this kind of research.

The studies varied in sample size. These ranged from 26 participants to 20366 participants. However, the study with 20366 participants was a cross sectional comparison study comparing pupils in an EBD school to those in mainstream schools. Within this particular study only 52 participants attended the EBD specialist provisions. Therefore, the number of participants in the studies classified as having SEBD or having been permanently excluded from mainstream schools ranged from 26- 342 with a mean of 138 (standard deviation = 119).

Design of the review studies

Design characteristics are summarised in Table 6. Five of the studies used interviews as part of their experimental design. Three of those used a mixed methods approach which included analysis of records (two studies) or information from a questionnaire (one study) to support their qualitative interview data. One study used only an analysis of records and one study used scores from standardised cognitive tests.

There was also variability in the duration of the studies. The majority (six out of seven) aimed to take a snap shot in time, whereas one study was longitudinal and tracked participants over two years. One study took a cross sectional approach and compared the sample from the EBD specialist provision to a sample from mainstream schools on drug taking and anti-social behaviours.

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However, the pupils in the EBD unit may have felt able to respond more honestly in a setting that is typically more tolerant than mainstream schools. Arnot and Reay (2007) argue that pupil responses to questions can be affected by the context in which they are asked.

Due to the complex nature of the research area: SEBD and outcomes, it is difficult for research in this area to meet the 'gold standard' of randomised controlled trials. However, some of the studies within this review seemed to be more rigorous and transparent than others. Most studies clearly explained reasons for using particular methods, and were transparent in describing their procedures and findings. Most studies also triangulated findings with information from other sources. However, one study focussed only on an analysis of records without gathering qualitative information to support their data. The comparison group used was not matched on a number of demographic factors with age being the only descriptor provided. The authors are also not clear about sample size and the results are reported in terms of percentages rather than natural frequencies. Percentages can be misleading when used to compare one group with another. Natural frequencies are preferable ways of communicating statistics as they are 'readily understandable' and accessible using 'concrete numbers' (Goldacre, 2008, p. 257).

Laslett (1982) discussed the ethics of this kind of research when a number of potential participants chose not to take part in his study as they did not wish to 'reawaken memories of distressing periods of their lives' (p. 126). He also discussed the responses of one family in further detail where one mother said "'Your letter asking to see us brought a lot of things to a head'" (p. 134). This raises questions about ethical implications of conducting research in this area.

In summary, research literature included in the review, presents rich, in-depth and qualitative data which describes the lives of young people who were identified as showing SEBD during their educational careers. This provides some individual narratives of how school exclusion, specialist provisions and poor transitions into adult life, have affected their lives and longer term outcomes.

Study	Sample	N	Context	Purpose	Study method	Data collection	Outcome measure(s)	Results
Pritchard and Cox (1998) (Published)	Adolescents who had been excluded from school and were attending specialist provision (Learners)	227	Police records (OTHER)	Exploration of relationships (EXP)	One group post test only (OGPT)	Analysis of police records and analysis of costs.	Criminal convictions, age at first conviction, number of court appearances, convictions for violence, prison sentences and bail. Home Office based predictions of their future criminal potential. Cost estimates.	High rate of criminality in ex EBD pupils. However, lower rate in those who were 'looked after children' (LAC). Might indicate the support services they receive can reduce offending behaviours. 63% had a criminal conviction as young adults. 26% were not convicted until over 18 yr old. Average of 7.4 offences each. 29% had been to prison and a further 27% were on bail for alleged offences. Home office predictions (predicted costs) – 42% are highly likely to re-commit within 2 years. These 143 young people (YP) cost an estimated minimum of £4. 16 million.
Farrell et al (1999) (P)	EBD residential pupils aged 7-16 (L)	88	Residential school for children with EBD.	Exploration of relationships (EXP)	OGPT	Psychological test (PsyT)	Scores on standardised tests (WORD and WOND). Attainment scores	Children in schools for children with EBD have major problems in literacy and numeracy. Almost half of the sample (48.3%) achieved a composite literacy score of 70 or less. Trend suggesting older pupils score less well than younger pupils in literacy and Maths. Authors conclude these pupils will enter the adult world without being literate or numerate – obvious implications for employment prospects. EBD schools should emphasise academic education as well as therapy.
Daniels et al (2003) (P)	Young people permanently excluded from school (L)	193 Yr 9-11.	Across 10 LEAs (LEA)	Exploration of relationships (EXP) -tracked careers and trajectories of young people permanently excluded from school for two years.	OGPT Mixed methods (quantitative and qualitative) longitudinal study	Interviews, questionnaires and documentary analysis (INT and QUES)	Offending behaviours, engaged in employment, education or training, qualifications.	No one type of provision was associated with more successful outcomes. 50% of YP were actively involved in education, training or employment 2 years after permanent exclusion. In achieving these outcomes the following factors were important: self-belief, ongoing support from link worker, supportive family members and network, a feeling that their permanent exclusion had been unjust. The young people in employment had often (63%) used family networks/ contacts to obtain a job. Only 28.6% of YP passed 1 GCSE. Many of the YP had limited ambitions. Those who offended prior to exclusion (40%) usually continued and others started to offend. About half of the sample were believed to be post- exclusion offenders. Half of the YP viewed the exclusion as damaging but 19% saw it as a positive event. Link workers could make a significant contribution to positive outcomes for excluded YP. Skilled, experienced staff, whatever the provision was crucial to successful outcomes. Remains a need for improved inter-agency working in support of excluded pupils.

Study	Sample	N	Context	Purpose	Study method	Data collection	Outcome measure(s)	Results
Berridge et al 2001 (P)	Young people permanently excluded from schools (Learners)	343	Six local authorities in England (LA)	Exploration of relationships (EXP) – retrospective study.	One group post test only (OGPT) Analysis of school and offending data. A sub set of 28 young people with a groups of 6 parents were subjects of in depth interviews	Analysis of records and some in depth interviews (INT)	Offending behaviours Interviews – engagement with employment, education or training.	On the basis of 263 cases of complete police records – 85 had no offences prior or following perm excl (PE), 117 had no offences prior PE but did following, 47 had offences before and after PE. 13 began a criminal career in the same month they were PE. Interviews suggested that PE triggered a chain of events which served to loosen the young person's affiliation and commitment to a conventional life. At time of interview – 7/28 YP were working but jobs tended to be short term, poorly paid with few prospects. 5 were attending college, 12 were unemployed (continued to be vulnerable to involvement in crime). Gaps in education, offending, residential care and custody mitigated these YP in the labour market. Even the 2 with higher level qualifications felt they had to work harder to redeem their past.
Farrell and Polat (2003) (P)	Former pupils of a residential school for EBD – ages ranged from 17-25 yrs (L)	26 – All experienced EBD. 23 had difficulties with literacy.	Residential school (RS) Attempted to contact 172 ex pupils.	Exploration of relationships (EXP)	Views study (VS)	(INT) Semi structured interviews cross validated with pupils records.	Memories of school, current living arrangements, employment and further education, need for continued support.	Many participants had positive memories of their placement and felt it had helped them overcome their learning and behavioural difficulties. Many felt the support they received on leaving school was inadequate. 17/26 lived with family members – no choice due to financial situation. 21 ex-pupils had held at least 1 job. At time of interview 16 were employed (3 PT). Jobs varied from manual or unskilled work. Main issue was job insecurity.16 had attended or was enrolled on some type of further education programme. General lack of ambition and low expectations with regard to training and employment. Lack of friends following placement at residential setting.

Study	Sample	N	Context	Purpose	Study method	Data collection	Outcome measure(s)	Results
McCrystal et al (2007) (P)	Young people attending EBD units (L) contrasted with their peer group in mainstream school. Approximately 4000 YP attending 43 MS schools in Northern Ireland at each stage of the study.	Sample size varied across stages of the study. EBD = 52 and MS = 20314	Greater Belfast area (Specialist School/ Mainstream School)	Exploration of relationships (EXP) cross sectional comparison	Case control study (CSS) Each interview was coded and inputted into SPSS for quantitative analysis.	Interview and data analysis - set of core questions on drug use, delinquency, anti-social behaviour, relationships with parents, school factors, leisure activities and neighbourhood factors (INT).	Drug use prevalence, exposure to drugs and anti-social behaviour, parental supervision, commitment to school, neighbourhood factors and leisure activities.	Those attending EBD units consistently reported higher levels of exposure to both licit and illicit drug use. Also reported higher exposure to drugs. However, the use of 'hard' drugs like cocaine and heroin was almost non-existent. EBD pupils had higher levels of delinquent behaviour. EBD pupils also had comparatively lower levels of communication with their parents. The EBD sample reported higher levels of commitment to school at the beginning of the study. However, their commitment appeared to become weaker over time whereas MS pupils' commitment to school increased as the stages progressed. EBD pupils consistently reported going out more in the evenings that MS pupils. Authors argue for early intervention.
Laslett (1982)	Leavers (L) from 3 residential schools for maladjusted children.	38 in sample. 27 interviewed, 11 YP described to interviewer by family member.	Residential school in Britain (RS)	Exploration of relationships (EXP)	Views study (VS)	Interviews with participants or family members (INT)	Current living arrangements and employment, current adjustment in the community and their relationships with others.	Further post school support is needed. Need to prepare pupils for their return to environment that might have led them to residential provision. Majority viewed their residential school positively. Author reported that only 2 participants had organic factors for their difficulties other 43 were result of deprivations and family stresses.

Table 6: Table to show the general and design characteristics of the seven studies included in the review

Weight of evidence

Studies judged to have a high overall weight of evidence met all of the criteria for a high quality study presented in Table 5. Studies judged to have medium overall weight of evidence did not meet 100% of the criteria to be classified as a high quality study but were still deemed to make a relevant contribution as they fulfilled the majority of criteria in Table 5. See Table 7.

Four of the seven studies were deemed to provide high weight of evidence. Three studies were judged to provide medium weight of evidence. Laslett's (1982) paper was judged to provide medium weight of evidence. However, their study provided a rich and in-depth view into the lives of ex-pupils of a specialist residential provision. After gathering the qualitative information regarding the ex-pupils current situation, he placed the leavers into one of three categories - satisfactory, cause for concern, unsatisfactory. This judgement could be seen to be subjective as it is made by one lone researcher. However, the same critique could be made of this weight of evidence judgement.

Farrell et al (1999) was also deemed to provide medium weight of evidence. This was due to the method Farrell et al (1999) used to measure the attainment of the young people. Researchers used standardised tests of attainment which provided a score for levels of attainment as measured by the WORD and WOND tests. These standardised tests view attainment as 'fixed' which does not reflect current learning theory (e.g. Vygotsky, 1978). Also, some research suggests standardised test scores are not related to long term success (Shaffer & Kipp, 2007). Therefore, the correlational relationship between test scores and long term outcomes is not clear.

The final study seen to provide a medium weight of evidence was McCrystal et al (2007). Their cross-sectional study compared 52 pupils identified as showing SEBD and attending a specialist SEBD school with 20314 pupils attending a mainstream school. Interview data was coded. If pupils scored above the median they were recorded as high whereas if they were below they were recorded as low. This categorical way of describing data can mean the pupils scoring close to the median can skew data. The data is presented in a quantitative fashion but no statistical significance levels are reported.

Study	Overall Weight of evidence
Berridge et al (2001)	High
Daniels et al (2003)	High
Farrell et al (1999)	Medium
Farrell & Polat (2003)	High
Laslett (1982)	Medium
McCrystal et al (2007)	Medium
Pritchard & Cox (1998)	High

Table 7: Table to show the judgements made about the overall weight of evidence for each study included in the review.

Synthesis of findings from the literature

Synthesising the information involved coding individual pieces of research. The table summarising themes from each article was then further reduced into a single table of broad themes. The studies were then grouped in relation to themes. For example, several studies refer to criminality; therefore, these were grouped together (see Table 8)

General outcome themes	Specific themes	Studies
Attainment employment, education and training	Attainment	Daniels et al (2003) Farrell et al (1999)
	Employment, education and training	Berridge et al (2001) Daniels et al (2003) Farrell & Polat (2003) Laslett (1982)
	Lack of ambition	Daniels et al (2003) Farrell & Polat (2003)
Criminality, antisocial behaviour and drug use	Drug use	McCrystal et al (2007)
	Offending and anti-social behaviours	Berridge et al (2001) Daniels et al (2003) Laslett (1982) McCrystal et al (2007) Pritchard & Cox (1998)
Relationships	Friendships	Berridge et al (2001) Farrell & Polat (2003) McCrystal et al (2007)
	Relationships with family members	Berridge (2001) Daniels et al (2003) Farrell & Polat (2003) Laslett (1982) McCrystal et al (2007)
	Social skills	Daniels et al (2003) Laslett (1982)
	Living arrangements	Farrell & Polat (2003) Laslett (1982) Berridge et al (2001)
Poor transition and the need for further support	Poor transition	Berridge (2001) Daniels et al (2003) Farrell et al (1999) Laslett (1982)
	Need for ongoing support	Daniels et al (2003) Farrell & Polat (2003) Laslett (1982) McCrystal et al (2007)
	Negative stereotypes	Berridge et al (2001) Daniels et al (2003) Farrell & Polat (2003) Laslett (1982) Pritchard & Cox (1998)

Table 8: Table to show themes identified across the studies included in the review.

Themes identified

Five major themes and thirteen sub-themes were identified. Below I will consider the findings, regarding each major theme.

Attainment, employment, education and training

With regard to educational attainment it is suggested that young people who attend specialist provisions for SEBD are likely to have major difficulties with literacy and numeracy (Farrell et al, 1999). Almost half of Farrell et al's sample achieved a composite score of 70 or less in standardised attainment tests. Farrell et al (1999) found a trend suggesting older pupils score less well than younger pupils. This trend may suggest that the longer young people spend in specialist provisions for SEBD, the further their standardised scores on attainment tests fall away from their comparative peers. This may indicate that young people in specialist SEBD settings are not being helped to progress in academic skills in the same way as their peers in mainstream schools. Specialist education settings have much greater freedom than mainstream schools in how they structure the curriculum they deliver. Therefore, these settings may have the option to concentrate teaching on other areas such as social skills or emotional management. This raises the question of whether teaching these kinds of social and emotional skills are to the detriment of reading, writing and numeracy. Farrell et al (1999) argue that many young people who have attended specialist provisions for SEBD will enter the adult world without being literate or numerate. This may have implications for employment. Farrell et al (1999) recommend that EBD schools should emphasise academic education as well as therapy.

Berridge et al (2001) suggested that those young people who had experienced SEBD during primary school had found the transition to the more impersonal secondary school very difficult. At the time of interview 7/28 (25%) of the young people in their sample were working but the jobs tended to be short term and poorly paid with few prospects. 5/28 (18%) of the young people were attending college and 12/28 (43%) were unemployed. Two young people in the sample had acquired higher level qualifications but felt they had to work harder than others to redeem their past.

In the research by Daniels et al (2003) 50% (97) of the young people included in the research were actively engaged in education or employment two years after their permanent exclusion. In achieving these outcomes the following factors were believed to be of importance: self belief, ongoing support from a link worker, supportive family members and network and a feeling that their

exclusion had been unjust. Only 28% of the young people passed one GCSE. No one type of provision was associated with more successful outcomes and there was a wide variation in the quantity and quality of provision offered to young people following permanent exclusion. This seemed to be determined by vacancies rather than need. The mean time for LAs to offer a substantial alternative placement was 3.23 calendar months. However, perhaps surprisingly, there was no significant association between time out of education and engagement in education after two years. Whatever the provision was, skilled and experienced staff was regarded crucial to successful outcomes. It was suggested that link workers made a significant contribution to positive outcomes for excluded young people, regardless of their profession.

Farrell and Polat (2003) found that 21/ 26 (81%) of their sample of former residential school pupils had held at least one job. At the time of interview 16/26 (62%) were in employment, three of which were part time positions. The jobs were mainly manual or unskilled but the majority said they were satisfied with their occupation. The sample felt the main issue regarding employment was job insecurity as none were employed on a permanent basis. 16/26 (62%) had attended or was enrolled on a further education programme. Like Daniels et al (2003), Farrell and Polat (2003) found a general lack of ambition and low expectations with regard to training and employment within their sample. Laslett (1982) followed up 38 leavers of three residential schools for SEBD and found that 22/ 38 (58%) were in employment, 7 had entered some kind of education or training and 9 were unemployed.

Overall, across the research studies in this review, employment rates seem to vary across the samples from 25- 62%. Unemployment or disengagement rates range from approximately 38-50%. The studies suggest that despite typically low attainment on leaving school more than half of young people identified as having SEBD do seek further employment, training or education. Daniels et al (2003) suggests that family and community network links had been important for 63% of the young people who had obtained employment in their study. Across studies, it is suggested the young people within the samples have concerns about job insecurity as the majority that are employed are also on a part-time, temporary basis. Low aspirations were also identified as a theme.

Criminality, anti-social behaviour and drug use

Daniels et al (2003) found that those young people who offended prior to their permanent exclusion from school (approximately 40%) usually continued to do so. About half of the sample was believed to be post exclusion offenders. This data was derived from the young people themselves and parents rather than police records. These figures are comparable to Pritchard and Cox's (1998) data from police records which suggest that 63% of young people who had attended specialist provisions for SEBD had a criminal conviction. Pritchard and Cox (1998) suggest there is a high rate of criminality amongst 'ex EBD pupils' with their sample averaging 7.4 offences each. 29% had been to prison and a further 27% were on bail for alleged offences. Pritchard and Cox (1998) refer to Home Office predictions which suggest that 42% of their sample is highly likely to re-commit within the next two years. They also suggest that 143 young people in their sample would cost an estimated £4.16 million. These figures are said to be calculated cautiously and so are likely to be a minimum amount. Despite the high rate of criminality in their sample, Pritchard and Cox (1998) identified a lower rate of criminality amongst those who were 'looked after children' (LAC). They suggest this might indicate the support services LAC receive may circumvent offending behaviours.

Berridge et al (2001) also conducted a large study analysing police records and interview transcripts to look at offending behaviours of young people permanently excluded from school. On the basis of 263 cases of complete police records, 85 (32%) young people in their sample had no offences prior to or following their permanent exclusions from school. 117 (44%) had not offended prior to their permanent exclusion but did so following their permanent exclusion from school. Thirteen young people were found to have begun their 'criminal career' in the same month they were permanently excluded from school. Qualitative data from interviews suggested that permanent exclusion triggered a chain of events which served to loosen the young person's affiliation and commitment to conventional life. This was characterised by loss of time structures, recasting identity, changed relationships with family members, closer association with similarly situated young people and heightened vulnerability to police surveillance.

McCrystal et al (2007) suggest that pupils, who attend specialist EBD units, consistently reported higher levels of drug use and higher exposure to drugs than their peers attending mainstream schools. Pupils attending EBD provision also reported higher levels of delinquent behaviour.

Overall, it appears that permanently excluded pupils or those attending specialist provisions for SEBD are often involved or exposed to crime, anti-social behaviour and drug use. As mentioned previously, findings around this topic could be affected by the pupils feeling more able to report their levels of anti-social behaviour and drug use or their heightened vulnerability to police surveillance.

Relationships

Daniels et al (2003) described 'supportive family members or friends who helped to network the young people into their communities' (p. 5) as an important factor in positive outcomes related to education, training and employment. Of the 57 with experience of paid employment in the study (op cit.), 63% (37) were said to have drawn upon their own personal networks in securing their jobs. However, Daniels et al (2003) and Laslett (1982) both suggested that many of the young people in their sample continued to have difficulties with social skills beyond their educational careers.

Farrell & Polat (2003) studied the outcomes for pupils who had left residential provisions specialising in SEBD. Qualitative data from their study suggests that pupils sometimes found it difficult to return to their family homes at the end of their school careers. The pupils often found relationships within their families and their neighbourhoods difficult, feeling like they had no friends and 'no-one to turn to' (p. 285). This suggestion was also supported by qualitative data in the study by Laslett (1982).

Across three studies (Berridge et al, 2001; Farrell & Polat, 2003; Laslett, 1982), young people identified a close relationship with a member of staff in the specialist provision for young people with SEBD. Often, comments gave the impression that it was these close relationships that were 'the difference that made the difference' (Berridge et al, 2001, p. 33).

Poor transitions

From the seven studies, five (Berridge et al, 2001; Daniels et al, 2003; Farrell & Polat, 2003; Laslett, 1982; Pritchard & Cox, 1998) considered the impact of stigma and negative stereotypes. Six of the seven studies, discussed poor transitions from education settings to adult life or a need for more intervention.

With regard to improved interventions and transitions, McCrystal et al (2007) argued that potentially higher levels of intervention are required for those attending EBD units in relation to drug use. Farrell et al (1999) also argued for high quality education addressing problems in literacy and numeracy, which prepares these pupils to adequately enter adult life.

Berridge et al (2001) suggest school exclusion is a 'joined up' problem which needs to be viewed within a wider social and educational context (Social Exclusion Unit, 1998). They argue the 'complexity of needs presented by the young people in this sample indicates the importance of a multi-faceted strategy of intervention' (p. 48). Daniels et al (2003) comment that where staff have adequate resources, skills and commitment, the prospects can be positive for the young people. They stress that policy should facilitate the work of these staff.

It is suggested that we need to move away from the usual fire-fighting effort where agencies work in a reactive way and move towards targeted and properly funded preventative intervention (Pritchard and Cox, 1998). A promising indicator emerged in the Pritchard and Cox (1998) study: former 'looked after children' who since 1990 have had the benefits of the opportunity of post-care support, had a lower post EBD unit criminality than other permanently excluded adolescents identified as having EBD. Post-care maintenance systems for LAC concentrate on accommodation, finance, employment and personal support. Pritchard and Cox (1998) suggest that if all SEBD youngsters had similar support then subsequent criminality might be reduced.

In summary the majority of the research studies included in this review conclude that transition services at the point of leaving school are inadequate for young people identified as showing SEBD (Farrell & Polat, 2003). It is argued that transition services should be carefully organised and coordinated to 'avoid the good work of schools being undone' (ibid). Laslett (1982) suggests 'at present

there is a wide gap in the provision for those who leave residential schools still some way from successful adjustment. To leave this gap unfilled is not only dangerous for the leavers; it is an inadequate return on the capital invested in their schooling' (p. 137).

Discussion

This systematic review synthesises findings of UK research studies that have examined various outcomes of young people identified as showing SEBD.

An important element of this review is the evaluation of trustworthiness of the individual studies included. I have taken a critical approach throughout the review process which has provided a critique on research methods, research transparency and ethics. Another issue to consider is contextual factors that affect outcomes for all young people. Outcomes are often related to opportunity. Those young people identified as showing SEBD have often encountered a 'grim catalogue of misery' (OFSTED, 1996). Therefore, it seems these young people may have been at a disadvantage of having access to positive opportunities during their lives. This highlights the importance of government legislation concerning '*Narrowing the gap*' (DCSF, 2007) which recognises the importance of equal opportunity for all. In my view it is important that support is provided for young people who have been labelled as showing SEBD to improve outcomes and encourage them to break free from the 'cycle of deprivation' (ibid). Berridge et al (2001) commented 'young people can be remarkably resilient and in the course of time many break free of their associations with delinquent culture and continue in education and employment' (p. 50).

Limitations of this review

One of the main limitations of this review is that it only captures research which includes the search terms used in the title or abstract. Consequently there will be research out there which considers outcomes for young people identified as showing SEBD which has not been included in this review due to the systematic nature of the searching process. I also recognise that the focus of this systematic review is on a small sub-group of young people who could be described as showing SEBD. For example, the majority of the young people in the research samples were young people presenting with overtly challenging

behaviours which led to school exclusion. However, overtly challenging behaviours is only one way underlying SEBD may manifest. There is a group of young people who could be described as showing SEBD who have the same underlying issues but instead may internalise their emotions and behaviours. Young people who may act inwardly (maybe become withdrawn or become involved in self harming behaviours) are not always formally identified as showing SEBD as their behaviours may not lead to disciplinary measures such as school exclusion.

In this review I adopted an integrative synthesis method (Dixon-Woods et al, 2005) to amalgamate data into a textual narrative synthesis. Although textual narrative synthesis is a useful approach for reviewing data of various types into a more homogeneous group (Barnett-Page & Thomas, 2009), Lucas et al (2007) suggest that textual narrative synthesis is 'less good at identifying commonality'(p. 2). I have presented findings in terms of themes to highlight commonality across studies. I acknowledge the subjectivity of coding the studies and making judgements about weight of evidence independently.

Furthermore, five of the studies included in the review are retrospective studies. In retrospective interviews there is always the question of whether reports are accurate and whether participants make agreeable comments in the hope of pleasing the researcher. Lastly, a limiting factor of the research is the focus on negative outcomes. Researchers have found what they were seeking to find. For example, three of the studies included in the review (Daniels et al, 2003; Berridge et al, 2001; Pritchard & Cox, 1998) explicitly aimed to look at criminality rates. It is doubtful that positive outcomes can be derived from police records. One would hope that if specialist provision for young people with SEBD was successful then there would be success stories for researchers to report.

Conclusion and implications

A systematic review of research was conducted into outcomes for young people who had been identified as showing 'SEBD' in England. The review revealed a number of recurring themes. These themes suggest generally poor outcomes for these young people. It is surprising how little research has been conducted into this area (Cooper et al, 1994), considering the amount of economic resources utilised in supporting these young people.

A major theme in the literature is poor transitions and the need for further support for these young people following their educational career. As SEBD is such a complex area of need with a range of contributing factors it has been referred to as a 'joined up problem' which calls for 'joined up services' that are responsive to individual need (Berridge et al, 2001). It seems there is sometimes a gap in support between education and adult services. Many of these young people would benefit from support during their transition from educational settings into the adult world.

Systematic review word count: 4911 (excluding tables)

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Bridging document

Aims of this document:

- To identify the link between the systematic review and empirical research.

- To recognise the theoretical and epistemological underpinnings of the empirical research

Introduction

As part of my doctorate training as an applied educational psychologist I carried out a systematic review of research and a piece of empirical research. In this paper I will explain how I became interested in the research area and how the findings from the systematic review led to the empirical piece of research. Secondly, I will consider current legislative context and why the research topic is an important area to consider. This will be followed by an exploration of theoretical underpinnings of the research, and reflection on areas of psychology with which these theories and perspectives are congruent. I will then consider the research paradigm and why I chose to carry out my research in particular ways. Clarification of my ontological and epistemological position is included. Overall, this paper provides an explanative link between the systematic review of literature and empirical piece of research.

How I became interested in this piece of research

I became interested in working with young people identified as showing social, emotional and behavioural difficulties (SEBD) before I embarked on the Applied Educational Psychology programme. Previous employment roles, (e.g. Voluntary Mentor for young offenders) reflected my interest in supporting vulnerable or marginalised young people to fully participate in education and their communities. I believe this interest arose from my own values around fairness and equality.

Developing a research focus

As reported in the previous section, I carried out a systematic review of research literature into the outcomes for young people identified as showing SEBD in the UK. One of the main themes to emerge in this review was poor transitions from educational settlings to 'adult life' for this group of young people.

Concurrently, I had become interested in using person centred approaches in my practice as a trainee educational psychologist. Person-centred (P-C) approaches are grounded in humanistic psychology which was congruent with my own beliefs that humans are intrinsically motivated towards constructive fulfilment (Rogers, 1978). P-C approaches also go well together with my own values and principles on the importance of pupil voice and participation. Along

with colleagues and school staff I began to explore the use of P-C approaches, techniques and tools to support young people and their families. I also explored the use of P-C frameworks to review young people's progress in partnership with the young person and the people that were important to them.

Reflection on the use of P-C approaches in my practice and the findings from the systematic review led me to consider the use of P-C reviews to support and motivate young people identified as showing SEBD and their families. A senior colleague who had encouraged my interest in P-C approaches was keen to support me in introducing P-C approaches to a specialist SEBD educational setting. I introduced the ideas to the whole staff team at the school through an introductory training session. School staff were keen to develop a P-C approach for pupils' annual reviews of statements of special educational need (SEN). They explained that previously the review meetings were seen as a 'tick box' exercise with no real benefit to pupils, parents or school staff members.

Legislative context

It is important to recognise that the process of conducting the systematic review and the empirical research occurred across 2008-2011. This period straddled two governmental leads in the UK. Consequently, the legislation referred to in some parts of the writings may not reflect the views of the current government. However, both government parties over this period hold a commitment to greater personalisation of services (Local Government Improvement and Development, 2010); an underlying principle of P-C approaches.

Participation is an underpinning theme of P-C approaches. Education legislation has emphasised pupil voice and participation (e.g. DfES, 1994; 2001a; 2001b; 2004a; 2004b; 2006) since 1989 when children and young people were formally given the right to express an opinion and have that opinion taken into account, particularly in any decisions, matters or procedures that would affect their lives (UN, 1989). Nevertheless, research suggests that children and young people are often left out of decision making process (Armstrong et al, 1993; MacConville, 2006; Noble, 2003; Rose, 2005). At the same time as the legislative drive to highlight the importance of pupil voice in education, there was a move towards personalisation within the health and social services of adult care. Proposals were granted for individuals' greater choice and control

through the implementation of direct payments and individual budgets (DoH, 2005; DoH, 2007; DoE, 2011).

This research was grounded in the Aiming Higher agenda (DCSF, 2008a; 2008b; DFES, 2007). In 2008 the Department for Children, Schools and Families set a target that by 2011 all local authorities in England would have a process to support young people with a disability, and their families, with the transition from Child to Adult Services which meets minimum standards or beyond (DCSF, 2008a). Aiming High for Disabled Children (DCSF, 2008a) legislation defines the term 'disabled' as including children with SEN (p. 31). Young people identified as showing SEBD and having a statement of SEN would therefore be included. However, there is no single definition of 'disabled' and LAs are encouraged to develop their own working definitions (DCSF, 1989, Volume 6). Some LA definitions 'do not encompass the needs of children with BESD who do not have an associated disability' (Northamptonshire NHS & County Council, 2009, p.22) but some LAs do (Mooney et al, 2008).

As part of the Aiming Higher agenda, a number of LAs incorporated P-C approaches into the transition review process to ensure they were meeting the standards set in the National Core Offer (DCSF, 2008a). As mentioned previously, literature studied in the systematic review revealed that young people identified as showing SEBD often experience poor transitions from educational settings to adult life. Reflection on this and the Aiming High agenda led me to consider whether P-C approaches would be an appropriate framework to support these young people and their families during their Year 9 transition review (of statement of special educational need).

The recent Green Paper produced by the new Department of Education (DoE, 2011) presents new government plans which suggest there will be a new single assessment process of disability and SEN by 2014. The new process is referred to as 'Education, Health and Care Plans', and aims to provide a straightforward and consistent assessment process from birth to twenty-five which bridges support across services and reflects the family's ambitions for their child (DoE, 2011, p. 5). Aspirations for parents having greater control over funding (p. 47) and special educational provision (pre-16 and post-16) and services to be aligned more effectively are mentioned in the paper. In my opinion, P-C

approaches provide a framework that could provide a consistent assessment process that the current government strive towards.

Although there is a legislative and moral imperative towards the participation of all young people, research suggests that young people identified as showing SEBD may struggle with language, communication and articulation (Benner et al, 2002; Lindsay et al, 2007; Mackie & Law, 2010). Discussion around views, opinions, feelings and often emotive or sensitive issues is central to P-C reviews. Therefore, the focus of the empirical research project reported in the following chapter explores how young people identified as showing SEBD experience a P-C review meeting process.

Psychological perspective

P-C approaches are based on the work of humanist psychologist Carl Rogers (Murray & Sanderson, 2007). From a Rogerian perspective (Rogers, 1959; 1978) P-C work is not a technique, tool or strategy; it is a way of thinking and relating to the world and other people. In this way I view P-C as a philosophy viewing humans as trustworthy at the core with an 'actualising tendency towards constructive fulfilment' (Rogers 1978, p. 7). There is a focus on the person as a whole rather than on particular segments of their life (e.g. health, education, home etc) and the person is seen as expert in their own life. In terms of person centred transition reviews, the facilitator takes a non-expert role and there is a shift in power as the locus of decision making power is placed with the person and the people most important to them.

Contrastingly, Government legislation (e.g. DOH, 2007; 2009a; 2009b, Transition Support Programme, 2010) that recommends P-C transition reviews state the 'foundation of P-C planning comprises a range of simple practical P-C thinking tools' (DOH, 2007). These tools (see Sanderson, 2010 for examples) are recommended to gain people's views and as a framework for holding meetings that encourages full participation of the person and the people closest to them. It is important to be aware of the ambiguity which masks the dichotomy of views between thinking of 'person centred' as a philosophy or as a set of specific tools. A definition of 'person centred' that seems to incorporate both philosophy and tools is: 'the term person-centred refers to activities which

include what is *important to* a person from their own perspective and which aim to contribute to their full inclusion in society' (DOH, 2007, p.9).

As part of the P-C review process, pupils can be asked to visualise their 'dream future' and their 'nightmare future'. The information gained from this task is often useful to promote motivation and find out what is important to the young person (Mainwaring & Hallam, 2010). Positive selves are conceptions of the self in a future state (Markus and Nirius, 1986). This concept reflects a post-modernist approach to self concept (Mainwaring & Hallam, 2010) and is congruent with ideas from personal construct psychology (Kelly, 1955). The self is seen as 'dynamic, active, forceful and capable of change' (Markus & Wurf, 1987, p. 299). This research recognises a socio-cognitive perspective (Bandura, 2006) which proposes that people are unique in their power to shape their life circumstances and the trajectories their lives take. In this conceptualisation, people are contributors to their life circumstances, not just products of them. People have the cognitive representational skills to create visualised futures to help them act on the present and override environmental influences. These views incorporate the agentic perspective which recognises people as self-organising, proactive, self-regulating and self-reflecting (Bandura, 1986; 2001). Furthermore this research is based on the solution oriented principle (O' Hanlon, 1998), 'people have the necessary resources to make changes'.

I took a critical perspective to research where participation is one of the core values (Fox & Prilleltensky, 2001). A critical perspective emphasises social justice and human welfare, oppression and inequality. A goal of this approach is to 'amplify the voices of people lacking in power' (ibid, p. 177)

Research paradigm

A research paradigm arises from a researcher's view of the world and this influences what is interpreted and later reported. 'To evaluate research in a meaningful way we need to know what its objectives were and what kind of knowledge it aimed to produce' (Willig, 2009, p.12). In my research I studied the experiences of young people identified as showing SEBD. I believe that these young people's realities are experienced whether I ask about them or not, though I accept that these realities may become shifted by my asking about it. I also acknowledge the fallibility of my own knowledge (Potter & Lopez, 2001).

My understandings of the young people's experiences are based on my own theories, beliefs and choices which could be mistaken. Due to my own theories, beliefs and choices I have produced a version of the truth (Scott, 2007). These beliefs are congruent with a critical realist view of the world (Bhaskar, 1975; Sayer, 2000).

My own understanding of critical realism

A core characteristic of critical realism is the notion of objectivity: the world exists dependently of our knowledge of it (Johnson & Duberley, 2000; Sayer, 2000). This is congruent with a positivist (Willig, 2009) position. However, critical realism arose from a constant critique of positivism in social/ natural sciences (Lopez & Potter, 2001). Consequently, critical realism also incorporated the postmodernist position which understands the production of knowledge as a social construction (ibid). In summary, 'what is real is not dependent on us, but the exact meaning and nature of reality is' (Larkin et al, 2006, p. 32).

The pragmatic criterion recognises that 'although language shapes all forms of science this does not mean that nothing exists beyond language' (Johnson & Duberley, 2000). I acknowledge that descriptions and explanations of reality are constrained by language.

Ontology and Epistemology

Ontology is about the nature of reality and what there is to know (Willig, 2009). As discussed above critical realist ontology is objective- 'objects in the world exist whether the researcher is able to know about them or not' (Scott, 2007, p.14). However, the epistemology of critical realism can be both objective and subjective because it allows for the social construction of reality and recognises that knowledge is fallible (Scott, 2007). This relates to a dichotomy identified by Bhaskar (1975) between the 'intransitive' and 'transitive' dimensions of knowledge (Sayer, 2000, p. 10). The 'intransitive' elements of knowledge are the objective objects, physical processes or social phenomena of study. In contrast, the 'transitive' elements of knowledge are people's theories about the world. 'Rival theories and sciences have different transitive objects (theories about the world) but the world they are about – the intransitive dimension – is the same' (Collier, 1994, p. 51).

From this view social phenomena have multiple meanings and are understood through interpretation and sense making. From a critical realist perspective observation would not suffice in understanding social phenomena as the meaning may not be externally visible. Emphasis is given to the perspective of the social actor (Bryman, 2008, p. 694).

In my research I asked the participants to make sense of and articulate their experiences. Then I made sense (interpreted) of their sense, a double hermeneutic (Giddens, 1987; Sayer, 2000; Smith & Osborn, 2003). I am aware that my findings represent my own theories (transitive knowledge) and other people may interpret the findings differently in terms of their own views of the world. I encourage readers to judge the validity of findings in terms of their own views and relevance to their own experiences and circumstances. Merleau-Ponty (1962, p. 106) said "all my knowledge of the world, even my scientific knowledge, is gained from a particular point of view" to describe the embodied nature of our relationship with the world. Therefore, while we can observe and experience empathy for another, ultimately we can never share entirely the other's experience.

Methodology

In the research process ontological assumptions (about what there is to know) led to an epistemological position (assumptions regarding what can be known) which then led to methodological assumptions (Lopez & Potter, 2001). My aim was to consider how a group of young people experience a P-C review. The empirical research question and humanistic psychology which P-C approaches are based on were congruent with a phenomenological view of human experience. In a   P-C review process an assumption is made that people are experts on their own lives. Interpretative Phenomenological Analysis (IPA) was the chosen data analysis method as it is participant-centred which makes the same assumption regarding people's expert position in their own lives (Smith et al, 2009). IPA also concentrates on specific individuals as they deal with specific situations or events in their lives as was the case in this research (Robson, 2002; Smith 1999).

IPA is an idiographic approach concerned with detailed analysis of lived experience (Smith et al, 2009) and is based on the argument for the need to

study individual psychological functioning and instances of communication in sufficient detail before moving to broader generalisations (Warnock, 1987). IPA aims to offer 'an insider's perspective' (Larkin et al, 2006, p. 103) which enables that experience to be addressed in its own terms rather than according to predefined category systems or preconceptions. IPA considers the person as a sense making creature. We can study experience via an examination of the meaning participants ascribe to it.

IPA has two mains aims. The first is to try to understand the participant's world and to describe what it is like. The second aim is to develop a more 'overtly interpretative analysis, which positions the initial description in relation to wider social, cultural and theoretical context' (Larkin, 2006, p.104). This second order account provides the researcher with the opportunity to 'deal with the data in a more speculative fashion: to think about what it means for the participants to have made these claims, and to have expressed these feelings and concerns in this particular situation (ibid). Ricoeur (1970) distinguishes between two interpretative positions; a hermeneutic of empathy (attempts to reconstruct the original experience in its own terms) and a hermeneutic of suspicion (uses theoretical perspectives from outside to shed light on the phenomenon). Smith et al (2009) suggest IPA researchers take a centre ground where interpretative work can be judged appropriate if it attempts to 'draw out' the meaning of experience – they suggest a combination of hermeneutics of empathy, suspicion and questioning. In this research, I aimed to focus on a hermeneutic of empathy while interviewing the participants and carrying out the first order analysis. However, during the second order analysis I incorporated a hermeneutic of suspicion and questioning as I positioned the initial description in relation to the wider social, cultural and theoretical context.

Approaching the research in this way was congruent with Heideggerian phenomenology. At the heart of Heideggerian phenomenology is acknowledgement of the 'person-in-context' (Larkin et al, 2006, p.106). This idea portrays human-beingness as already in the world and impossible to detach from it. The researcher is required to reveal the subject matter in its own terms and not according to the imposition of any preconceived set of assumptions and expectations (Larkin et al, 2006). It is also recognised that researchers will always fall short of this target. As 'persons-in-context'

researchers can 'never fully escape the 'preconceptions' that our world brings with it' (ibid, p. 108). Subsequently, access to experience is both partial and complex (Smith, 1996). The analytic processes can 'never achieve a genuinely first person account – the account is always co-constructed by the participant and the researcher' (Larkin et al, 2006, p. 104). Emphasis is also given to the dual role of the researcher as like and unlike the participant (Smith et al, 2009).

Critical ethics

Throughout the research process ethics were considered from a critical perspective (Fox & Prilleltensky, 1997), taking time to consider the longer term and more subtle implications of my research as well as the more obvious considerations such as consent. I adopted a wide concept of reflexivity, aiming to be as transparent as possible about the 'epistemological ontological, theoretical and personal assumptions' that inform the research as well as the analytic and interpretative process (Mauthner et al, 2002, p. 125). Transparency is the foundation of an ethical research relationship with readers allowing 'greater accountability on the part of the researcher, and instils trust in the reader in that they know something about how the knowledge was constructed' (ibid, p. 137).

I recognise there was a differential power relationship between children and adults within the research process (Farrell, 2005). I also acknowledge my own power over data analysis and recognise my own 'role in the co-production of the research data' (Mauthner et al, 2002, p. 54). However, I have been explicit and transparent about my role in data analysis and grounded my interpretations in quotes from the participant transcriptions. I also recognise the institutional power of schools which may have constrained the pupils in sharing their views (Arnot & Reay, 2007) though assurances of confidentiality were made to reduce the likelihood of this constraining variable.

Interestingly, power imbalances were revealed as a theme in the research highlighting issues of power in school practice, relating to the process of making decisions with children not just for them (Farrell, 2005). An aim within P-C reviews is exploration of what is 'important to' the young people as well as what is 'important for' them (Falvey et al, 1997; Sanderson, 2010). The current research suggests that person-centred approaches encourage a sense of

reciprocity and openness which seems to reduce power-imbalances in comparison to traditional review meetings. Reflection on these findings led me to consider the ethics of introducing power through increased participation to these young people when access to power may not necessarily play a role in their futures as part of a marginalised social group. Adhering to the principles of 'beneficence' (Beauchamp & Childress, 2001), that is the relative merit of the research versus the risk to the participants, it was felt that this research could amplify the voice of this 'hard to reach' (Vander Laenen, 2009) group in order that their voices and experiences were heard within the development of new school practices. Also, this research does not demonstrate the 'inferiority' of this particular social group, which would be 'harmful to the group and its members in the long term' (Brown, 1997, p. 55). Rather this research highlights the skills and competencies of this particular group in their ability to participate in school systems and decisions that affect their lives.

Throughout the research document I have also been careful to refer to the young people as having been identified, labelled or categorised as showing SEBD which reflects my own epistemological stance and the idea that the term 'SEBD' may be socially constructed or 'transitive' (Bhaskar, 1975; Sayer 2000, p. 11). However, during the research process, one of the participants said he was familiar with review meetings because he often had review meetings at hospital due to his diagnosis of Attention Deficit Hyperactivity Disorder (ADHD). This comment made me reflect on my own epistemological position and how that might differ from that of my participants. The participants comment that he "has ADHD" suggests that he may view his difficulties as having 'real' underlying biological processes located within his body. My commitment to referring to the young people as having been identified labelled or categorised as showing SEBD reflects my own assumption that social processes and construction are key factors. It may be that this boy is actively drawing on the culturally dominant medical discourse to make sense of his experiences. This may be because there are few alternative ways available to him to interpret his feelings or may be because a medical explanation absolves ones (or parents') feelings of guilt, blame and responsibility.

Although I have been transparent about my epistemological position in my research report, my epistemological position may not have been clear to

participants and their parents when I gained consent. This has led me to question whether the boys and their parents would have provided full consent if they knew the research would be presented from a critical realist perspective suggesting the term SEBD may be socially constructed. The attempt to build 'responsible knowledge' involves acceptance and staying in relation with 'research participants who may not fit our theoretical, epistemological and ontological models' (Mauthner et al, 1997, p. 139). Therefore, I feel it is important to recognise the participants' experiences and acknowledge that their sense making and epistemological positions may not be similar to my own.

Reflections

What I have learned about myself?

I feel I have developed as a critical and reflective researcher over the past three years. The research process has provided the vehicle for me to explore my thoughts, beliefs and epistemological position most specifically regarding SEBD. Generally, I do not believe there are 'real biological' processes underlying SEBD. Rather I take an ecological perspective (Bronfenbrenner, 1979; 1989; 1995) where SEBD 'exists' as a result of contextual factors interacting with the person themselves. From a critical realist position I consider 'intransitive' (Bhaskar, 1975) elements of the world to exist. However, this position also allows me to be critical of 'transitive' elements of the world which are theories that arise from social interaction such as terms like SEBD.

The research involved semi-structured interviews audio recorded then transcribed verbatim. This process allowed me to reflect on my own interactional and interview style with young people. I have come to realise that I use echoing as an active listening tool often when talking to young people. I was also able to reflect on my own use of questioning and become more aware of myself asking leading questions. Reflecting on the recorded interviews enabled me to consider my skills in building rapport with young people, specifically with young people who some describe as 'hard to reach' (Vander Laenen, 2009, p. 323).

Reflexive considerations

When I began this research I felt my views of people stood in line with Humanistic Psychology (Rogers, 1959; 1978). My work in previous roles (e.g.

work with young offenders) contributed to my belief that all humans were intrinsically motivated towards constructive fulfilment and at the core trustworthy. The idea of self actualisation lies at the centre of Humanistic Psychology (e.g. Maslow, 1971). Reflections during the research process led me to consider these beliefs further. Humanistic Psychology reflects the belief of a core embodied self which could be seen as a monologic perspective (see Sampson, 2008) ignoring the role of dialogue, conversation and interaction. The view of the self as 'distinctive, independent agents...with clear boundaries...being like a container' is a predominantly Western individualistic view which works to position the self against 'the other' (Sampson, 2008, p.31). Sampson (2008) describes Humanistic psychology as a self absorbed theory suggesting it is 'self celebratory' with the 'self taking centre stage' and others acting as 'mere props for little more than the growth of the self' (p. 58).

Reading over the past three years has re-directed my views towards a more dialogic perspective.   Sampson (2008) argues monologic perspectives direct us to look within the individual to understand human nature when actually our 'attention needs to be focussed *between* individuals' (p. 19). As this research was grounded on a person-centred humanistic perspective, I chose a research methodology that was consistent with my perspective and research question. Consequently, this monologic perspective directed me to carry out semi-structured interviews, looking within the individual to understand their experience. I feel I have been able to gather valid idiographic perspectives of the young people using IPA which recognises the role of the researcher in co-constructing meaning. In some ways this acknowledges the dialogic element of meaning. In hindsight, if I were to carry out the research again I would be geared towards looking at the interactional processes that occur within P-C review meetings that create meaning.

Concluding comments

In this paper I have provided a commentary to bridge the link between the systematic review and the empirical piece of research. This includes discussion of how my research interests arose and the processes of understanding that underlie the research. The aim has been to provide an account of the foundations on which the research paper is founded as a foreground to the

research paper itself. I have also presented my own reflections on the research process which include a critique of my own learning journey.

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How did young people identified as showing social, emotional and behavioural difficulties experience a person-centred review process?

Key words: social, emotional and behavioural difficulties (SEBD), person-centred,   transition, pupil participation.

Abstract

In this paper I report a qualitative, idiographic study which explores how a group of three young people identified as showing social, emotional and behavioural difficulties (SEBD) experienced the process of a person-centred (PC) transition review meeting. Semi-structured interviews were used as the tool to gather young people's views and experiences. Interpretative phenomenological analysis (IPA) was the chosen data analysis method to explore participants' personal experiences in depth. Analysis revealed several themes which occurred across participants. Power was a salient issue identifiable in different forms across themes. The process of PC reviews incorporated an expectation of reciprocity that reduced power imbalances and encouraged the boys and their families to participate more fully. This is an important topic to consider because this group often struggle with transition from education to adult life. Findings contribute to research into the use of PC reviews with young people.

Introduction

In this introduction I consider concepts and contexts relevant to this research, namely: social emotional and behavioural difficulties (SEBD), the current legislative context and person centred (PC) reviews.

Social, emotional and behavioural difficulties (SEBD)

SEBD is currently recognised in England as a form of special educational need (SEN) (DfES, 2001). However, there is little consensus about how SEBD is defined operationally and internationally, reflected in the range of terms currently used (e.g. SEBD, BESD, EBD, severe behavioural difficulties, conduct disorder). There is considerable debate regarding the definition, aetiology and conceptualisation of behavioural difficulties but this discussion is beyond the constraints of this paper (see Pirrie & Macleod, 2009; Thomas & Loxley, 2007, for further discussion). In line with leading researchers (e.g. Cole, Daniels & Visser in SEBDA, 2010) in this area I will use the acronym 'SEBD' which places the 'S' first to highlight the importance of social factors (Hayden, 1997; OFSTED, 1996). I will also refer to the young people as having been 'identified', 'labelled' or 'described' as showing SEBD which reflects my own opinion from a critical realist position (Bhaskar, 1975; Sayer, 2000) that the term 'SEBD' may be socially constructed to some extent (Bennet, 2005).

Research literature suggests outcomes for young people identified as showing SEBD are generally poor and too many leavers from specialist SEBD educational settings join the NEET (not in education, employment or training) category (SEBDA news, 2010, p. 15; DCSF, 2009). Literature also suggests that often these young people experience poor transitions from educational settings to adult life (Daniels et al, 2003; Pritchard & Cox, 1998).

Legislative context

It is important to recognise that the process of this research (2008-2011) straddled two governmental leads in the UK. However, both government parties hold a commitment to greater participation and personalisation of services (Local Government Improvement and Development, 2010); an underlying principle of P-C approaches.

Education legislation has emphasised pupil voice (e.g. DCSF, 2004; 2010; DfES, 1994; 2001a; 2001b; 2004a; 2004b; 2006) since 1989 when young

people were formally given the right to express an opinion and have that opinion taken into account, particularly in any decisions, matters or procedures that would affect their lives (UN, 1989). Nevertheless, research suggests that children and young people are often left out of decision making processes (e.g. Armstrong et al, 1993; MacConville, 2006; Noble, 2003; Rose, 2005).

Present research supports the Aiming Higher agenda (DfES, 2007; DCSF, 2008a; 2008b; DoH, 2005; 2009a; 2009b). A target was set that by 2011 all LAs in England would have a process to support young people with a disability and their families with the transition from Children's to Adult Services (DCSF, 2008a). A number of local authorities incorporated P-C approaches in the transition review process to ensure they met the standards set in the National Core Offer (DCSF, 2008a). Aiming Higher legislation defined 'disabled' as including children with Special Educational Needs (ibid, p. 31). This would, therefore, include young people who are identified as having SEBD and have a statement of SEN.

The recent Green Paper produced by the new Department of Education (DoE, 2011) presents new government plans which suggest there will be a new single assessment process of disability and SEN by 2014. The new process is referred to as 'Education, Health and Care Plan's' and aims to be a straightforward and consistent assessment process from birth to twenty-five which bridges together support across services and reflects the family's ambitions for their child (DoE, 2011, p. 5). I believe Person Centred (P-C) Approaches provide a framework that could provide a consistent assessment process the current government are striving towards.

Person-centred reviews

From a humanistic perspective, 'P-C' is not a technique, tool or strategy but a way of thinking, approaching and relating to the world and other people. From this perspective we view humans as essentially trustworthy and intrinsically motivated towards constructive fulfilment (Rogers, 1978). However, government documents (Routledge & Sanderson, 2002; NTST, 2011; TSP, 2010) have recognised P-C tools developed by Helen Sanderson (Murray & Sanderson, 2007; Sanderson, 2010). A definition incorporating *both* philosophy and tools

that can be described as person centred is; finding out what is important *to* a person from their perspective as well as what is important for them (DoH, 2007).

There is limited research into P-C style meetings. However, the small pool of available research suggests that P-C reviews improve people's participation in the meeting itself and suggest significant positive changes in lifestyle factors like: social networks, contact with family, contact with friends, community based activities, scheduled day activities, and levels of choice (Robertson et al, 2005; Robertson et al, 2007a; 2007b). In summary P-C reviews can:

- o be powerful in facilitating meaningful participation (Hayes, 2004),

- o provide families with greater coordination between Children and Adult Services (Carnaby et al, 2003),

- o be child-centred, fun and accessible (Hayes, 2004),

- o result in more meaningful goals (Hayes, 2004),

- o improve overall outcomes for students in SEN programmes (Keyes et al, 2003),

- o help young people and their families plan for the future (Smart, 2004),

- o produce better actions plans and help people to make decisions about their future (DoH, 2007).

P-C reviews take the communication levels of the young person and their family members into account and make documentation accessible to all through the use of visual aids, photographs and illustrations (e.g. Hayes, 2004).

Research aims
Policy (DoH, 2007) and research (Robertson et al, 2005) recognise that P-C approaches may provide a way to support people and their families through the transition from Children's to Adult services. Research suggests that young people identified as showing SEBD struggle with the transition from education to adult life (Daniels et al, 2003). Thus, P-C transition reviews may be beneficial to this group of young people. However, research suggests that young people classified as showing SEBD often struggle with language, communication and

articulation (for example, Benner et al, 2002; Lindsay et al, 2007; Mackie & Law, 2010). In principle, articulation of views is central to P-C review meetings.

This research aimed to explore how young people identified as showing SEBD experience the process of a P-C transition review meeting, which was incorporated into the young people's regular annual review of their statement of SEN. The evidence base for P-C reviews is not firmly established with any age group and there is a distinct paucity of research around the use of P-C reviews with young people. However, there is a policy incentive and moral imperative to increase the participation of young people (particularly those who may experience marginalisation) in decisions that affect their own lives (UN, 1989). I am not aware of an existing study which has been conducted to explore how young people identified as showing SEBD experience a P-C review process. To conduct this research a qualitative methodology was necessary as consonant with the aims of the research. The P-C focus of this research argued strongly for an analogous participant-centred research methodology such as Interpretive Phenomenological Analysis (IPA). Just as in P-C reviews, participants in IPA research are understood to be experts in their own experiences (Smith et al, 2009).

Method

This study presents an idiographic approach to exploration (Smith et al, 1995). Therefore, one needs to be careful not to generalise findings from this study. Readers are encouraged to consider the research context and make their own decisions about whether the findings are illuminative to their particular area of interest.

The data generation method, semi-structured interviewing, aimed to explore in detail the participants' personal experiences. However, the analysis method utilised, IPA, recognises that access to this phenomenological space is dependent on the researcher's own concepts which are required to make sense of the other person's world through a process of interpretative activity (Smith et al, 2009).

Context

This research was conducted in a specialist SEBD school in the North East of England. School staff had previously been involved in a training session about

P-C approaches (delivered by the author) and sought to incorporate P-C reviews into their school development plan. Therefore, P-C practice was at an early stage of development in this setting. School staff lacked experience in P-C practice but enthusiasm was high; it is recognised that experience and enthusiasm could vary over time.

Participants

Three Year 9 boys were involved in the research. All three had a statement of special educational need (therefore requiring an annual review within the English system) and attended this school full time.

Ethics

The research design addressed various ethical issues. Informed consent was granted by both the boys and their parents. Participants' names along with any other identifying information have been altered. The interview process involved awareness of the effect of the interview on the participants to ensure that they were not distressed. Participants were aware also of my legal obligation towards child protection issues (Smith et al, 1995). The participants were informed that the audio recordings would be destroyed following research completion and in the meantime would be stored in a locked cabinet that only I would have access to. The research design was considered ethically sound by the University Ethics Committee.

Further consideration was given to potential consequences of research findings and the assertion of interpretative authority over the data (Fox & Prilleltensky, 1997). I intended that this research could amplify the voice of this 'hard to reach' (Vander Laenen, 2009) group and provide these individuals with the opportunity to share their experiences of this new practice in their school setting.

Data generation procedure

The P-C review process involved preparatory work with the young person facilitated by school staff and a Senior Educational Psychologist (SEP). The aim of this preparatory work was to gain the young person's views and prepare them for what to expect in the P-C review meeting. Here the psychologist took a Rogerian P-C approach which does not translate to a particular set of tools. Rather the SEP used tools she considered appropriate to gain the young person's views about what is important to them. This work was followed by a

P-C transition review meeting lasting approximately one hour which was facilitated by the SEP. These P-C reviews were relatively brief compared to some P-C reviews (which can last up to five hours) in order to fit in with school practicalities and limited resources. The review meeting followed a   P-C format adapted from the MAPS (Making Action Plans) and PATH (Planning Alternative Tomorrows with Hope) P-C approaches (Falvey et al, 1997) and visual annual review format (Hayes, 2004). This holistic review process recognised and celebrated the qualities of the person, their family and the resources they have available to them.

Following suggestions by Smith et al (2009) a semi-structured interview guide was designed (see Appendix A) to explore how the boys experienced their P-C transition review. Interviews were held within one week of the review meeting. Questions were phrased openly (e.g. Can you tell me as much as you can about your P-C review meeting?). Before each interview I played a short game with the young person to build rapport. I conducted one interview with each boy lasting 25-40 minutes. The interview guide helped direct the interview but did not dictate its exact course (as recommended by Smith et al, 1995). Some interview questions also referred to the visual documentation that had been collated during the review meeting (see Figure 1). Questions were adapted to responses provided and interesting areas were probed. The interviews were audio taped and transcribed verbatim.
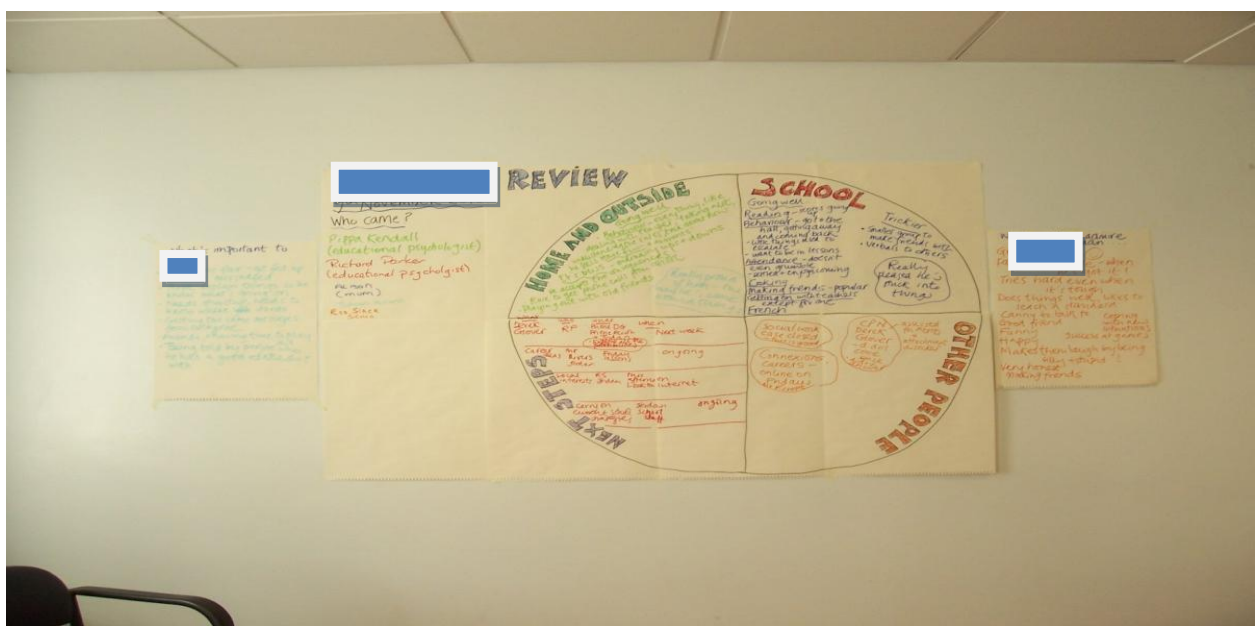

Figure 1: Visual representation of a P-C review conducted in the research.

Data analysis

The transcriptions were analysed using the process of Smith et al (2009). The process is presented below in Table 9 to enhance clarity and replicability.

Stage 1	The first transcript was read several times to develop familiarity. Several close readings of the transcript took place where I noted preliminary interpretations and thoughts in the right hand margin
Stage 2	The transcript was read again searching for meaning and preliminary themes were noted (Braun & Clarke, 2006). Descriptive, linguistic and conceptual interpretations were recorded and distinguished (Smith et al, 2009, p. 84). These tentative themes represented the beginning of the conceptualisation process.
Stage 3	The preliminary themes were then recorded on post-it notes and I moved them around on a large sheet of paper to consider potential connections. During this process themes were identified which pulled together groups of sub-themes which organised into an early overview of themes. Themes reflected not only the participants' original words but also my own interpretations. These themes reflected an understanding which drew upon my own understanding and knowledge of psychological theory.
Stage 4	These early themes and groupings were validated by checking back to the transcript. Themes were written down on a separate sheet of paper under the superordinate headings and the words the participants had said were written alongside to show how they derive from the original data.
Stage 5	I carried out the process described above for each transcript.
Stage 6	I then carried out an iterative process whereby the preliminary analyses for each of the participants were then combined into a consolidated summary of master themes for the group. With a homogeneous sample, I was able to facilitate the analysis of patterns within the group.
Stage 7	The analysis involved a selective process in line with IPA practice whereby preliminary themes were dropped if they did not directly relate to the research question (Smith et al, 2009, p. 96).
Stage 8	A matrix of themes was then developed whereby the superordinate themes, split into themes, were written in a table alongside direct quotes from each participant that supports the theme and superordinate theme. This allowed an overview to be developed of each theme and their location within the text of the participants.

Table 9: The procedure followed during the process of data analysis.

To ensure quality and scientific rigour various strategies recommended by research literature (Conrad, 1990; Henwood & Pidgeon, 1992; Yardley, 2000) were employed including research supervision, use of a reflexive research diary and external audit of the interpretations made during the analysis.

Findings

Analysis presented below focuses upon themes relevant to the research question. Analysis revealed four superordinate themes and five sub-themes. These are listed in Table 10 followed by a narrative account of themes, including supporting quotes from transcripts.

Superordinate theme	Themes	Supporting quotations
Power	Presentation	P1"It was really really good. Just like it was reassuring that it was on the wall and we all had a chance to speak and like it was just like better. More like coz like it the way it was writ[1] out and that like we had more understanding". P2"It was good, eh it was better than like the old meeting, eh you get to see and hear it but in the old meeting you just got to listen, eh it's got more colour and all that, it's on the wall so you can see it better". P3 "it was the way it was writ[1] out, we all like had more understanding".
	Social Trust	P1"I was proud of erm like everybody, like all of us there for doing it and that, seeing it all come together". P2 [Referring to Head teacher] "He just used to tell you". P3"Like we were talking and she asked what our name is and where do we live. Like what we do at home and at school and that".
	Levels of emotional arousal	P1"Proud and normal really. Fine, absolutely fine". P2"Like weird and scared and that and like when they started talking about it I got more confidence and that" "Like there's nowt to be scared of and that" P3"Like I was worried they were going to mention me getting kicked out and all that but it was alright, it was good, fun and all that".
Holistic picture	New stories	P1"Its easier like coz normally we would just talk about the attendance but in this you speak about everything. We talked about school, like home, like at home and then like what I want to do after school. We were like speaking about like home and that where we don't normally do that". P2"Well I was asked like, what, like what do I do outside, what did I do at school, what other people who like I see and like what I do at home and next steps and all that". P3"Like what we do at home and all that and school and all that and what we want to do when we finish school". P1"I've not heard them saying them things before about me". P2"I used to be like pure naughty but em like then I just thought why am I doing it so I just started to get stuck in". "I was just shocked that like the teachers thought that about me and like my friends and that". P3"I was not that good at reading but then I got a bit better".
Psychological environment	Person centred versus Behaviourist environment	P1"Like it important to me to try my best and get rewards and stuff". P2"Well Friday afternoon we either have work groups or rewards. In rewards you get to go in the eh, go on the X box, play pool, like go out to mechanics, bricklaying, erm the park and all that. And then work groups you have to sit in a room from twenty-five to one till two and work and then you're allowed out to rewards after that till quarter to three. And I should get rewards coz I got good comments and that". P3"I said like I want a reward for getting all this good stuff writ about me and then I got some new pants for going out". "Coz those are the things that help me. Like I like cooking so when I'm cooking that's a thing that keeps me out of trouble or if I'm playing with my mates then I keep out of trouble".
Difficulties with articulation		P1"Er we all had a chance, like er just, we were all asked question and it was er we all had like....[long pause] it's hard to say". P2"Erm [pause] well, [pause] coz like [pause] eh [pause], I dinnah [small laugh]". P3"Eh I like to play on the computer and that like when I'm [pause – seemed to be thinking about what he's going to say about his home life before he says it] Coz like I carry on with my mates".

Table 10: The main themes and superordinate themes identified, along with supporting quotes taken from the transcriptions.

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[1] Writ – taken to mean 'written' or 'wrote'.

Superordinate Theme - Power

Theme - Presentation

The boys' descriptive comments of the PC review meetings reflected their positive feelings towards the process *"it was really really good" (Dan)*. One of the most frequently recurring themes, which the boys identified as making the PC review better than traditional review meetings, was the visual presentation (see Figure 1). For example, Dan explained *"it was the way it was writ[2] out, we all like had more understanding".* It could be argued that the greater understanding achieved through visual representations and jargon free language could help break down power imbalances and contribute towards increased feelings of greater inclusion and participation. The visual representation also seemed to remove a sense of secrecy because everyone in the room could see what was being recorded.

> Aidan: *"my mam and dad liked it better this way coz they could see it and that like what was being writ down coz like social services come and they have like a little clipboard like in other review meetings but this one had like massive bits of paper and we could see what they were writing about you and that"*

> Scott:*"It was like getting writ up on the wall so you can actually see it but in the head teachers ways he just sits there and talks, like tells ya[3]".*

Scott's quote illustrates the patterns of interaction that occurred in previous review meetings where the boys seemed to have been 'talked to' rather that 'talked with'. This suggestion was also supported by Dan when he said *"we've all like got our own opinions"* in PC reviews. When I probed further and asked Dan if having his own opinion was new to him, he replied *"it's like a better way of showing them".* This supports previous research which suggests P-C reviews can be fun and accessible (Hayes, 2004). It seemed the expectation of reciprocity in the PC reviews reduced power imbalances in previous interactional structures and enhanced the symmetry of contributions (Sampson, 2008).

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[2] Writ – taken to mean 'written' or 'wrote'.

[3] Ya – taken to mean 'you'.

Theme - Social trust

Social trust can be defined as the degree of trust people would place in their fellow citizens (Li et al, 2005). Putnam (2000) also distinguished between 'thick trust' as trust 'embedded in personal relationships that are strong and frequent' and 'thin trust' placed in the 'generalised other' or new acquaintance (p. 136). Social trust was identified as an important conceptual theme within this research as differences were highlighted between the participants' ability to trust others in the review meeting (e.g. school staff, review facilitator) depending on their prior experiences or habitus.

There was a difference between participants' willingness to be open and share information. I conceptualised participants' reticence as being related to their involvement with Social Workers. For example, Dan did not mention Social Workers throughout his interview and seemed happy to share his views. He also seemed to trust others in the PC review process more readily and expressed a sense of connectedness when he said, *"I felt proud of all of us for doing it and seeing it all come together"*. Similarly Scott seemed fairly open and told me that Social Services had recently closed their case on his family, *"like social services, we used to have them but then like they've gone coz like they've closed the case"*.

In contrast, Aidan's family had ongoing involvement with Social Services. Aidan seemed more guarded, taking long pauses before discussing his home situation as if considering his response before saying it. This may suggest that he has previously learned what he says has consequences. An interesting example of linguistic interpretation is looking at the way in which Aidan most often referred to himself as 'we' or 'us' rather than 'I' placing him as part of a collective group. For example, the review facilitator met with all the boys alone before their review to gain their views and help prepare them for the PC review. When Aidan talked about the conversation he had had with the facilitator on his own he said: *"Like we were talking and she asked what our name is and where do we live"*. Aidan most often referred to himself as being part of a collective group of family or friends and referred to others as *"people who come in to my life"*. Aidan also made comparisons between the PC review meetings and meetings with Social Services:

"Normally only one social worker comes to the house and starts like asking us stuff about us and they have their little clipboard but there were like two or three other people here".

Aidan seemed particularly cautious about new professionals. It seemed Aidan's experience of the PC review was influenced by his prior experiences of the world, meaning he was not coming from a position of trust: 'Possessive individualism posits a negative relationship between the self and other' (Sampson, 2008, p 33). The more the 'other' person is involved in the individual's life then the less control that person feels over their own life; so the person remains vigilant towards the loss of autonomy (ibid). In Aidan's case it may be that 'possessive individualism' is generalised to threats against the collective group as well as the individual. It seemed Aidan's prior experiences may have left him lacking in social trust. Putnam (2000) referred to the concept of social capital as the 'connectedness among people, the social networks and the norms of reciprocity and trustworthiness that arise' (p. 19). There is bonding and bridging social capital (Putnam, 2000). Bonding social capital is said to 'reinforce exclusive identities, conformity, solidarity and narrower selves... as a kind of sociological superglue' which could be the form of social capital that Aidan's family holds strongly to as a form of self protection. 'Bridging social capital provides sociological WD40' (ibid, p. 22) and is said to create broader identities through greater linkage to external assets and for information diffusion. Schools can promote bridging social capital by providing 'WD40' activities to encourage sharing and cooperation (Thomas & Loxley, 2007). Arguably PC review meetings could be described as a 'WD40' activity. Even Aidan who seemed guarded against anyone outside his collective group of family and friends, warmed to the review facilitator when he said *"she started asking questions and we just started having a laugh and that. It was canny[4] funny and we got on well"*. Dan also referred to the increased sharing and reciprocity in his PC review: *"It was better the way everyone was speaking about it and the way we were all like communicating"*.

Previous research (Robertson et al, 2005; Robertson et al, 2007a; 2007b) suggests that P-C approaches can support significant changes in lifestyle

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[4] Canny – North eastern term taken to mean 'quite or really'.

factors like; contact with families and friends and community-based activities for adults with learning disabilities. The current research was a discrete snap shot to consider how the young people experienced a P-C review so did not gather information about changes in lifestyle. However, findings support the idea that P-C approaches can promote bridging social capital (Putnam, 2000).

Theme - Levels of emotional arousal

One super-ordinate theme (featuring across participants) was considered polarised; at one end a 'sense of ease' contrasting with 'apprehension or anxiety'. When asked about their feelings during the PC reviews, all participants made comments which suggested they felt comfortable during the process, expressing a sense of ease. Dan said he felt *"Proud and normal really. Fine, absolutely fine"*. Scott said *"It was alright, it was fine"* and Aidan commented *"Like it was good, fun and all that".*

Dan in particular used the word '*normal*' repeatedly to describe his feelings before, during and after the review meeting. When probed about feeling 'normal', Dan struggled to articulate what he meant saying *"it's hard to say"*. He appeared not to have the vocabulary to express his feelings in any other words. 'Normal' could refer to Dan's level of emotional arousal where 'normal' would reflect a sense of ease and contentment. However, two of the boys expressed feeling apprehensive before and at the beginning of the meeting. Scott: *"I felt like weird and scared and that and like when they started talking about it I got more confidence"*. When asked further about these feelings of anxiety Scott said he felt worried *"just because it was different and new"*. However, when asked to imagine he is talking to his friends about P-C reviews and asked what he would say, Scott said *"I would tell them there's nowt[5] to be scared of"*. It seems that Scott's anxiety related to the newness of the process rather than fears of talking about particular things. Contrastingly, Aidan expressed some anxiety about particular things being talked about in the review meeting:

> *"I felt good because of my behaviour and all that and how I felt coz I thought like they were going to mention me being bad and all that coz I got kicked out a couple of weeks before that then they were saying that I was being good and my mam was pleased".*

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[5] Nowt – taken to mean 'nothing'.

Polarisation within this theme reflects conflicting feelings. Dan expressed a sense of ease without anxiety throughout the process. Discordantly, Scott and Aidan associated some feelings of anxiety with the beginning of the process. Some of the anxiety may have been due to the newness of the process to the boys. Both Scott's and Aidan's comments suggest their anxieties were alleviated during the meeting as Scott said he *"got more confidence"* and Aidan realised that they were not *"going to mention me getting kicked out"*. Aidan also made a reflective comment which shows the alleviation of his fears:

> *"I thought it was going to be like not easy, not hard but it was easier than I thought it was going to be. Like I thought they were going to ask like loads of difficult questions but they were like easy ones, like what do you like doing and stuff".*

Jargon free, solution oriented (O' Hanlon, 1987; 1998) questions used by the facilitator in the meeting seemed to help the boys realise that discussion was focused on strengths and ways forward. This suggests that P-C reviews held with young people identified as having SEBD may require skilled and experienced facilitators to help contain, manage and alleviate any anxieties young people may be feeling when participating in these meetings. On the other hand the anxieties may have been directly related to the novelty of the situation. If P-C reviews and approaches were a part of daily school life then the boys may not have felt the anxiety they expressed on this occasion.

Superordinate Theme - Holistic picture

A common theme across participants was a sense that they were being perceived as a 'whole person' as the facilitator expressed an interest in all aspects of their lives:

> Dan: *"Normally we would just talk about the attendance but in this you speak about everything. We were like speaking about like home and that where we don't normally do that".*

Discussion with the Head teacher revealed that traditional review meetings were judged by school staff to be a tick box summative exercise. It appeared that school staff had a good understanding of the complexities of the pupils' lives and felt safe in discussing school attendance but did not want to venture into discussions into other areas of pupils' lives in fear of 'opening a can of

worms'. It seemed that the structured process afforded to the P-C meeting format encouraged discussions around the young person's whole life in a transparent and open way.

Theme - New stories

The P-C review encouraged talk around all aspects of the young person's life. This provided people in the meeting with the opportunity to reveal new stories or narratives about the young person. Narrative approaches (Morgan, 2000; White & Epston, 1990) suggest our selves are made up of multiple stories created through language and the joining up of events over time. Sometimes a story becomes dominant (e.g. the story of 'having' SEBD) and other stories can be ignored as the dominant story receives most attention from the individual and 'spectators'. The P-C review framework provided formal opportunities for the young people to hear alternative stories about themselves. For example, all participants seemed to enjoy hearing what others 'liked and admired' about them (part of the P-C process). Language is significant in this part of the process as it directs people to notice and attend to particular areas (Leong & Austin, 2006). It seems the process allowed recognition of alternative stories to be opened out on to the 'social plane' (Vygotsky, 1978) and encouraged members of the group to celebrate success:

> Dan *"I've not heard them saying them things before about me"*
>
> Scott: *"I used to be like pure naughty but em like then I just thought why am I doing it so I just started to get stuck in"*.

Scott expressed shock in response to hearing that others had positive things to say about him: *"I was just shocked that like the teachers thought that about me and like my friends and that"*. In Narrative Psychology, these revelations would provide him with alternative stories by which he can live his life if he chooses (White & Epston, 1990). Spoken narratives are situated within 'specific social and historical contexts' and these can 'constrain and shape our understandings of acceptable narrative content' (Leong & Austin, 2006, p. 262). Narrative researchers are interested to learn about the various ways in which contexts contribute to how we create a story. Scott's shock at hearing positive things about himself within the context of a review meeting may suggest that the

historical and social contexts of previous review meetings constrained the narrative content previously available to him within this context.

Superordinate Theme - Psychological environment

Theme - Behaviourist versus person-centred environment

A contextual factor that influenced the boys' experience of the P-C reviews was the school behaviour policy. The school's policy was strongly based on behaviourist psychology with a clear system of rewards and consequences. The school Head teacher felt this approach was successful in managing the pupils' behaviour. Linguistically, all the boys seemed to have greater fluency in the transcripts when talking about the behaviour system in place at school which suggests it is something they were familiar with.

> *Scott: Well Friday afternoon we either have work groups or rewards…And I should get rewards coz I got good comments and that.*

Here Scott talked of 'good comments' as if they are concrete and materialistic which may be a result of the behaviourist system he was used to, where positive comments led to rewards. Dan also commented that it was important to him to get rewards: *"Like it's important to me to try my best and get rewards and stuff"*. In this sense it seemed that the behaviourist system was ingrained in the boys' views of the world so that they expected a reward following any good behaviour. For example Aidan told me about a conversation he had with his mother following the review meeting, *"I said like I want a reward for getting all this good stuff writ about me and then I got some new pants"*.

P-C approaches derive from humanistic psychology (Rogers, 1978) which asserts that humans have an intrinsic drive towards constructive fulfilment and actualisation. It seems there was disjuncture between the psychology of PC approaches and the behaviourist psychology underlying existing school policies. Humanistic and P-C psychology afford the individual with a sense of personal agency (Bandura, 1986; 2001; 2006) whereas behaviourist psychology (e.g. Skinner, 1953) suggests the environment can offer controlling factors. Aidan's comment highlighted his lacking sense of personal agency, attributing his positive behaviours to external factors:

> *"Coz those are the things that help me keep out of trouble. Like I like cooking
> so when I'm cooking that's a thing that keeps me out of trouble".*

It seemed that the boys' experience of the P-C review was influenced by what they brought to the meeting in terms of prior experience and contextual factors. As school staff wish to develop P-C reviews further, then reducing the disjunction between the psychological bases of the reviews and the way the school systemically operates may be an area for consideration.

Superordinate Theme - Difficulties with articulation

Previous research suggests that young people identified as showing SEBD often have difficulties using and understanding language (Benner et al, 2002; Lindsay et al, 2007; Mackie & Law, 2010), leading to problems in communication (Cross, 2004). Participants in the current research all took part willingly and seemed open to share their views. However, transcriptions include many excerpts where the young people struggled to articulate their thoughts which support previous research which suggests this group often struggle with language.

> *Dan: "Er we all had a chance, like er just, we were all asked question and it
> was er we all had like....[long pause] it's hard to say".*
>
> *Scott: "Erm [pause] well, [pause] coz like [pause] eh [pause], I dinnah[6] [small
> laugh]"*

During the interviews it seemed the young people were unused to giving their opinion to open ended questions in an organised manner. This difficulty may be transferable to the P-C review meeting where open ended questions are asked. Yet none of the participants identified difficulties articulating as part of their experiences. A linguistic interpretation of the participants saying that they felt 'normal' and 'fine' in the transcriptions may suggest that talking about complicated/ sensitive issues was not a problem for the boys when the issues were presented in an accessible way.

Pupils identified as showing SEBD are rarely included in research (Vander Laenen, 2009) and assertions are made that they are 'hard to reach' (p. 323) due to their difficulties with communication. Reflections on the current research

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[6] Dinnah – taken to mean 'don't know'.

led me to consider whether asking closed directive questions may have been a more appropriate research approach as the boys did seem to have difficulties in fully articulating their views. However, Sampson (2008) suggests 'dominant groups have the material power to make reality fit their ideas; less dominant groups become the reality of the ideas suggested' (p.27). In conducting the research one could have taken the presumption that young people 'with' SEBD would struggle to respond to open questions then conducted the research with closed directive questions. In this sense 'what is said about them can become what is done to them, thus intimately connecting idea and reality' (p. 27). As an alternative approach, if the 'group' struggle to articulate their opinions then provide them with greater opportunity to practice this skill in getting them ready for the transition to 'adult life'.

Summary and evaluation

The current research supports previous literature which suggests that P-C approaches can be powerful in facilitating increased participation by young people and adults in a fun and accessible way (Hayes, 2004). I have presented an idiographic, interpretative phenomenological analysis to address the empirical research question about how three young people identified as showing SEBD experienced a person centred transition review.

Overall the boys experienced PC review meetings positively and all described the process as "better" than traditional review meetings. One of the possible benefits of the P-C reviews discussed here may be the relative brevity of the review meeting (approximately one hour) in comparison to some P-C reviews (which can take up to five hours). This time period was more conducive to fitting in with school practicalities and limited resources. A main point in this research is that P-C reviews depend on a philosophy and mind-set of person-centeredness rather than a specific set of tools. In this way, the focus is on full participation of the young person and the key people in their life, with a concentration on what is important *to* them as well as *for* them. It is important that the P-C review facilitator has good knowledge and understanding of person-centred psychology (Rogers, 1978). As the P-C review process encourages discussion around all aspects of the young person's life it is also important the facilitator has the skills to manage the process and contain emotions in a sensitive and solution oriented way (O' Hanlon, 1987; 1998).

The analysis revealed several themes across participants' discourse which suggested the following:

- The process of PC reviews (and the visual representation) reduced power imbalances and incorporated an expectation of reciprocity that allowed the boys and their families to participate more fully.

- The framework provided a structure to consider the boys' lives in a holistic way, providing opportunities for new narratives to be heard.

- Despite difficulties with articulation (and open discussion being a fundamental part of P-C review meetings), all of the participants reported their experiences positively which suggests they were able to participate in formal discussions about themselves (sometimes broaching sensitive topics) when they were posed in a person centred and accessible way.

- The boys experienced some anxiety during their P-C reviews. However, this seemed to be related to unfamiliarity with the new process and the disjuncture between the approach and the way the school systems typically operate.

Implications for EP practice

This piece of research suggests there may be a role for EPs in the facilitation of P-C review meetings. Alternatively, EPs could facilitate change at a systemic level across schools by introducing P-C approaches to school staff through training. Through training, EPs could work to develop the skills and knowledge of school staff to enable them to chair P-C reviews independently and follow up by acting as a critical friend offering advice, support and guidance. Implementing a new process to a school system would require a plan-do-review model (Dewey, 1997; Kolb, 1984) and evaluation to develop an evidence base and a feedback loop as guidance to how the process could be improved. An EP could be involved in this as a piece of action research (Robson, 2002) to gather the views of stakeholders and outcome data.

It would be important to develop P-C approaches across a whole school system so that P-C review meetings were not a 'one-off' person centred event. Rather the P-C review meetings should sit within a P-C school ethos. Information

gathered from reviews would feed back into whole school development. In this piece of empirical research, data suggests there may have been some discordance between the underlying principles of the P-C review meetings and the behaviourist principles of the school system. In terms of behaviour in school, a restorative approach (Hopkins, 2004; Morrison, 2007; McCluskey et al, 2008) would work alongside a P-C approach to create an overall P-C ethos.

Word Count of empirical research: 5754

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Appendix

Appendix A: Interview guide

To begin – talk through all consent information with young person (child friendly/ clear language).

- Explain who I am and what I am researching.

- State that the interview usually last about an hour but can go on much longer and they are free to leave or ask for a break at any time.

- Be clear that there are no right and wrong answers and assure them they can take plenty of time to think about their answers.

- State that the interview is like a one-sided conversation and you will say very little, that you are interested in them and their experiences and you want them to tell you as much as possible

- State that some of your questions might sound a bit silly but this is to help you be clear how they understand things and not how you do.

- Explain that school staff will get a summary of the research at the end but school staff won't get any information that will identify them from the interview UNLESS young person raises child protection issues.

- Explain that if they were to tell me something that meant them or another person may be harmed then I would have to tell one of their teachers to make sure that everyone was safe.

- Explain that the interview will be audio recorded and transcribed verbatim but the recording will be destroyed as soon as the research is complete and in the meantime will be stored in a locked cabinet that only I will have access to.

- Ask the young person if they have any questions.

Ice breaker activity – short game including simple questions to get to know each other.

Questions and *supplementary questions*

I have the poster from your review meeting on the wall. I wasn't at your review meeting – can you tell me as much as you can about it please?

> *Who was at your review meeting?*

> *If struggling – point to a section and read out what it says then ask pupil to tell you more about it.*

> *Can you tell me about the kinds of things you talked about in your review meeting?*

> *How did it feel to talk about those things in the meeting?*

> *What else can you tell me?*

How did it feel when you first walked into the room for your review meeting?

How did you get ready for the meeting?

From other reviews you have been in– how was this one different?

> *How was it the same?*

Have you talked to anyone about the review meeting since it happened? What did you say about it?

Did your review meeting make you think about anything new?

> *Those things that you told me you talked about in your review? Had you talked about those things to anyone before?*

Close – debrief

Listen back at tape with pupil – remind them it will be destroyed

Thank them for their time

Any questions?

Appendix B: Parental consent documentation

Dear Parent/ Carer of _____

I am a trainee educational psychologist currently working with staff and pupils in schools in the local area. As part of my training course I am required to carry out a piece of research.

I am interested in looking at how we can support young people in thinking about their futures. This ties in with a lot happening already in _____School and I would like to work with _____school staff to see how reviews can help with this.

Pupil centred work has been shown to be successful in involving and motivating young people. However, as far as I know, pupil centred meetings have not been used before with young people who are described as having behavioural difficulties. I would like to explore whether young people that attend _____and their families find pupil centred review meetings useful as we plan to develop the use of these types of reviews. Pupil centred reviews are a way to make sure that young people are involved in making decisions about what they want to do in their lives and ways in which we can help them (it's all about them).

I hope you will offer consent for _____to be involved in this work. This involves:

- o You attending _____'s review meeting to be held in school. However, this meeting will be more relaxed and informal, with people there whom _____ has invited.
- o An educational psychologist working with _____ in school before the meeting to talk about his views and hopes for the future.
- o Me meeting with _____ after the meeting to ask him for his thoughts about the meeting (this interview will be audio recorded so that I don't have to take notes, but the recording will be destroyed once the research is complete. In the mean time the recording will be stored in a locked cabinet that only I will have access to).
- o I will provide a summary of what I find to school staff but this will not include anything that will identify what _____ has said.
- o I will produce a research report required for my training course that will be published. Again _____ will remain anonymous in this piece of writing.

If you have any questions you would like to ask about this then please do not hesitate to contact me.

I hope you are able to consent to _____ being involved with this work.

Many thanks

Miss Michelle Taylor

I _____ consent to my child _____ taking part in this piece of research. I understand that my child and I have the right to change our minds and not take part in the research at any time during the process.

Signed: Date:

Appendix C: Young person's consent documentation

Name:

I consent to taking part in this piece of research to look at whether pupil centred meetings can support me at school. I understand that I can change my mind and choose not to take part in the research at any time during the interview.

I also understand that the information from the interview will be used in a research report which may be published in the future. I know that the interview will be audio recorded and transcribed verbatim but the recording will be destroyed at a later date. I understand I will remain anonymous in any written reports through the use of a fictitious name

Signed:

Appendix D: Example page of transcription

LINE REF	Emergent themes	Original transcript (plain font researcher/ bold participant)	Exploratory comments (plain font – descriptive comments Italic – linguistic comments Underlined – conceptual comments)
1 1.1		Ok X we'll make a start. Right, I've got these posters on the wall from your review meeting. I was just wondering if, using this picture on the wall you can tell me as much as you possibly can about your review meeting	*Use of repetition – really, really good – showing enthusiasm.* Making comparisons with traditional review meetings
1 1.5		**Em it was really really good, it was not like what we normally have when we just sit in the office and read a couple of pages about my attendance and stuff like that**	*Use of the word just – gives a sense that it's not normally worth it?*
	Holistic view of young person	Right so you're saying it was a different meeting to usual **Yeah**	Normally only talks about attendance – <u>segment of life</u> –
1 1.10	Presentation	How was it different? **Just like it was reassuring that it was on the wall and we all had a chance to speak and like it was just like better. Much like coz like it way the way it was writ out and that like more understanding**	avoiding getting into anything deeper? Attendance is recorded numerically (percentages) no room for discussion.
1 1.15	Sense of ease	What do you mean by it was more understanding? **Em it was more like easier to speak and like understand it.**	<u>*Reassuring – sense of feeling safe.*</u> Chance to speak – more like

		One of the things I just heard you say there was you said you all got a chance to speak. How did that happen?	understanding
1 1.20	Struggle to articulate	**Er we all like had a chance, like er just, we were all asked questions and it was er we all had like... long pause.. we all like.. pause.. it's hard to say.**	Easier to speak and like understand it – <u>sense of ease</u>
		So what was different about this review meeting?	All had a chance –
1 1.25		**Em, pause, we, pause just like everything**	<u>Struggling to articulate</u>
		Everything?	*Pauses, er, just, it's hard to say*
	Holistic picture	**Mmm Mmm**	*emphasises his <u>struggle to explain</u>*
		Can you think of any of those things that felt different?	*Doesn't have the vocabulary?*
		Like asking what the lessons were like and like speaking	
1 1.30		**about like home and that where we didn't normally do that**	Just like everything – notices a
		Ah right so in other meetings you haven't talked about those	stark difference from usual
		things? So what would have talked about in other meetings that	meetings, making comparison
		you've been to?	
1 1.35		**Like just like the education and my attendance**	<u>Holistic picture</u>
		Ah right	School showing interest in other
		And like how I'm getting on in lessons	areas of life
		Right so what was different about this one?	
1 1.40		**Well we talked about school, like home, like at home, and then**	
		like what I want to do after school	Focus is usually on one area of life
		Right so you talked about those things. I can see actually on your	