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**Doctorate in Applied Educational Psychology
School of Education, Communication and Language
Sciences**

**Creating understandings of
relationships through Video
Interaction Guidance: An
exploration of resilience.**

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THESIS

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Declaration

This thesis is being submitted for the award of Doctorate in Applied Educational Psychology. I declare that it is my own work and does not include material that is the work of others without acknowledgement, that I have consulted all materials cited, and have not submitted this assignment for any other academic award.

Victoria Ocock

July 2016

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“I’m here for you 24-7”

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Overarching Abstract

This thesis explores resilience in an educational context and is comprised of three chapters: a systematic literature review, a bridging document and a piece of empirical research.

The systematic literature review examines the views of children and teachers about the role of relationships in developing resilience in children and young people (CYP) through a meta-ethnography. The findings suggest interactions between individuals are the foundations of relationships between CYP and teachers as well as family members. These relationships and the support they provide effect how the individual child or young person makes sense of the world; how they perceive challenges and think about themselves. A model was created from these findings.

The bridging document discusses my theoretical underpinnings, ontological and epistemological stance and ethical considerations of the empirical research. The bridging document aims to link the meta-ethnography and the empirical research project.

The empirical research explored everyday resilience through the use of Video Interaction Guidance (VIG). It aimed to examine the following two research questions:

1. In the context of VIG, what understandings do parents, teachers and children construct about their relationships with one another?
2. What can these understandings tell us about resilience?

Conceptualisation of everyday resilience through a relational lens led to an exploration of whether VIG could be used with children, parents and teachers to create a new understanding of resilience. A multiple case-study design was adopted with two triads of participants. The interviews with the participants and a selection of shared reviews from the VIG cycles were transcribed and analysed using thematic analysis. The model created through the meta-ethnography was used to guide the creation of important themes in the empirical research but new themes were also created from the data itself. The Resilience Pyramid was then created from three

aspects of their relationships that stood out as being useful in thinking about everyday resilience from a relational viewpoint. The Resilience Pyramid suggests three aspects of relationships interconnect to create a new understanding of resilience. This paper concludes that it is possible to use VIG to explore teachers', parents' and children's understandings of their relationships with one another and use these understandings to create a new, relational, understanding of resilience.

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Chapter 1: A meta-ethnography: What are the views of children and teachers about the role of relationships in the development of resilience in children and young people?

Abstract

Resilience is a much talked about topic and yet the term has defied precise definition (Knight, 2007). Within the field of education, there is a wealth of literature surrounding developing resilience within children and young people (CYP) (Janas, 2002; Lee & Stewart, 2013; Lee, Kwong, Cheung, Ungar, & Cheung, 2010; Martin & Marsh, 2008; Siraj-Blatchford et al., 2011; Stewart & McWhirter, 2007; Stewart, McWhirter, & Knight, 2007; Wong et al., 2009). Yet, much of this literature places resilience as a static, within-child characteristic and fails to consider the notion that resilience will not be present in all situations; rather, it is affected by a multitude of contextual factors (Fergus & Zimmerman, 2005; Ungar, 2006). Despite research suggesting social and environmental factors are of equal influence as individual factors (McMillan & Reed, 1994; Reis, Colbert, & Hébert, 2004; Richardson, 2008; Ungar, 2001a, 2001b, 2006), much research has attempted to measure resilience as a characteristic using self-report measures eg. Lee et al. (2010). Similarly, research by Fergus and Zimmerman (2005), as well as Ungar (2006), suggested individuals will experience challenging situations in different ways, hence their own personal experiences should be explored to gain insight into resilience. In light of this, an approach was taken in this review that took an eco-systemic approach (Bronfenbrenner, 1979) and recognised the importance of relationships in resilience. Further to this, a meta-ethnographic approach was applied to qualitative studies to examine the views of children and teachers regarding the role of relationships in the development of resilience in CYP. Six studies were selected and Noblit and Hare's (1988) seven step process of synthesising qualitative studies was followed. Through this process I interpreted a number of concepts; 'Interactions', 'Educational Support', 'Emotional support' and 'Making sense of the world'. From these concepts I created a line of argument. My line of argument presents resilience for CYP as being developed by having strong relationships with family members and teachers, which

are established through attuned interactions with one another. These relationships serve two main functions: to provide educational and emotional support for the child or young person. This in turn enables CYP to think more positively about themselves and take a strengths-based approach to situations within their own lives. Each concept and the line of argument is discussed in relation to the findings in the studies and is supported by relevant research. In light of this meta-ethnography, methodological limitations are also discussed.

1.1 Introduction

1.1.1 Resilience

We know there are children who experience very challenging situations and yet go on to succeed in life. This ability to thrive in the face of adversity has commonly become coined resilience however, there is no universal definition of resilience (Knight, 2007). Janas (2002) defined resilience as a trait that influences an individual's adaptive and coping behaviours. Yet, Nolan, Taket, and Stagnitti (2014) suggested although there are biological and genetic components to resilience, it is more appropriately understood as a human capacity all people can develop and strengthen over time. Nolan et al.'s (2014, p.289) definition of resilient children are "*those who thrive and develop despite challenging circumstances*". This definition highlights the variable nature of resilience, and the idea it is not a fixed characteristic individuals either do or do not possess. Yet, they conceptualise resilience as an inner characteristic, paying little attention to the outer systems that may bear an influence on resilience for individuals.

Within the UK, there has been a recent emphasis on increasing happiness and general life outcomes for CYP. UNICEF's (2007) Report Card 7 highlighted the UK as scoring the lowest out of 21 of the world's richest countries on overall child well-being. More recently, UK government documentation (Mental health and behaviour in schools) (Department for Education, 2015b, p. 6) has placed an emphasis on the role of schools in supporting CYP to "*be resilient and mentally healthy*". With this in mind, I will now move on to examine the importance of relationships on children's development.

1.1.2 *The importance of relationships*

“Human beings are social animals. We need each other.”

(Roffey, 2012, p. 2)

One factor that has been repeatedly highlighted as fundamental to the development of resilience is relationships with significant people (Masten, 2001, 2009; Woodier, 2011). Reis and Gable (2003) suggested relationships may be the most important source of life satisfaction and well-being. Additionally, Bronfenbrenner's (1979) ecological systems theory emphasised the primacy of human relationships and interactions in every aspect of a developing child's life. Gus, Rose, and Gilbert (2001) suggested relationships are mediated by both conscious and unconscious processes, of which children can be aware or unaware. Nevertheless, they are always integral to every aspect of a child's development. Therefore, if the government wishes to develop resilient CYP, looking towards the relationships they have with significant people in their lives may provide some insight towards achieving this aim.

I have chosen to conduct a meta-ethnography as a means of exploring the effect of relationships on developing resilience in CYP, through the views of children and teachers. The meta-ethnography is written from an interpretive, social constructionist perspective that recognises individuals construct their own realities through interactions with others (Burr, 2003). Therefore, this meta-ethnography offers a new contextually based interpretation of the chosen studies, rather than attempting to discover a truth. Meta-ethnography also provides an opportunity for me to move beyond the original data and offer a new interpretation.

1.2 Meta-ethnography

Meta ethnography has been described as a method of comparing and synthesising qualitative studies, whilst preserving the unique contributions of each (Noblit & Hare, 1988). This method provides an interpretative explanation of how ideas, meanings and social phenomena might connect and interact with one another. Its goal is to

“enrich human discourse” (Noblit & Hare, 1988, p.24) not to uncover the truth. Noblit and Hare (1988) proposed a seven stage process for synthesising qualitative research, outlined in Table 1:

Table 1: Meta-ethnography seven stages (Noblit & Hare, 1988)

	Stage
1.	Getting started
2.	Deciding what is relevant to the initial interest
3.	Reading the studies
4.	Determining how the studies are related
5.	Translating the studies into one another
6.	Synthesising translations
7.	Expressing the synthesis

I used these seven stages to guide my meta-ethnography and translate the chosen six studies into my own social understanding. By doing so, I created my own interpretive explanation of the role of relationships in developing resilience in CYP. My meta-ethnography is based on the systematic comparison and synthesis of six qualitative studies in this area. Whilst I used the seven stages proposed by Noblit and Hare (1988) as my main guide, they were also informed by my own interpretation of the stages. Consequently I adapted the stages to meet the needs of my research question and my interpretation of the stages. It has been suggested, challenges notwithstanding, the methods used to synthesise qualitative studies can be successfully adapted to meet individual research needs (Atkins et al., 2008).

1.2.1 Rationale

During my time working in education as a Learning Support Assistant and more currently as a Trainee Educational Psychologist, I have met a number of CYP who have succeeded in life despite experiencing adversity; thus conforming to some of the concepts encapsulated within the term resilience. The idea of developing resilience in CYP is an increasing feature of government documentation. However,

defining resilience is problematic as the terms 'succeed' and 'adversity', which are often a common feature of resilience definitions, are open to interpretation.

1.2.1 (a) Difficulties defining resilience

Rutter (1990, p. 184) defined resilience as *"the capacity of individuals, schools, families and communities to cope successfully with everyday challenges, including life transitions, times of cumulative stress and significant adversity or risk."* One problem with Rutter's (1990) definition is the use of the word 'significant' as this is open to many interpretations of what constitutes significant adversity or risk. Also, as the definition is constructed externally to the person to whom it may be referring, it fails to take account of individual differences of how one might experience adversity or risk. Individual CYP may interpret similar experiences in different ways at different points in their lives (Fergus & Zimmerman, 2005). Therefore defining resilience in terms that capture its diversity is a difficult task.

1.2.1 (b) Resilience and relationships

It has become accepted that a fundamental factor in developing resilience in CYP is having relationships with someone who shows they care about them (Roffey, 2015).

In this review I aim to synthesise previous qualitative studies to explore the views of children and teachers about how relationships affect the development of resilience in CYP. Thus explore which aspects of relationships children and teachers believe are important for the development of resilience.

1.2.2 Deciding what is relevant to the initial interest

It has been suggested that carrying out a detailed focused search to select relevant studies as well as reviewing the reference lists of these studies is an appropriate method of sourcing papers to review (Noblit & Hare, 1988). This focused search method of selecting relevant papers has been used by other scholars, such as Britten et al. (2002) to synthesise qualitative research. However, as my initial searches in my chosen area did not generate vast amounts of possibilities, I decided to undertake a more traditional exhaustive approach to the search as adopted by Atkins et al. (2008) to ensure I had searched as thoroughly as possible for relevant studies. The

following databases were searched: British Education Index; Child Development & Adolescent Studies; ERIC; Informa; JSTOR; SCOPUS; WOK between August 2014 and October 2014. I used a combination of key terms (Table 2). Additionally, I scanned the reference lists of relevant studies as I found them and this led me to find further relevant studies.

Table 2: Key search terms for meta-ethnography

Key search terms: What are the views of children and teachers about the role of relationships in the development of resilience in children and young people?	
Relationships	“family–school partnerships” OR “family-school relationships” “parent-teacher partnerships” “students relationships” “parent-child relationships” “parent-child relationship” “teacher–child relationships” “student-teacher relationships” “pupil-teacher relationships” “student-teacher interactions” Developing resilience through relationships “student-teacher communication”
Resilience	resilience

1.2.2 (a) Inclusion criteria

The searches looked for qualitative studies that included the views of CYP and/or teachers (gathered through interview) on the development of resilience in a school-based context. Qualitative studies were included as they provide rich data, which can enhance the understanding of context as well as phenomena (Willig, 2013). Initially, I had hoped I would be able to find studies based in the United Kingdom as the

purpose of the meta-ethnography was to inform my empirical research, which would be based in England. However, upon my searching, I found no studies that met this inclusion criteria. Therefore, I widened the search to include Australia, United States of America and Canada as these countries mirror much western culture found in the United Kingdom. The search generated seven papers that appeared to fit the inclusion criteria but verification required further reading. After reading the seven papers in detail, one paper was discarded because it was the first exploration of a longitudinal study and I decided that the later exploration of the data (which was also one of my initial seven studies found) would provide more useful and up to date conclusions. The following six studies were therefore chosen for the meta-ethnography:

- Nolan et al. (2014);
- Williams and Bryan (2013);
- Lessard, Fortin, Marcotte, Potvin, and Royer (2009);
- Johnson (2008);
- Howard and Johnson (2000);
- McMillan and Reed (1993)

1.2.3 Reading the studies

To familiarise myself with the six studies I had chosen, the next stage involved repeatedly reading the papers and noting all their details. Table 3 highlights the demographic data of each study including participant information, method of data collection and the research setting.

Table 3: Demographic data from studies in meta-ethnography

	Sample	Data Collection	Setting
Howard and Johnson (2000)	125 randomly selected 9-12 year old children (in groups of up to 4 or 5) 25 teachers (individually)	Data gathered during phase 1 of 3 year research project. Visual and verbal prompts were used to engage participants in discussion. All discussions were audio-taped and transcribed. Analysed with data management software, NUD.IST.	South Australia. 5 Primary schools in an economically deprived urban area.
Johnson (2008)	55 9-12 year old children who were experiencing 'tough lives'. 30 were, according to their teachers, not doing ok and 25 were doing ok.	Data used was drawn from an 8 year longitudinal research project (Dryden, Bruce, Howard, & McGuire, 1998) Re-analysed the data using NUD.IST 6. Semi structured interviews with as many children as could track down each year for 5 years (1997-2001)	South Australia
Lessard et al. (2009)	60 students: 36 females; 24 males. All French-Canadian Caucasians. Aged 19-22	Semi-structured, individual, face-to-face interviews recorded. Included open ended questions that encouraged descriptions of their schools and relationships.	Canada; Quebec. High school, working towards diploma.
McMillan and Reed (1993)	62 students selected using a purposeful, nonprobability sample. Nominated by guidance counsellors.	Semi-structured interviews using an interview protocol. Lasted 30-60minutes. Notes were taken during each interview, with further detail added after the interview. 43 interviews were tape-recorded and transcribed for analysis.	6 school divisions in Central Virginia representing urban, suburban and rural localities.

	Sample	Data Collection	Setting
Nolan et al. (2014)	26 children: 19 girls; 7 boys. Transition from pre-school to primary school. Identified by pre-school teachers as demonstrating resilience. All families had at least two challenges present in life. 4 pre-school teachers. 17 teachers from first year of primary school. 14 teachers from second year of primary.	Sub study of 'Supporting Resilience' project (3 year longitudinal study) Interviews across 3 years. Interviews once per term	Australia; 3 disadvantaged locations across Victoria.
Williams and Bryan (2013)	Criterion sampling, identified by school staff. 8 urban, African American high school graduates from low-income, single parent families. 4 men; 4 women aged between 18-21 years.	1 hour individual semi-structured interview. 1 hour focus group interview. Follow up 30-40 minute individual telephone interviews.	High school on South side of Chicago, Illinois (7 participants). High school in East St. Louis, Missouri (1 participant)

1.2.4 Determining how the studies are related

To effectively synthesise the six studies, I “put together” the interpretations offered by the studies (Noblit & Hare, 1988 p. 28). I noted down the key findings of each study into one table per study (Tables 4-10) to identify the key themes and concepts used by the authors. These acted as my first order interpretations as they were derived directly from the participants’ data. This allowed me to make an initial assumption about the similarities and differences of the six studies. As most of the studies did not have a specific focus on relationships, instead looking at the factors that contribute to resilience more generally, it was important to only note down the themes and concepts I interpreted as being related to relationships.

Table 4: Key findings from Nolan et al. (2014)

Paper	Theme 1: Fostering Belonging	Theme 2: Working with feelings	Theme 3: Developing self-regulation	Theme 4: Learning from mistakes and problem solving	Theme 5: Using Play	Theme 6: Building relationships	Theme 7: Providing Consistency
<p><i>Supporting resilience in early years classrooms: the role of the teacher.</i></p> <p>Nolan et al. (2014)</p>	<p>Fostering a sense of belonging was supported by careful planning of the physical environment with expectations surrounding role and responsibilities within the classroom.</p> <p>“it’s their room, it’s their space” “We foster independence” “everyone knows what is expected of them.”</p>	<p>Accepting children’s feelings and emotions. Building their knowledge and awareness of their own understandings regarding their emotional abilities.</p> <p>“background about the situation” “Just listen to the child” “Listening and observing are really important” “talk about it” “acknowledge how the child is feeling” “positive feedback” “labelling”</p>	<p>Teachers drew from the ALERT program. It assists the children to recognise states of alertness. Use sensory experiences and calm them. Helping foster feelings of reassurance and coping. Encourage the child to reflect on their actions/behaviours.</p> <p>“reflective stuff” “good idea to try next time”</p>	<p>Children need to feel confident to tackle new challenges. Taking risks was seen as a positive disposition.</p> <p>“challenge themselves” “don’t see mistakes as failure” Mistakes are part of learning”</p>	<p>Implementation of play-based curricula, which promoted independence in choice of activity.</p> <p>“confident in making choices” “sustain the play” “increase the choices”</p>	<p>Focus on building relationships between children, between children and adults and with families. Value was placed on listening and using positive language. Showing a genuine interest and placing value on what the child has to say.</p> <p>“newsletter” “gives parents ideas” “how to talk to the child” “you can do it”</p>	<p>Establishing classroom norms, rules and expectations. Part of it was giving choices and providing structure.</p> <p>“no grey area” “Positive talk” “positive, positive, positive” “motor-mouth” “show me” “ignore them”</p>

Table 5: Key findings from Williams and Bryan (2013)

Paper	Theme 1: School-related parenting practices.	Theme 2: Positive mother-child relationships.	Theme 3: Extended family networks.	Theme 4: Supportive school-based relationships.
<p><i>Overcoming adversity: High-achieving African-American youth's perspectives on educational resilience.</i></p> <p>Williams and Bryan (2013)</p>	<p>These included verbal praise and monitoring progress. Spankings served as reinforcement and motivation. Words of encouragement motivated them.</p> <p>"not 'give up'"</p> <p>"motivated me"</p> <p>"living up to expectations"</p>	<p>Their desire to give back to their mothers by doing well.</p> <p>"making my mom proud"</p> <p>"it meant to her"</p>	<p>Extended family served as an extensive social support network with positive role models.</p> <p>"long hours helping me"</p> <p>"I would turn to my grandmother"</p> <p>"never felt alone"</p> <p>"always someone in my corner"</p>	<p>An adult who acted as a parental figure, cared about them and knew them well.</p> <p>"father figures"</p> <p>"they were always there"</p> <p>"pushed academics"</p> <p>"helped me grow into a man"</p> <p>"biggest influence"</p> <p>"helped me"</p> <p>"make sure I stayed out of trouble"</p>

Table 6: Key findings from Williams and Bran (2013) continued

Paper	Theme 5: School-oriented peer culture.	Theme 6: Good teaching.	Theme 7: Extracurricular school activities.	Theme 8: Social support networks	Theme 9: Out-of-school time activities
<p><i>Overcoming adversity: High-achieving African-American youth's perspectives on educational resilience.</i></p> <p>Williams and Bryan (2013)</p>	<p>A close friendship with a peer who experienced similar life challenges and who valued education was important.</p> <p>“concerned about each other’s success” “friends and classmates” “biggest influences ever”</p>	<p>Teachers who made learning relevant and fun; tailored to personal interests.</p> <p>“really dedicated” “made learning more hands on and fun” “experimental learning”</p>	<p>Taking part in activities outside of school and meeting other people through them.</p> <p>“football coaches” “speak to us” “actually did something in their life” “back to the hood to encourage us” “gave me the motivation”</p>	<p>Identified very close social ties that provided encouragement.</p> <p>“friends, neighbors and close friends” “encourage me” “I became pregnant” “told me about the resources”</p>	<p>Local churches and community organization provided activities for the CYP.</p> <p>“church I attended” “big on education” “help us fill out the college applications”</p>

Table 7: Key findings from Lessard et al. (2009)

Paper	Theme 1: Protective strategy – relationships.	Theme 2: Protective strategy – positive inner discourse.	Theme 3: Protective strategy – education focused decisions.
<p><i>Why did they not drop out? Narratives from resilient students.</i></p> <p>Lessard et al. (2009)</p>	<p>They benefited from the social support of friends, teachers and psychologists.</p> <p>“good relationship with teachers” “Hockey kept me out of trouble” “part of the hockey team” “surrounded by friends” “Teachers were supportive” “psychologist” “count on their teachers” “consulted a psychologist” “good relationships with his teachers”</p>	<p>The presence of positive self-esteem and self-efficacy in resilience students.</p> <p>“great pride” “popular” “I was hot!” “positive self-esteem and self-efficacy” “always knew they would graduate” “intelligent” “I can do it!” “believed”</p>	<p>They knew how to get help and keep on the right track.</p> <p>“made strategic choices” “choices in friends” “I always knew when and where to ask for help”</p>

Table 8: Key findings from Johnson (2008)

Paper	Theme 1: Being available.	Theme 2: Listening.	Theme 3: Teaching the basics.	Theme 4: Being positive.	Theme 5: Intervening.	Theme 6: Other 'human' connectors.
<p><i>Teacher-student relationships which promote resilience at school: a micro level analysis of students' views.</i></p> <p>Johnson (2008)</p>	<p>Having teachers who knew them well, were interested in them and met with them regularly. With processes in place to aid this.</p> <p>"she invites me over sometimes" "missing his former teacher" "very loving person" "looks out for you" "helps you" "good to get along with" "Just her being there"</p>	<p>They reflect a need for open and honest discussion with teachers who listen to them.</p> <p>"they listen to me" "talk" "listen to most people" "help them out" "listen" "won't tell anybody else" "understand" "they've been there" "they know you" "you can talk to them" "there to listen to you"</p>	<p>Children view the '3Rs' as their core business at school and rely on teachers to teach.</p> <p>"help me" "work" "reading" "maths" "I've improved" "smaller classes" "they help you" "If it wasn't for her I wouldn't be able to count right" "proud" "extra tuition" "performance" "special help" "improve"</p>	<p>The importance of the teacher's encouragement and modelling of positive self-talk.</p> <p>"urges me on" "come on" "you can do it" "think positive" "if it wasn't for him"</p>	<p>The teachers advocate for their students and actively use their power as adults.</p> <p>"helps me" "helps me with anything" "helped me through camp" "she's awesome" "helped me get social justice money" Intervening to stop bullying"</p>	<p>They remember the 'human touches' that promote prosocial bonding between teachers and students.</p> <p>"fun" "enjoyed a joke" "remembered personal events" "reaching milestones" "respected everyone as human beings"</p>

Table 9: Key findings from Howard and Johnson (2000)

Paper	Theme 1: Family – supportive relationships.	Theme 2: Family- Stability.	Theme 3: Family- promoting independence	Theme 4: School – supportive relationships.	Theme 5: Community – engagement with others.	Theme 6: Community – source of adult support.	Theme 7: School – Overcoming learning difficulties.
<p><i>What makes the difference? Children and teachers talk about resilient outcomes for children 'at risk'.</i></p> <p>Howard and Johnson (2000)</p>	<p>Help was seen in terms of social/emotional support – love, caring relationships.</p> <p>“actually care” “unconditional love” “feeling wanted” “take real interest” “give you a hug”</p>	<p>Family was seen as important for providing educational support and boundaries.</p> <p>“helping them with their homework” “Put their foot down” Stay focused” “proud of you” “support”</p>	<p>Encouragement of independence was seen as a deliberate and positive family strategy.</p> <p>“have a go at this by yourself now” “asked to do things” “making breakfast” “doing washing, making beds” “mature that child much quicker”</p>	<p>School staff were seen as important for supporting the children during difficult times.</p> <p>“teacher’s nurturing role” “caring” “a special person” “constant thing” “home-school links” “Communication” “share information” “talk” “comfort” “really understanding” “trained counsellors” “social and emotional support”</p>	<p>Taking part in activities in the community and meeting people outside of home and school were seen as important.</p> <p>“hanging out” “other people around” “friendly community” “said hello” “meet up”</p>	<p>The community was seen as a source of safety and protection for the children.</p> <p>“undercover policeman” “make sure the kids aren’t getting bullied” “safety houses” “kids’ helpline”</p>	<p>The children were provided with additional support in school when they found lessons difficult.</p> <p>“learning achievement” “Learning Assistance Programme” “special tutors” “overcoming” “special support” “don’t get angry” “take it slow” “fun” “achieved something” “important to feel successful”</p>

Table 10: Key findings from McMillan and Reed (1993)

Paper	Theme 1: Current activities.	Theme 2: Goals.	Theme 3: Personality characteristics.	Theme 4: Opinions about school.	Theme 5: Opinions about help from others.
<p><i>Defying the odds: A study of resilient at-risk students.</i></p> <p>McMillan and Reed (1993)</p>	<p>There was positive use of time and meaningful involvement in individual and group activities, which connected the students.</p> <p>“Youth group at church” “I’m in a jazz program” “playing some sports” “I work 2-3 days a week” “spare time” “Get involved”</p>	<p>They were motivated to do well and optimistic about the future. They had confidence they could achieve.</p> <p>“get a job” “when I grow up” “make a lot of money” “specific goals” “into the military” “go to college” “masters”</p>	<p>Revealed an internal locus of control. A strong sense of self-efficacy which meant they gave credit to themselves.</p> <p>“it’s just maturity” “I want it” “it will probably payoff” “independence” “comfortable being different” “have a mind of my own”</p>	<p>For younger students, teachers played an important role. Providing expectations and support.</p> <p>“make things fun” “laugh and joke” “don’t rush you” “take their time” “spend time” “counsellors” “sense of privacy and trust” “talks to me” “understands” “pushes you” “always there”</p>	<p>Usually, their mother or other family member who showed an interest in them, was willing to listen and was trustworthy.</p> <p>“trust” “get along great” “supportive of me” “good advice” “always been there for me”</p>

There were many themes that appeared to be related, from this initial mapping stage. For example the following themes stood out as similar to one another:

- Listening;
- Being available;
- Supportive relationships

Likewise did these themes:

- Overcoming learning difficulties
- Teaching the basics
- Good teaching

From exploring where these themes overlapped, I was then able to generate second order interpretations and, drawing out the key concepts, I began to make my own meaning of the authors' themes.

The studies themselves and their points of overlap determine how to put qualitative studies together. It is suggested that in a qualitative synthesis, studies can relate to one another in one of three ways:

- i) Assumption of similarity – studies may be directly comparable as reciprocal translations;
- ii) Assumption of difference - studies may be in opposition to one another as refutational translations;
- iii) Assumption of inference that goes beyond the parts and says something about the whole organisation or culture - taken together studies may represent a line of argument (Noblit & Hare, 1988).

After the initial mapping of themes, I made the decision that a synthesis of the studies could be taken together to represent a line of argument as there was sufficient overlap of the themes to make an inference about how relationships affect the development of resilience based on the selected studies.

To create a line of argument, two steps were followed: translating the six studies into one another to form a synthesis and then making an inference about the relationships between the studies, which puts them in a new interpretative order. The next sections will outline these two steps, followed by a discussion based on my line of argument.

1.2.5 Translating the studies into one another

After highlighting the themes identified by the authors of the six studies and looking at the overlaps between these themes, I identified eight concepts that I interpreted as the most influential across the six studies. These eight concepts embody the ways in which relationships affect the development of resilience in CYP (Table 11). This then led to the development of second and third order interpretations.

Table 11: Concepts identified across studies

	Paper					
Concept	Nolan et al. (2014)	Williams and Bryan (2013)	Lessard et al. (2009)	Johnson (2008)	Howard and Johnson (2000)	McMillan and Reed (1993)
Reciprocal interactions	Teachers placed equal importance on listening and observing as on talking. They took the time to get to know their students (personality as well as their background).			Teachers demonstrated they actually listened to students and valued what they had to say. They made themselves available to students when they needed to talk; giving time and space for mutual dialogue.		There was mutuality between teachers and students where both voices were valued equally. Teachers attempted to understand where the students were coming from.

	Paper					
Concept	Nolan et al. (2014)	Williams and Bryan (2013)	Lessard et al. (2009)	Johnson (2008)	Howard and Johnson (2000)	McMillan and Reed (1993)
Parental engagement in learning and/or school	The nursery sent home a weekly newsletter to involve parents in nursery practices and ensure communication between home and nursery.	Family members supported students academically by helping with homework and filling out applications.			Parents showed a genuine interest in their child's learning and school by asking about it and also helped with homework at home.	

	Paper					
Concept	Nolan et al. (2014)	Williams and Bryan (2013)	Lessard et al. (2009)	Johnson (2008)	Howard and Johnson (2000)	McMillan and Reed (1993)
Extended support		Students gained academic and emotional support and encouragement from extended family members, neighbours and friends. The people they met at local community activities often served as role models to aspire to.	Students accessed emotional support from counsellors and psychologists. Extra-curricular activities also gave them a sense of belonging to a team.		A friendly and helpful local community outside of school (shops etc.) was seen by students as a source of support and protection.	Students were able to access groups, which offered emotional support with other students experiencing similar things. They also had extended family members who were positive role models to look up to.

	Paper					
Concept	Nolan et al. (2014)	Williams and Bryan (2013)	Lessard et al. (2009)	Johnson (2008)	Howard and Johnson (2000)	McMillan and Reed (1993)
High expectations	Teachers used positive language to encourage students to try things again, persevere with tasks and praise their good efforts.	Family members motivated students by using words of encouragement. They made it explicit what was expected of them and students wanted to make them proud.	Teachers discussed possible futures with students. They gave consistent messages about accessing further education and helped with filling in application forms.	Teachers were positive. They encouraged students to work hard at school and believed they could achieve their goals.	Teachers met regularly with parents to discuss progress, which showed a mutual interest and investment in the student.	Teachers discussed possible futures with students. They encouraged them by talking about job prospects. Students also had family members whose opinions they valued and wanted to impress.

	Paper					
Concept	Nolan et al. (2014)	Williams and Bryan (2013)	Lessard et al. (2009)	Johnson (2008)	Howard and Johnson (2000)	McMillan and Reed (1993)
Making learning accessible		Teachers made learning relevant and fun which engaged students.		Extra effort was put in by teachers to ensure that all students could access the learning and experience success in lessons.	Teachers gave students extra support or tuition outside of lessons which helped experience success in lessons.	Teachers adapted their teaching and their lessons to meet the needs of different students.

	Paper					
Concept	Nolan et al. (2014)	Williams and Bryan (2013)	Lessard et al. (2009)	Johnson (2008)	Howard and Johnson (2000)	McMillan and Reed (1993)
Nurture	Teachers took each individual child's context in account, acknowledged how they might be feeling and gave them opportunities to talk about their emotions.	Teachers acted as father figures; caring about the students' success. They were sensitive to students' personal circumstances and made allowances in school.		Teachers showed empathy towards the students and acted as a shoulder to cry on.	Their family showed unconditional love for the students which made them feel valued no matter what happened. Teachers were patient with students and made them feel safe and secure at school.	Family members were trusted by the students; they were available to turn to if there was a problem. Teachers showed they really cared by going beyond their role as a teacher to help.

	Paper					
Concept	Nolan et al. (2014)	Williams and Bryan (2013)	Lessard et al. (2009)	Johnson (2008)	Howard and Johnson (2000)	McMillan and Reed (1993)
Individual characteristics, skills and attributes	Teachers encouraged students to reflect on their actions/behaviour and their emotions and supported them with this thinking.		Students maintained positive about their abilities in school and made strategic choices regarding friends etc. which kept them 'on track' to achieve their goals.			Students believed they were personally responsible for their own success at school and maintained positive about achieving their long term goals.
Advocating for the child or young person.				Teachers used their seniority to help students access services outside of school and intervene with bullying.	Teachers were seen to help students in times of hardship. For example, dealing with bullying situations.	

1.2.6 Synthesising the translation

It has been suggested the synthesis of translations is a critical stage of the meta-ethnography process as it takes the interpretations beyond the content of the original studies and distinguishes meta-ethnography from other methods of reviewing qualitative studies (Barnett-Page & Thomas, 2009). Noblit and Hare (1988) suggested the most influential concepts highlighted across the studies require further analysis in order to move first order interpretations to second order interpretations. I grouped the initial eight concepts into four new concepts (denoted by colours) and provided second order interpretations for each of the eight concepts (Table 12). Then, I was able to synthesise my first and second order interpretations to create a line of argument using the four new concepts.

Table 12: Second and third order interpretations of concepts.

Concepts	Second order interpretations	Third order interpretations
Parental engagement in learning and/or school	Parents show a genuine interest in their child's school life/work and support them where possible. This can be aided by school-home communication.	Educational support – A narrative of preferred or alternative futures can be created around the child or young person by parents and teachers who support the child or young person's individual learning and educational needs.
High expectations	Teachers and family members talk positively about possible future aspirations for the child or young person.	
Making learning accessible	Teachers support each individual child's learning needs.	
Nurture	Teachers and family members care for the CYP by being available for any reason.	Emotional support- Significant adults can support the social and emotional well-being of CYP by demonstrating they value them as human beings and more generally, by showing they love and care for them. This helps to build trust between child and adult.
Extended support	Guidance, emotional support and positive role models can be found through extra-curricular/community activities and extended family members.	

Concepts	Second order interpretations	Third order interpretations
Advocating for the child or young person	Teachers use their position of power within school for the benefit of the child or young person. This builds trust.	
Reciprocal interactions	Interactions between teachers and children, as well as between parents and children are two-way and based on mutual respect.	Interactions- Fundamental to all interactions are the principles of attunement. Teachers and parents receive and respond to the child or young person's initiatives and mutuality develops.
Individual characteristics, skills and attributes	CYP think about their own capabilities positively and attribute their successes in school to themselves (self-efficacy and self-esteem).	Making sense of the world- At the centre of the three other concepts is the individual. How they interpret, relate to and make sense of the world and the circumstances they find themselves in, shifts to a positive, strengths-based focus.

1.2.7 Expressing the synthesis

Noblit and Hare (1988) suggested syntheses can be expressed in many forms. I have chosen to present my line of argument in visual form to help explain how each concept relates to one another (Figure 1). My synthesis provides an interpretation of how relationships affect the development of resilience in CYP. The relationships between children and teachers as well as between children and parents in two main areas, education and support, were highlighted as central to developing resilience. The relationships in these two areas were also found to be based on the quality of the interactions between individuals and ultimately helped in shifting how the child or young person understood the circumstances in which they found themselves. 'Making sense of the world' refers to how the individual interprets the world they live in. Specifically their beliefs in the level of control they have over situations and in reaching goals. The next section will discuss my line of argument in more detail;

focusing on the concepts of educational support, emotional support, interactions and making sense of the world.

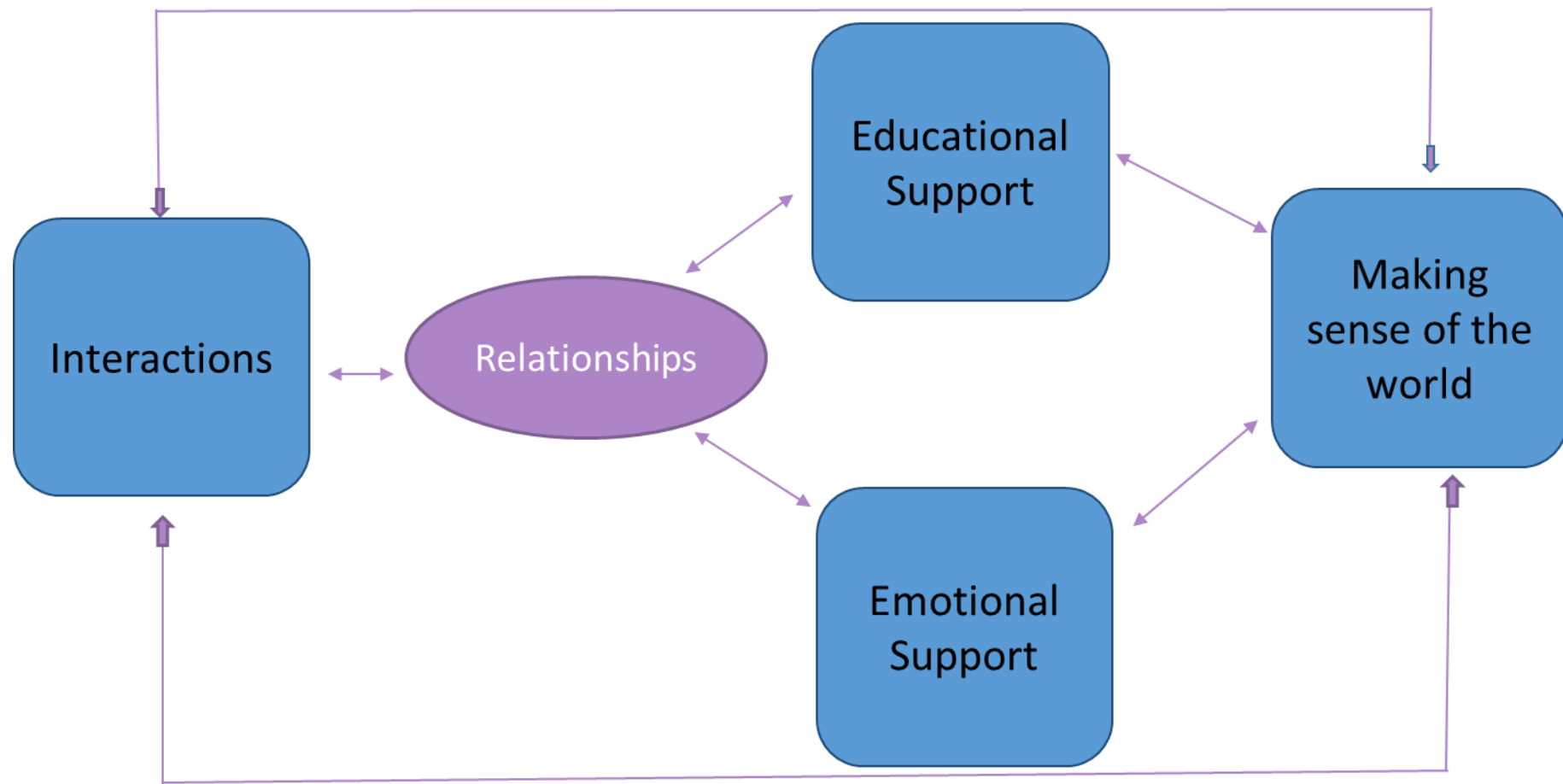


Figure 1: Line of argument presented visually.

1.3 Discussion

1.3.1 Interactions

The concept 'interactions' is central to both the educational support and emotional support concepts because the studies by Johnson (2008); McMillan and Reed (1993) and Nolan et al. (2014); highlighted the importance of successful interactions between individuals as fundamental to the relationships they described. Cross and Kennedy (2012) suggested relationships are built from patterns of interactions over time and are of vital importance to the happiness of CYP. Therefore, at the core of any relationship is a web of carefully constructed interactions that have woven together to form a unique pattern.

When considering the concept 'interactions', the focus is on the interactions as a mechanism to aid the development of relationships, whereas education and emotional support refer to possible purposes of relationships. Without successful interactions relationships may fail to flourish. The interactions between child and teacher as well as between child and parent are key to developing their relationships and thus providing the child with the educational and emotional support they need to develop their resilience. Davis (2013) suggested positive interactions with adults such as teachers can aid all children; particularly those who have experienced a difficult life.

Fundamental to the concept of interactions is Trevarthen's view of intersubjectivity (Trevarthen, 2009). Intersubjectivity refers to joint shared meaning, whereby two participants come to a mutual understanding and focus, which they can then relate to what they already know (Rogoff, 1990). Trevarthen and Aitken (2001) suggested that intersubjectivity occurs between mother and child from before birth. These interactions are often likened to a dance whereby the two individuals intuitively pay attention to and anticipate the other's rhythmical next move. Closely linked to Trevarthen's notion of Intersubjectivity are the Principles of Attunement (Kennedy, Landor, & Todd, 2011). These principles outline an important journey towards attuned communication, interaction and ultimately relationships. The foundation involves being attentive to the child or young person to enable them to feel loved. The principles then move up through encouraging the child's initiatives, receiving their

initiatives, participating in attuned interactions, guiding the child or young person and finally, deepening discussion with them (Appendix A1).

The following studies in the meta-ethnography discussed the idea of parents and teachers being available to the child during times of difficulty, listening to them and taking an interest in them: Howard & Johnson, (2000); Johnson, (2008); Lessard et al. (2009); McMillan & Reed, (1993); Williams & Bryan (2013). These behaviours demonstrated by the parents and teachers in the studies can be compared to the principles of attunement, such as being attentive and encouraging their initiatives.

Johnson (2008) in particular talked of teachers being available to the students and listening to them. Meeting up regularly and making sure there was always time for conversation was very important to the students. It helped them to feel listened to and signalled the teacher understood where they were coming from. Being attentive and receiving the initiatives made by the students strengthened the relationships between teachers and students, which provided both educational and emotional support.

When an adult engages in an attuned interaction with a child or young person, mutuality between the two develops. Trevarthen (2009) proposed that in any interaction there are two equally important people, meaning the interaction is characterised by respect. Theron, Liebenberg, and Malindi (2013) found that youths who reported experiencing respectful school staff had significantly higher resilience scores (measured using the Pathways to Resilience Youth Measure) than youths who experienced disrespect.

1.3.2 Educational support

All six studies mentioned a significant adult in the child or young person's life who provided support and guidance around education or learning. The concept 'educational support' refers to one possible purpose of relationships when thinking about the development of resilience: to provide the child or young person with educational support. Although intrinsic characteristics are important in the

development of resilience, Woodier (2011) suggested it is equally important to remember that resilience emerges from a supportive context. Therefore, it is important to explore the educational support that can be derived from relationships with family and school staff.

It was highlighted by Howard & Johnson (2000); Johnson (2008); McMillan and Reed (1993) and Williams and Bryan (2013) that children valued the education and learning experiences with which school provided them. They viewed their relationships with teachers as fundamental in providing support and guidance regarding school work. In addition, providing CYP with individualised support and resources both within and outside lessons enabled everyone to experience success at school, thus creating a positive atmosphere of enthusiasm and achievement (Howard & Johnson, 2000; Johnson, 2008; Williams & Bryan, 2013).

Within this concept also falls the idea of parents and teachers holding high expectations for the students. Roffey (2015) suggested high expectations encourage independence by focusing on the child or young person's responsibilities and asking good questions rather than providing answers. All six papers talked of teachers and family members who had high hopes for the CYP and openly discussed these aspirations with them. Creating a positive narrative about the future for these CYP, helped to shape the way the CYP viewed their future and moulded their current thinking to a more positive outlook on life. Additionally, Siraj-Blatchford et al. (2011, p. iii) found parents of children who were 'succeeding against the odds' had high academic aspirations for their children. By re-telling stories of their own experiences of education, parents provided support and motivation for their children. 'Succeeding against the odds' was defined by Siraj-Blatchford et al. (2011) as those children from a low socio-economic background who were academically high-attainers. Similarly, Brooks (2006) proposed schools could strengthen the resilience of children by communicating high expectations for their academic and social performance.

Roffey (2015) suggested the language we choose to use about something makes a difference to how that issue is constructed by the recipient. Within the construct

educational support, using strengths-based language was identified by all six studies as an important aspect of how teachers and parents encouraged and motivated CYP to achieve their personal goals. Roffey (2015) suggested using the language of strengths gives CYP something to aspire to and this is particularly pertinent when thinking about future aspirations.

It was found that support with learning was not viewed as coming only from school, instead many CYP appreciated support with homework from their families (Howard & Johnson, 2000; Nolan et al., 2014; Williams & Bryan, 2013). It was also highlighted that by parents taking a genuine interest in their child's learning and/or school life, the importance of education was echoed to the CYP and a connection between home and school was formed. Siraj-Blatchford et al. (2011, p. iii) similarly found parents of children who were 'succeeding against the odds' were engaged in their learning at home. For example by reading with them, talking about school with them and providing them with learning experiences.

Masten (2009) suggested that relationships with caregivers and families are of greatest importance in early life but as children get older the importance shifts to schools and the relationships children develop within them. My interpretations of the six studies I examined, suggest these relationships can have two main functions: to provide educational support, as I have just discussed, and to provide emotional support, which I will now go on to discuss.

1.3.3 Emotional support

The second possible purpose of relationships I have suggested is embodied by the concept 'emotional support'. Emotional support CYP received from significant people in their lives was held as equally important as educational support from the same people. Literature suggests relationships with family members and/or school staff is a fundamental aspect of developing resilience in CYP (Kersey & Malley, 2005; Nolan et al., 2014; Roffey, 2015; Tiet, Huizinga, & Byrnes, 2010; Werner, 1989, 1996, 2000). Roffey (2015) suggested the strongest factor in developing resilience in CYP is having someone in their life who thinks they are special and cares about them. For

most CYP, their families provide this, but sometimes it is provided by extended family members or teachers.

All the studies explored the idea relationships with teachers, family members and other people in the community helped the CYP by providing them with social and emotional support. Family and teachers demonstrated this by caring for the child or young person, as well as making them feel worthwhile and wanted within that context. Having the committed support and help from even just one adult can make huge differences in a CYP's life (Kersey & Malley, 2005).

Within the community, police and shop owners were viewed as safety nets that helped the child or young person feel secure outside of their home or school setting. Clubs such as scouts, as well as church based activities, were also viewed as helpful in developing new skills and often provided CYP with positive role models to learn from and aspire towards. Roffey (2015) suggested family members and teachers model respectful relationships and seek strengths within the child or young person. This helps to create feelings of self-worth and confidence within the child, which they can then rely on throughout their life.

Nolan et al. (2014) found 'supportive relationships with adults' were highlighted by mothers as one strategy they employed to develop their child's resilience. Similarly, Kersey and Malley (2005) suggested teachers can take on the role of a helping adult by creating a learning environment where CYP feel they belong, where they experience love and acceptance and where mistakes are modelled as opportunities to learn. Teachers have a powerful ability to enthuse, energize and encourage their students. This is a tool that should not be overlooked, as for some children their teachers are their main source of this support. Both parents and teachers provide comfort to the CYP during times of difficulty.

Masten (2009) suggested positive school-based relationships, alongside family-based relationships, are central to developing resilience in CYP. She suggests that schools offer CYP the opportunity to form relationships with caring and loving

individuals who can promote positive development. They can achieve this by actively listening to CYP's problems and trying to understand them. This demonstrates they are valued as human beings and worthy of adult time. In addition, Masten (2009) suggested these relationships with school staff can provide CYP with a sense of belonging and security that can free them to explore and learn.

1.3.4 Making sense of the world

The relationships formed through experiencing attuned interactions provide the CYP with educational and emotional support, this in turn may contribute to how the individual interprets the world they live in and in turn how they make sense of difficult situations they find themselves in. Lessard et al. (2009); McMillan and Reed (1993); Nolan et al. (2014); Williams and Bryan, (2013) highlighted the individual's beliefs as fundamental to their resilience. Feeling motivated and optimistic about their future as well as their ability to achieve this future helped to drive these individuals towards their goals. An internal locus of control and a strong sense of self-efficacy allowed the CYP to feel in control of their own destiny and enabled them to shape it in any direction they wanted.

Yet, these internal beliefs are not without cause and, like all learning, are created through social interaction. The relationships with family members and school staff, which offer educational and emotional support, help to create a strong sense of self-efficacy and an internal locus of control. Kersey and Malley (2005) suggested central to helping children develop resilience is the adult's role in supporting the development of their confidence in their ability to overcome challenges and setbacks.

Ultimately, the relationships CYP have (which are developed through attuned interactions) help in shifting their interpretations of the world to more positive ones, which focus on their strengths. This enables them to respond in more helpful ways to the situations they find themselves in.

1.4 Limitations

The application of quality criteria or frameworks to assess the rigour and robustness of qualitative studies is a much debated topic. Currently, there is no consensus regarding which criteria to use or how to apply the criteria (Atkins et al., 2008). I decided not to apply any quality criteria to the studies in my meta-ethnography. It could be argued that the findings of this meta-ethnography are lacking in rigour as no studies were excluded or given less weighting in the synthesis, on the basis of quality. Similarly, those studies that provided more detailed information regarding their data analysis and findings, will naturally have made up a larger proportion of my synthesis. However, the process of assessing quality appears to me to be assessing the quality of the written report rather than the quality of the actual research. Thus, a poorly reported study does not necessarily equate to a poorly conducted study. When thinking about assessing the rigour of the studies included in my meta-ethnography, I wanted to avoid a situation where the criteria set by a prescriptive method of assessing rigour, such as Gough's (2007) Weight of Evidence tool, defined what the study contributed to the synthesis. Barbour (2001) described this as a situation of "the tail wagging the dog" (p. 1115) and suggested the unique contribution of qualitative research can become lost when it is reduced to quantitative measures. Therefore, given my constructionist epistemological stance (Chapter 2) assessing quality using a pre-set criteria was deemed to impose a positivist approach to studies that are conducted in a different tradition (Barbour, 2001). The written reports of the studies in my meta-ethnography are no more than reflections of the author's interpretations and what they have chosen to share with the reader. Therefore, when this level of interpretation is involved it does not appear appropriate or time efficient to scrutinise them for quality.

Nevertheless, there have been methods specifically designed for assessing rigour in qualitative research. For example, the Government Chief Social Researcher's Office (2003) published a quality framework for assessing qualitative research. This framework provides a more flexible approach to assessing rigour as it suggests a series of possible appraisal style questions relating to design, sample, data collection, findings, analysis, reporting and reflexivity for a researcher to consider. If the questions were to be used to guide a researcher's thinking and could be adapted to meet the needs of that particular systematic review, then it could offer a useful

framework for assessing the rigour of qualitative research. Given more time, it may have been helpful for me to reflect on some of the questions provided by the Government Chief Social Research's Office (2003) quality framework in my meta-ethnography.

Moreover, this raises the question of whether papers from different theoretical perspectives should or can be synthesized at all. Within this meta-ethnography, there were some papers that clearly identified themselves as drawing on ethnographic approaches, some that talked about ecological approaches and others that did not make their approach explicit. This leads me to consider whether meta-ethnographies are useful at all when examining studies with different theoretical perspectives. Ultimately, the written report is a reflection of the author's epistemological and theoretical standpoints and assumptions and it is likely that different approaches will impact the formation of research questions and the interpretation of data (Atkins et al., 2008).

1.5 Conclusion

The meta-ethnography as a process has involved me making interpretations of interpretive studies and as a result is subjective (Noblit & Hare, 1988). However, I have attempted to be clear in the process I followed and the decisions I made regarding translation and synthesis of the six studies. The meta-ethnography is not written within a realist paradigm but from an interpretive, social constructionist stance, which has meant it is less concerned with discovering fact and more about understanding the social context and systems of a particular field of study (Britten et al., 2002; Noblit & Hare, 1988). This meta-ethnography has explored research examining how relationships affect the development of resilience in CYP. From the chosen six studies I interpreted a number of concepts and created a line of argument. My interpretations revealed that (from the perspective of children and teachers) resilience is developed by having strong relationships with family and teachers, which are established through attuned interactions with one another. These relationships serve two main functions: to provide educational and emotional support for CYP. This in turn, enables CYP to think more positively about themselves and take a strengths-based approach to situations within their own lives. There appeared

to be a gap in the literature regarding the relational aspects of resilience and this focused my thinking towards using Video Interaction Guidance for my empirical research.

Chapter 2: My stance as a researcher: The journey from systematic review to empirical research.

2.1 Introduction

This chapter aims to link the findings as discussed in chapter one with the development of the empirical research comprising two groups of children, parents and teachers in two primary schools in North East England. Both the meta-ethnography and the empirical research rest on certain assumptions about how the world is, how humans interact and develop, how knowledge is created and what research is. The methodological choices I made throughout the meta-ethnography and empirical research are based on these assumptions, as was the data collection and analysis. By making my stance explicit, I hope to provide more theoretical and ontological contextual knowledge in order for the reader to understand me better as a researcher-practitioner.

2.2 Personal motivations

My interest in the concept of resilience developed as a Trainee Educational Psychologist (TEP) working in a large Local Authority (LA) in the North East of England. Within the LA, there was an emphasis on 'increasing resilience' within the CYP. The LA became part of a national resiliency project in conjunction with 'Young Minds' and Brighton University. The view of resilience as a within-person characteristic that LA professionals can develop and strengthen interested me as it was in direct conflict with my ontological and epistemological perspectives (both will be discussed in the next paragraph). Through further reading into the area of resilience in relation to school-aged children I found there was a common view that firmly placed resilience as an internal characteristic, even if it was acknowledged that it could be influenced by external influences. Given my social constructionist perspective, I took a critical position towards 'taken for granted' knowledge (Howitt, 2010), which, led me to consider if there might be an alternative way of looking at resilience that placed greater emphasis on the relational aspects of resilience and the contextual information.

2.3 Ontology and epistemology

My ontological perspective is relational. This stance emphasises the importance of social contexts and assumes that meaning in any given situation, at any given time is derived from the context. This perspective discards the notion that there is a world separate from people that can be investigated and uncovered. Therefore, I have taken an interpretivist approach to both my systematic literature review and my empirical research. This approach assumes that reality is accessed through social constructions such as language. My epistemological perspective lies within the social constructionist paradigm and as a result I am interested in the interactions between children, parents and teachers as well as the social meanings they co-create about their own relationships and what this might tell us about resilience. From this perspective, the actions and beliefs individuals hold are best understood by examining the social relationships in which these individuals find themselves (Gergen, 2009). Knowledge and meaning is therefore co-created between individuals in social and cultural activities. I hold the view that meaning making is social, relational and dialogical, with language playing a fundamental role (Burr, 2003; Willig, 2008). Furthermore, as an applied psychologist and researcher I am critical of the monologic paradigm that is present in much of today's Western psychological theory and practice (Sampson, 2000). The monologic paradigm sees meaning as created through the researcher themselves. Whereas the dialogic paradigm emphasises an understanding of processes and relationships over time (Tronvoll, Brown, Gremler, & Edvardsson, 2011). I support the view that the self is a relational concept and is developed through social interactions with those around us, rather than an individualistic concept that is held within us.

Consequently, this was the view of knowledge that I held during my interviews with the children, parents and teachers who participated in my research.

2.4 Contextual and political factors

MP Nicky Morgan (Secretary of State for Education) speaking at the Early Intervention Foundation conference on 12th February (Department for Education, 2015a) placed great emphasis on schools' responsibility to identify and respond to CYP's difficulties, particularly regarding mental health. She spoke of early intervention and the need for schools to have the knowledge and skills to deal with

mental health issues before the age of 14 and prepare CYP for adulthood. Nicky Morgan stated that

“Children with the right confidence, skills, and resilience will find challenging situations and periods of emotional upheaval much easier to deal with. They’ll have the resilience to remain strong, and if and when problems become more serious, the confidence to ask for help when they need it.”

She also promised funding for schools that were willing to support the character development of their CYP. Therefore, it is likely that an emphasis will be put on schools to be seen to be meeting these mental health needs of CYP before the age of 14 and to be supporting their character. This may put pressure on schools to try and ‘increase’ the resilience of CYP in their schools through one of the many prescriptive resilience interventions that suggest they have ‘the remedy’ for helping CYP deal with challenging situations. This situation has the potential to reaffirm and cement some taken for granted truths about ‘resilience’ being placed firmly within the individual and the emphasis placed on the individual to change. This study has the potential to provide an alternative way of thinking about resilience, which moves from an individual to more relational focus.

2.5 From meta-ethnography to empirical research

My meta-ethnography suggested (from the perspective of children and teachers) resilience is developed through relationships with family members and teachers, which are established through attuned interactions with one another. These relationships serve two main functions: to provide educational and emotional support. This in turn, affects how CYP make sense of the world. Enabling them to think more positively about themselves and take a strengths-based approach to situations within their own lives. Whilst my interpretations of the meta-ethnography revealed relationships with family members; particularly parents as being a crucial part of resilience, the studies I explored did not take the perspectives of parents into account.

Brooks (2006) suggested of the three environments (family, school and community), the family is the most influential regarding the development of resilience in CYP. With

this in mind, I thought it was important to not only explore the perspectives of children and teachers but include parents too as this was missing from the studies in my meta-ethnography.

Children are influenced by the context, culture and history that surrounds them (Darling, 2007). Darling (2007) proposed children are active in shaping the systems around them by evoking responses from the systems and reacting to these in bi-directional interplay. For this research, I decided to bridge the gap between the two systems; family and school, and explore the relationships across those two environments. Therefore, the empirical research not only focused on the relationships between children and their teachers and children and their parent(s), but also explored the relationships between parents and teachers.

2.6 Methodological decisions

2.6.1 *Research Design*

The current research is based on a social constructionist perspective, recognising that individuals construct their own realities and shared meanings through interactions with others (Burr, 2003). Consequently, qualitative research methodologies were adopted as they are more appropriate for interpreting subjective perspectives within a specific context than a quantitative approach that would focus on the quantification of observations (Ponterotto, 2005).

A multiple case study design was selected because its flexible nature would allow for detailed exploration of the different views and perspectives of those involved and their ecological contexts. This design appeared well suited to researching the many facets of relationships and the concept of resilience, as it would enable rich data to be collected and consequently allow for an in-depth data analysis. An idiographic approach allowed a detailed exploration of the processes of Video Interaction Guidance (VIG) and the ecological context specific to each individual case (Willig, 2008).

One criticism of this design type is the findings are less generalisable than designs that enable the participation of large numbers of participants. However, in-line with my ontological and epistemological perspective this research does not claim to uncover the 'truth' about resilience. Instead, it offers a possible understanding of resilience for a small group of people in a snap-shot of time, which has been co-constructed through the process of VIG. I suggest this research may be helpful in providing an alternative view of resilience, which emphasises its relational nature. It may also be helpful for other researchers or professionals who are looking to affect policy within the area of resilience.

2.6.2 Video Interaction Guidance (VIG) as a research tool

I chose to use VIG as a research tool for two reasons:

1. One of the themes developed through my meta-ethnography (interactions) appeared to be directly linked to many of the 'Principles of Attuned Interactions' (Appendix A) on which VIG is based. Suggesting, for the studies I examined, interactions play a role in developing resilience and therefore a tool that focuses on developing attuned interactions may be helpful in exploring resilience.
2. I had successfully used VIG on numerous occasions in my own practice as a TEP and was confident in my abilities as a VIG guider and in the power of VIG for enhancing relationships and developing attuned interactions between the individuals involved.

Given my social constructionist stance (Section 2.3), VIG also assumes that knowledge and meaning is co-created between individuals in social and cultural activities. VIG is underpinned by Sociocultural Learning Theory (Vygotsky, 1980), which places social interaction as fundamental in learning. More specifically, VIG holds important the Zone of Proximal Development and Mediated Learning Principles (Feuerstein, Pnina, & Tannenbaum, 1998) in developing new understandings. Therefore, the theoretical underpinnings of VIG were complimentary to my worldview as a practitioner and a researcher.

2.7 Analysis decisions

2.7.1 *Interpretative Phenomenological Analysis (IPA)*

IPA was discarded as a method of analysis as it was concerned primarily with exploring the lived experience of the participants involved and invites them to 'describe' their experience rather than 'construct' it in a social context. Whilst I was interested, to some extent, in the experience of VIG for the participants, my main interest was in exploring their constructed understandings of their relationships with one another and what (if anything) this could tell me about resilience.

2.7.2 *Constructionist Grounded Theory (CGT)*

CGT (Charmaz, 2006) appeared to offer an approach that would enable the researcher to be part of the world they study and approach knowledge as socially produced (Charmaz, 2006). However what struck me most about CGT, was the requirement of simultaneous engagement with data generation and analysis to understand the phenomenon in its entirety. Whilst the idea of each stage of the research being informed by the apparent findings seemed to fit with my ontological and epistemological perspectives, pragmatically I did not have the time to apply this strategy in my study.

2.7.3 *Thematic Analysis (TA)*

TA was considered appropriate for analysing the data in this study as it is ontologically flexible and acknowledges the active role of the researcher within the research (Braun & Clarke, 2006). It also accepts the subjective nature of the interpretation of the data, which given the heavy involvement of the VIG guider throughout the VIG cycles, undoubtedly affects my interpretation of the data. TA also seeks to understand a phenomenon as it appears within the data collected rather than as an entirety like CGT attempts to do.

TA can either be 'theory-driven'/'deductive' (guided by existing theoretical concepts) or 'inductive' (themes generated from the data itself). Fereday and Muir-Cochrane (2006) demonstrated how a hybrid process of inductive and deductive thematic

analysis could be used to code data. This approach allows for tenets of an existing theory or model to be integral to the process, whilst allowing for new themes to develop direct from the data. I decided to use a similar approach to that of Fereday and Muir-Cochrane (2006). I used the model constructed from my meta-ethnography (Chapter 1, Figure 1) to guide my data analysis but also used the data itself to construct new themes and concepts. I kept the four themes constructed through my meta-ethnography in mind when initially coding the data, highlighting any extracts that appeared to be related to the meta-ethnography themes. I then broadened the analysis out to include the coding of data that did not appear to be directly related to the meta-ethnography themes but that did appear relevant to my research questions. This way, I was able to use my interpretations of my previous research to inform my data analysis but not restrict it.

TA is also either semantic or latent. Semantic analysis involves identifying and describing themes that lie within the surface meaning of the data and researchers do not offer an interpretation of what has been said. There is a clear distinction between semantic analysis and latent analysis. However, latent analysis approaches the data from an interpretative perspective and attempts to consider underlying assumptions that may shape the content of the data (Braun & Clarke, 2006). I decided to engage in latent analysis as this would enable me to interpret the data, synthesise it and consequently make novel claims regarding it. The exact detail of how I applied theory-inductive latent thematic analysis to my data analysis is outlined in Chapter 3.

On reflection, the themes I constructed during the analysis could have been validated through discussion with the participants themselves to reduce the researcher influence (Howitt, 2010). Or I could have conducted multiple coding to increase 'inter-rater reliability'. However, Barbour (2001) suggested the degree of concordance between researchers is not important and the content of discussion surrounding the themes is more useful in refining the themes. Barbour (2001) suggested supervision can be an appropriate forum to enable another person to cast their eyes over themes. Therefore, the themes I created were taken to supervision where they were discussed and refined with my supervisor.

2.8 Ethical considerations

Ethical dilemmas and concerns are part of everyday life in research (Guillemin & Gillam, 2004). The BPS' 'Code of Human Research Ethics' (The British Psychological Society, 2010) and the 'Standards of Proficiency' (Health and Care Professions Council, 2015) were followed. The research proposal was also approved by Newcastle University's Ethics Committee. The risk of harm through participation in the study was considered to be no higher than those normally encountered during a VIG intervention. Anonymity was provided to all participants so they would feel comfortable talking about potentially sensitive issues if they were to arise. Therefore, all names in this report are pseudonyms. After the interviews, the participants were debriefed verbally and following the submission of this report participants will be given a summary of the findings of the study. All VIG videos and audio recordings were stored on a password protected computer and will be kept for two months after the submission of this report to allow participants time to request data following their summary report. Guillemin and Gillam (2004) described this type of adherence to policies and codes of conduct as 'procedural ethics' and I consider this set of ethical considerations to be just one aspect of a larger web of ethical considerations which were considered and reflected upon throughout the entire research process.

Guillemin and Gillam (2004) also discussed the language used when submitting research to ethics committees. There are clear comparisons between submitting research to an ethics committee and sending an information sheet and consent form to participants. Both require using language that the intended audience will understand; free from jargon. With this in mind, I attempted to keep the language accessible in the consent forms, during VIG sessions and during interviews. For example, I created alternate interview schedules for the children and adults to ensure my audience could understand what I was asking them and respond appropriately. I also believed that consideration of this may also go some way to reducing the power-imbalance between the participants and I, thus opening the stage for a more collaborative partnership to form. Consent forms were read, discussed and then signed by all the participants (including the children).

It has been suggested that potential to harm participants is often subtle and may actually stem from the nature of interactions (Guillemin & Gillam, 2004). Therefore I was aware that although VIG only discusses what is going well in the interactions, watching the videos might have inadvertently highlighted some undesirable aspects of their interactions. Allowing participant's time to reflect and then discuss what they noticed in the videos enabled any undesirable aspects they noticed to be acknowledged, whilst always maintaining a focus on what was going well. I also used the VIG principles of attuned interactions (Appendix A) in my interactions to ensure I noticed any observable discomfort. If I did see this, I asked participants about the dissonance that became apparent to me and this provided the participants with time to reflect. For example, I noticed one parent's surprise at the teacher's description of them as a 'calm person' so I said to the parent "it sounds as though 'calm' isn't something you would normally described yourself as, is that right?" This question gave the parent time to reflect on the description offered by the teacher and provided them with a time and space to share their reflections. This responsiveness to the needs of the participants enabled trust to develop within our relationship as VIG guider and VIG client.

It was also important for me to consider my relationship with the participants as a researcher as well as a VIG guider. I wanted to ensure that the views offered at the interview stage were an honest representation of what that individual was thinking and not what they thought I would like to hear. Therefore, participants were reminded at the beginning of each interview that there was no correct answer and I was interested in learning about their understandings. It was hoped the trust that had developed during the VIG sessions would enable the participants to feel confident in sharing their honest views with me.

Guillemin and Gillam (2004) also suggested reflexivity enables a facilitator to notice when members of a group intervention may not want to take on the role the programme has directed them to take and respond to this in an ethical way. For this reason, it was important that all the participants in the study were aware that they had the right to withdraw at any point. This information was provided on the initial consent forms and verbally repeated at the beginning of each session.

Nevertheless, following the initial meetings with both triads of participants I became aware that there were power imbalances between the participants. For example, the parents referred to the class teacher as Mrs, whereas the teacher referred to the parents by their first name. Rowland, Traxson, and Roberts (2010) suggested that EPs should look towards understanding the power and structural inequalities that exist in relationships because without this understanding EPs will only reinforce the discrimination and inequality of the situation and could be argued to contribute to the oppression of the child and their family. To reduce some of this power-imbalance I explicitly referred to all members of the triad by their first name and introduced myself in this way too.

To ensure the child-voice was accessed as much as parent and teacher voice in the shared reviews, a range of visual prompts were used to help aid the children's understanding and encourage them to share their thoughts. For example, the visual VIG principles (Appendix A2) were provided during every shared review for the participants to refer to when discussing what they could see in the clips. Additionally, emotion picture cards were also provided during the shared review sessions. When I asked questions such as "How does that make you feel watching that clip?" the children were able to choose a card which best described their emotion and have a reflective conversation based on that card. I also used a selection of strength cards during the interview with the children to help them think about the skills and strengths they (or other members of the triad) had developed since the VIG.

2.9 Reflexivity

I believe it is important to consider the various ways in which I may have influenced this research. Denscombe's (2007, p. 300) declaration that "*At a fundamental level, it needs to be recognised straight away that no research is ever free from the influences of those who conducted it*" leads me to consider ways I might have influenced this research. This will include examining the influence of my own personal experiences, my values and my beliefs about the research. However, I am aware that there will be many personal factors that I am not consciously aware of that will also influence the research.

It has been suggested that reflexivity is an active and on-going process in which professionals can also become alert to the ethical issues that have arisen (Guillemin & Gillam, 2004). Reflexivity refers to two main questions (Hertz, 1997):

1. What do I know? (The construction of interpretations)

2. How do I know what I know? (The questioning of those interpretations)

Reflexivity is needed by a facilitator to ensure they are always considering what they are personally bringing to the situation in terms of past experiences and biases. Thinking eco-systemically, the individual is placed within a series of sub-systems that all have bi-directional influences on one another (Bronfenbrenner, 1979). Therefore, just as thinking about what the participants in the empirical study may bring to the research is important, so is thinking about what I bring too.

In thinking about Hertz's (1997) questions for reflexivity, it is important to consider my interpretations of the participants' interactions and language. Due to my own epistemological stance and the psychology that underpins my practice, my interactions with the participants were based on the assumptions that individuals are experts in their own lives and have the capability to make changes themselves. VIG is also based on the assumption that there is already something going well in a relationship (no matter how small) for participants to build upon. These assumptions will have undoubtedly affected how I created my research questions, how I interacted with the participants and how I analysed the data. Additionally, VIG is a tool I regularly use within my practice as a TEP and this may have contributed to a biased view towards the positive effects of VIG. My own personal experiences of VIG have been positive and, as yet, I have not worked with a family or member of school staff who has not found it helpful, or at least have not told me otherwise. Therefore, my enthusiasm and belief in VIG will have affected the language I chose to describe VIG and will have affected how I interpreted the interactions within the VIG sessions.

Chapter 3: How can Video Interaction Guidance be used to create understandings of resilience with children, parents and teachers?

Abstract

A meta-ethnography examined the views of children and young people (CYP) and teachers about the role of relationships in developing resilience. Relationships were found to be built on interactions and offered educational and emotional support for the CYP. This research set out to explore whether Video Interaction Guidance (VIG) could be used to examine children's, parents' and teachers' understandings of their relationships with one another and what these understandings could tell us about resilience. Resilience was viewed through a relational lens in an educational context. A multiple case-study approach was adopted with two triads of participants. Each triad consisted of a child, one or two parents and a teacher from two primary schools in the North East of England. All participants took part in two cycles of VIG and were interviewed following the cycles over a 5 month period. The interviews and a selection of shared reviews from the VIG cycles were transcribed and analysed using thematic analysis. The participants identified important aspects of their relationships with one another in the context of VIG. A Resilience Pyramid was then created from three aspects of their relationships that stood out as being useful in thinking about resilience from a relational viewpoint. The three elements of the Resilience Pyramid are; i) developing relationships, ii) mutual learning experiences, and iii) understanding, accepting and appreciating oneself and others. The Resilience Pyramid suggests these three aspects of relationships interconnect to create a new understanding of resilience. This paper concludes that it is possible to use VIG to explore teachers', parents' and children's understandings of their relationships with one another. Further from this, their understandings can be used to create a new, relational, understanding of resilience.

3.1 Introduction

3.1.1 Defining resilience

Despite a current influx in the popularity of the term resilience within an educational context, there is no universal definition of resilience (Knight, 2007). Many studies on resilience have focused on 'risk factors' experienced by a small number of children

and young people (Siraj-Blatchford et al., 2011; Tiet et al., 2010) . Risk factors refer to any influence that increases the probability of a negative outcome for an individual. They include factors that contribute to a child or young person's failure to thrive, such as low socio-economic status, parental divorce, maltreatment or experiencing a community trauma (Howard, Dryden, & Johnson, 1999; Masten, 2001). Much published literature conceptualises resilience in these terms and focuses on CYP who have experienced major difficulties in their life (Dent & Cameron, 2003; Siraj-Blatchford et al., 2011; Smokowski, 1998; Yablon & Itzhaky, 2013). This approach to resilience research does not allow individuals to have differing responses to challenging situations at different times. Fergus and Zimmerman (2005) suggested resilience might be content and context specific. That is, an individual may demonstrate resilience to one type of risk but not towards another. Similarly, the focus on risk factors implies a homogenous experience of risk for every individual; whereas parental divorce may be experienced positively by one individual and more negatively by another (Fergus & Zimmerman, 2005). Therefore, it is difficult to find a measure of resilience that could be generalised to all experiences.

It has been further suggested resilience cannot be accomplished through simply removing all risk factors. Instead by managing these risk factors, individuals are able to develop and strengthen their own competencies (Woodier, 2011). Nevertheless, the use of the word 'accomplished' implies there is an end point of optimum resiliency that individuals can either reach or not reach. Again the essence of resilience is captured through an individualistic lens that views it as an outcome. I would argue resilience cannot and should not be described as an outcome because in doing this there is the risk that an essentialist view is taken. Essentialism is the belief that members of a group share properties that determine their identity (Haslam & Whelan, 2008). The processes involved during an individual's navigation of their life and their understanding of their journey may be able to teach us far more about an individual's experience of resilience and how this changes with time and context. Similarly, by exploring resilience through 'risk factors' there is a danger that a deficit model may be adopted. This may lead to a view that to develop resilience, the individual must change; rather than the systems around the individual (Howard et al., 1999).

Within the resilience literature there is also a focus on protective factors that give rise to successful adaptation to adverse events despite the presence of risk factors (Masten, 2001, 2009; Siraj-Blatchford et al., 2011). Meisels and Shonkoff (2000) suggested protective factors can be within person, family or community. A few examples from each include: having positive beliefs about oneself; having an internal locus of control; effective parenting; involvement of grandparents; living in a community with access to good services and having one or more good friends (Masten, 2001; Meisels & Shonkoff, 2000; Rutter, 1985). It has been suggested these protective factors work in a cumulative way and the more that are present in a child or young person's life, the more likely they are to overcome adversity and display resilience (Howard et al., 1999). Yet little is said about what is meant by a 'good friend'. By focusing on the protective factors in a child or young person's life, it was thought there was a strengths based focus on resilience (Garmezy, Masten, & Tellegen, 1984; Rutter, 1985). Rutter (1990) warned against viewing protective factors as an individual strength or weakness and noted the importance of the active role the individual takes in difficult situations.

3.1.2 Everyday resilience

Much research in the area of resilience has focused on individuals who have experienced extreme adversity or trauma. There is less literature surrounding everyday resilience, which focuses on setbacks and challenges that occur as part of everyday life for individuals. Martin and Marsh (2008, p. 54) described the concept of academic buoyancy, which they defined as "*students' ability to successfully deal with academic setbacks and challenges that are typical of the ordinary course of school life*". While they highlighted the distinction between buoyancy and resilience, the notion that an individual can face (and overcome) personal challenges on a daily basis is the focus for this research. Masten (2001) suggested resilience is more common than early extraordinary cases or studies suggested. Lenette, Brough, and Cox (2013) examined resilience within a context of managing everyday life. They suggested everydayness is not just a stadium to observe resilience but it might also be a potential aspect of resilience. Therefore suggesting, not only can an individual demonstrate resilience in their everyday life, but also aspects of routine life such as interactions and relationships may be part of resilience. For the purpose of this research, any reference to 'resilience' will refer more specifically to facing and

overcoming personal, daily challenges rather than traumatic events such as the death of a loved one.

3.1.3 Relationships and resilience

It is widely accepted attachments in early infancy and childhood are of great importance to healthy development (Bowlby, 1969; Davis, 2013). Bowlby (1969) and Ainsworth (1979) suggested a child's early attachment relationships are fundamental influences on their overall development. To examine the effects of early relationships on later life outcomes, Ainsworth (1979) made distinct claims about the effect of attachment styles on the individual child's development and they are widely referred to within educational and health settings. Nevertheless, the notion of being able to label children as having one attachment style appears to be a reductionist way of exploring the fascinating relationships formed between children and their caregivers.

Intersubjectivity offers an alternative lens to view child-caregiver relationships (Trevarthen, 2009). Intersubjectivity suggests infants are born with an innate sensitivity to others and a desire to communicate (Trevarthen & Aiken, 2001). These intuitive human interactions serve to motivate the development of a relationship between mother and child. A strong relationship between mother and child is fundamental in shaping the child's development and making them feel safe, secure and cared for. Even during times of great adversity family members and other key adults in the lives of CYP are able to ease some of the hardship just through their everyday interactions (Davis, 2013). Masten (2009) referred to this as 'ordinary magic'.

Masten (2009) suggested resilience could be promoted by improving the quality of relationships between parent and child or teacher and child. She proposed the child's protective systems could be promoted by the quality of the child's attachment relationships. Masten (2009) failed to provide a definition of what constitutes a 'quality relationship', thus her claims are of limited usefulness. Further research by Cefai (2007) highlighted classrooms as protective contexts for students when they demonstrate processes such as connectedness, collaboration and caring

relationships between teachers and students. Brooks (2006) proposed schools could strengthen a child's resilience by increasing the bonds between students and caring adults.

Theorists at the Stone Center, Wellesley College created a relational model of resilience. Relational resilience was defined as the capacity to move back into growth fostering connections after periods of disconnection. It suggested relationships that enhance resilience are characterised by a two-way experience of connection, moving towards mutuality (Jordan, 2013). Relational resilience in comparison to other models of resilience emphasises the importance of strengthening relationships rather than individual strengths. Additionally, it moves away from the notion that an individual may look for support from another individual or group and suggests this relationship is in fact bi-directional.

Having explored the concepts of resilience and relationships, I will now outline Video Interaction Guidance as an intervention for strengthening relationships around a child.

3.1.4 Video Interaction Guidance (VIG)

VIG is a therapeutic approach to developing relationships. It focuses on strengths-based psychology and what is working in an interaction. Interaction is a broad term incorporating a number of skills including: sharing attention; the ability to express and receive initiatives; developing reciprocal relationships; sharing and collaboration and managing conflict (Kennedy et al., 2011). As social interactions are part of everyday life for most people and it has been suggested everydayness is a potential aspect of resilience (Lenette, Brough & Cox, 2013), VIG may be an appropriate lens in which to explore the concept of resilience.

In VIG, the building blocks of successful interactions are known as the 'principles of attunement' (Kennedy et al., 2011) (Appendices A1 & A2). VIG involves clients reflecting on the details of what they are doing when they interact more successfully than usual in video clips (Kennedy et al., 2011, p. 20). The reflection stage (shared review) is based on the Broaden and Build theory of positive emotions (Fredrickson,

2001, 2004). Landor (2014) suggested this actively empowers the client in a process of change and allows for positive self-modelling to take place. By focusing on interactions and helping an individual develop understandings of their relationships, it may tell us something about resilience.

3.1.5 Resilience and this study

Due to my personal epistemological stance, I want to avoid prescribing and quantifying resilience. I aim to explore individuals' understandings of their relationships with one another in the context of VIG and then examine what this can tell us about resilience. I aim to create a new understanding of resilience through this study and therefore do not provide my definition at this stage. I aim to make my thoughts and interpretations explicit throughout the study to make the process of creating a new understanding of resilience as transparent as possible.

3.2 Methodology

The aim of the research is to explore VIG in relation to resilience. Two research questions were considered:

1. In the context of VIG, what understandings do parents, teachers and children construct about their relationships with one another?
2. What can these understandings tell us about resilience?

This research aimed to explore the interactions and perceptions of three parents, two teachers and two children. Within the current study, VIG was used as a research tool and an intervention, enabling the participants' perceptions of their own relationships to be explored in rich detail. An exploratory case-study design was employed to explore the perceptions and views of parents, teachers and children about their relationships with one another during and succeeding two cycles of VIG.

3.2.1 Social context

The details of the social context of the study are outlined in Table 13.

Table 13: Details of social context for Primary School R and Primary School N.

School	Social Context
Primary School R	<ul style="list-style-type: none"> (a) North East England (b) Wider community consists of examining villages. (c) Some people experience socio-economic disadvantage. (d) Number of children eligible for pupil premium and free school meals was above average. (e) Number of children identified as having Special Educational needs (SEN) was above average.
Primary School N	<ul style="list-style-type: none"> (a) North East England (b) Wider community consists of examining villages. (c) Some people experience socio-economic disadvantage. (d) All children accessed free school meals as part of a national pilot scheme. (e) Number of children identified as having SEN was average.

As a TEP, I was already working in both R and N primary schools. Through general conversations with the Head teachers and SENCOs I was able to inform them of my proposed research project. Both schools showed an interest in the project, so it was agreed when potential participants came to mind I would approach the parents and class teacher directly to explain the project to them. The inclusion criteria for participants are outlined in Table 14.

Table 14: Inclusion criteria for participants.

Participant	Inclusion Criteria
Parents	<p>(a) Has a child in key stage 2 (years 3-6) – so the child could participate in the reflective conversations during shared reviews.</p> <p>(b) Expressed an interest in strengthening their relationship with their child – perhaps initially presented as concerns regarding their relationship with their child.</p>
Children	<p>(a) Being in key stage 2 (years 3-6).</p>
Teachers	<p>(a) Teach or support in key stage 2 (years 3-6).</p> <p>(b) Has a relationship with the child (and possibly parents) prior to the research.</p> <p>(c) Expressed an interest in strengthening their relationship with the child – perhaps initially presented as concerns regarding their relationship with the child.</p>

3.2.2 Participants

The details of the participants in this study are outlined in Tables 15 and 16. It is important to note that both the children in this study had been referred to the Educational Psychology Service (EPS) prior to the research beginning. The referrals were made collaboratively by the SENCO and parents due to concerns about the challenging behaviour both children were displaying. Staff and parents were finding the behaviour difficult to understand and respond to and it was suggested that VIG could focus on their interactions with one another and help to strengthen their relationships.

Table 15: Details relating to participants in Triad 1.

Participant Within Triad 1	Details
Gill (parent)	<p>Age: 25-29 years</p> <p>Already had a relationship with me as James had been referred to EPS by Primary School R and I had worked with Gill and James twice before the research began.</p>
Alice (teaching assistant)	<p>Age: 45-54 years</p> <p>Already had a relationship with me as had worked with Alice facilitating an intervention group at Primary School R prior to the research.</p>
James (child)	<p>Age 9 at time of research (year 4).</p> <p>Already had a relationship with me prior to research as had been part of an intervention group I facilitated in Primary School R and I had also worked with James and Gill on two occasions prior to research.</p>

Table 16: Details relating to participants in Triad 2.

Participant Within Triad 2	Details
Hillary (mother)	Age 35-39 years No previous relationship with me prior to research but had made an initial referral to the EPS.
Simon (step father)	Age 35-39 years No previous relationship with me prior to research but had made an initial referral to the EPS.
Emily (class teacher)	Age 35-39 years No previous relationship with me prior to research but had made an initial referral to the EPS.
Lilly (child)	Age 10 at time of research (year 5). No previous relationship with me prior to research.

Once all participants were recruited and informed consent had been obtained (Appendix B), dates and times for sessions were negotiated to suit all members of the triad. Participants were provided with an information sheet outlining the details of VIG and what the research process would involve (Appendix C). This information was provided verbally to James and Lilly, with their parents present, to eliminate reading pressures.

3.2.3 Video Interaction Guidance (VIG) cycles

All participants completed two cycles of VIG (see Figure 2 and Appendix A3 for details). Appendix D also provides a visual timeline of the filming, shared review, supervision and interview sessions in this study. In addition to the regular VIG cycle, at the end of each shared review I asked each participant to select a clip they wished to share with the member of the triad who was not present at that current shared

review. There was then a joint viewing of those clips with all the members of the triad present and an opportunity for discussion and reflection on those clips.

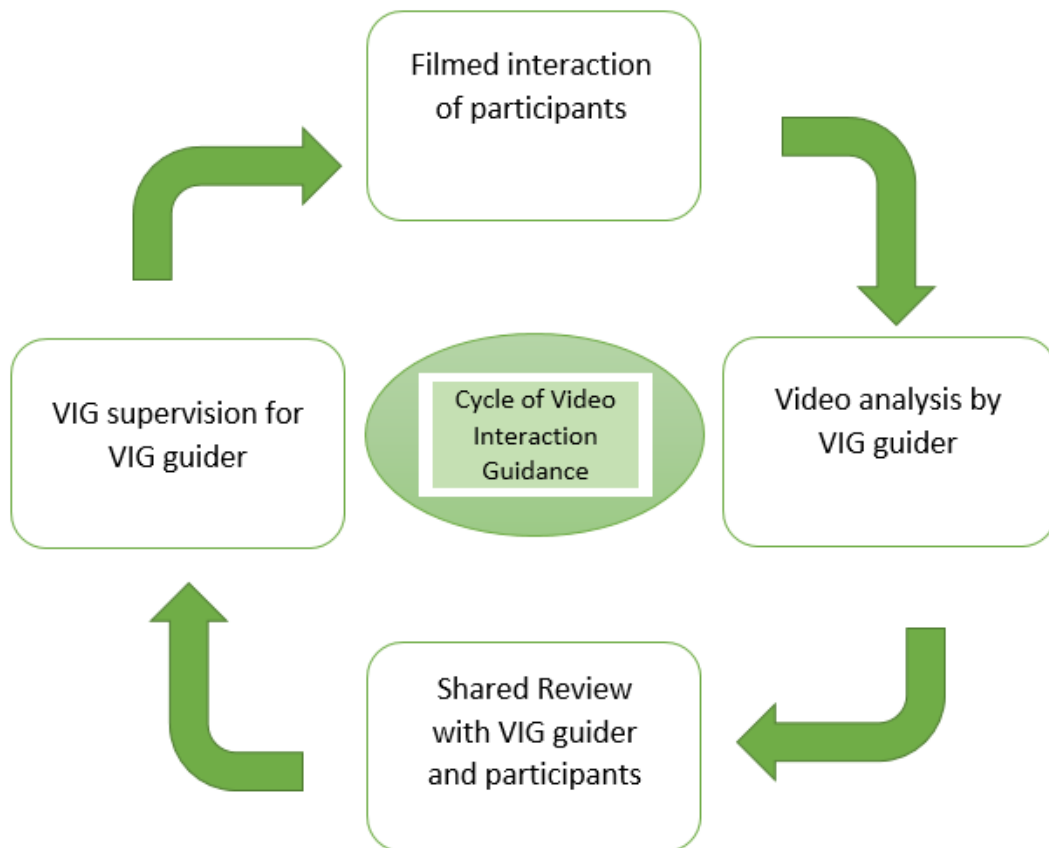


Figure 2: Diagram detailing one cycle of VIG.

3.2.4 Interviews

After two cycles of VIG had been completed with each triad, each participant was interviewed individually. A semi-structured interview schedule (Appendix E) was deemed appropriate to use because people's talk in interviews provides insight into how they construct understandings of themselves, their world and their relationships (Murray, 2003). The interviews were guided conversations rather than strict question and answer sessions. This approach reflected the style of previous shared review sessions. It enabled me to be guided by my curiosity in the participants' responses, which is line with a social constructionist perspective and narrative approach (Murray, 2003). Each interview lasted between 20 minutes and 50 minutes depending on the individual. The interviews were audio recorded and later transcribed for thematic analysis.

3.2.5 Ethics

During the interviews, participants were informed the interviews were due to be transcribed by a third party and were given the opportunity to object at this stage. None of the participants objected. Data from the video and audio recordings was transferred from the original recording device to a password protected lap-top and passwords were changed monthly. During the last shared reviews, all participants were given the opportunity to have the recordings for their own personal possession. However, none of the participants requested any of the data. After the interviews, the participants were debriefed verbally and following the submission of this report, will be given a debriefing sheet summarising the findings of the study. Full details of the ethical considerations are outlined in Chapter 2 (p. 42-44).

3.2.6 The analysis process

This process combines elements of Braun and Clarke's thematic analysis (2006), with elements of narrative analysis (Murray, 2003) alongside elements unique to this thesis.

Table 17: Step by step process of data analysis.

Step	Description
1. Coding	<ul style="list-style-type: none"> (a) Read through each transcript and highlight any extracts of text that appear to relate to any of the 4 themes generated through the meta-ethnography model. (b) Make notes on hard-copies of transcripts to indicate any potential new themes, patterns or messages being described that are do not appear to relate to the meta-ethnography themes. (Appendix G) (c) Review notes to create concise codes that capture the essence of that bit of data. (d) Summarise the codes by collating the codes on presentation cards. (e) Review code names by examining all the extracts from the transcript that are supposed to be captured by the code name. Codes should be informative enough to capture what was in the data so make any alternations to the code name accordingly.
2. Searching for themes	<ul style="list-style-type: none"> (a) Read each code and the collated data extracts for the codes. Begin to sort into piles of similarities; where concepts and topics of issues appear to overlap. Use the themes generated from the meta-ethnography as a guide but do not limit to only looking for these theme. If the codes appear to fit together then think of a suitable title for the theme, to act as a summary for that theme. The themes from the meta-ethnography could be used at this point or they could be expanded to include data driven codes and re-named. (b) If the data extracts do not fit together neatly under one theme, either: <ul style="list-style-type: none"> -Reclassify the extract under a different existing theme -Create a new theme to fit the data more precisely -Disregard the data if there is insufficient data to justify a new theme. (c) Track the number of themes created by adding each new theme to a mind map.

Step	Description
3. Reviewing themes	<ul style="list-style-type: none"> (a) Re-read the data extracts for each code within a theme to decide whether or not the data within that theme coheres together meaningfully. (b) Reread the themes to check they are distinctive yet related. If they are not distinctive either: <ul style="list-style-type: none"> -Collapse similar themes into one -Organise data into overarching themes and sub themes on the same topic (c) Re-examine the themes making any alterations to theme names to ensure they make sense on their own but simultaneously fit with the other themes. (a) Re-read the sections of transcript that have not been organised into codes or themes. Decide what these data extracts are saying. Decide whether this data: <ul style="list-style-type: none"> -Can be fitted into an existing theme -Is saying something different and requires a new theme -Is saying something not relevant to the research questions
4. Defining and naming themes	<ul style="list-style-type: none"> (a) Check each theme title matches the data extracts and each theme is small enough, by trying to describe each theme in two sentences.
5. Reviewing shared review data	<ul style="list-style-type: none"> (a) Re-watch shared review videos. (b) Identify instances in videos that are relevant to research questions and fit with themes and codes generated from interview data. (Selective coding). (c) Transcribe these instances for further analysis. (d) Analyse transcripts by repeating steps 1-4.
6. Writing	<ul style="list-style-type: none"> (a) Provide a concise, coherent, logical, non-repetitive and interesting account of the story the data tells within and across themes. (b) Use vivid extracts of data to demonstrate the prevalence of the theme.

3.4 Findings

Through my analysis I identified three main themes that I considered most relevant to my research questions on p.55.

I have expressed my findings in Tables 18, 19 and 20. The tables show the journey of analysis from the direct participant quotes taken from the transcripts, to the initial codes I used to describe their quotes, to the sub-theme I synthesised a number of codes into, and finally the main theme, which is made up of a number of sub-themes. Each main theme has been assigned a colour so it is clear which quotes, codes and sub-themes are relevant to which main theme.

Table 18: Data relating to main theme 'Developing Relationships'

Data from transcript	Code	Sub-theme	Main theme
<p>“You don’t realise you’re doing it.” “She does it as well, we all do it, we just don’t actually know we’re doing it.” “When you’re in that moment you don’t necessarily see it, you take it for granted.”</p>	<p>Unconscious elements of interactions.</p>	<p>Developing new understandings about communication and interaction</p>	<p>Developing relationships</p> <p>This theme explains some of the features of interaction and communication that aid the development of relationships over time.</p>
<p>“I can be terrible for interrupting people if I get excited.” “I think sometimes over-parenting or over-teaching sometimes is dangerous. You can do too much.”</p>	<p>Noticing unhelpful aspects of interactions</p>	<p>Developing new understandings about communication and interaction</p>	
<p>“Being able to read other people, to understand how they prefer to be communicated to.” “You’ve got to think of the person you’re interacting with and sometimes the way you are won’t be exactly right for the person.”</p>	<p>Adapting interactions</p>	<p>Developing new understandings about communication and interaction</p>	
<p>“You have got that relationship and they do respond to you as well.” “It’s getting those responses back that you just take for granted.”</p>	<p>Reciprocal nature of interactions</p>	<p>Developing new understandings about communication and interaction</p>	
<p>“We were more in tune.” “I give him a lot more space”</p>	<p>A new shared language to talk about interactions</p>	<p>Developing new understandings about communication and interaction</p>	

Data from transcript	Code	Sub-theme	Main theme
"There's a lot more into the communication that what you give credit for."	Constructing new understandings about communication and interaction.	Developing new understandings about communication and interaction	<p style="text-align: center;">Developing relationships</p> <p style="text-align: center;">This theme explains some of the features of interaction and communication that aid the development of relationships over time.</p>
<p>"Eye contact."</p> <p>"I think you can sort of see it in his eyes when he's interested"</p> <p>"You..know that he's listening by sometimes the facial expressions or the nodding...it's not always what he says."</p>	Being attentive	VIG principles of attuned interactions	
<p>"The way we've gone 'yeah yeah' and copying each other's' words"</p> <p>"I'd just step back and give her the space and stuff like that."</p>	Encouraging initiatives	VIG principles of attuned interactions	
<p>"You've got to physically turn to them."</p> <p>"Turning open body language, like to say 'I'm receiving it, I'm listening and obviously answer the questions"</p>	Receiving initiatives	VIG principles of attuned interactions	
<p>"I think we're quite affectionate...I think he's quite affectionate towards me. He would come in for a sneaky hug."</p> <p>"We have days when she just wants to cuddle in."</p> <p>"She's a lot more cuddlier since."</p>	Showing affection	Affective aspects of relationships	
<p>"We had a stronger connection"</p> <p>"We're a lot closer than what I thought we were."</p>	Emotional connection	Affective aspects of relationships	

Data from transcript	Code	Sub-theme	Main theme
<p>"I liked the funny parts." "We'd be smiling at the same time." "All just face to face laughing."</p>	Fun and joy	Affective aspects of relationships	<p>Developing relationships</p> <p>This theme explains some of the features of interaction and communication that aid the development of relationships over time.</p>
<p>"Our relationship has strengthened." "We were stronger than ever, I suppose."</p>	Relationships that can withstand difficulties	Affective aspects of relationships	
<p>"You can sort of see it in his eyes." "We are a lot more similar than what either of us think." "Two peas in a pod."</p>	Mother-child bond	Affective aspects of relationships	
<p>"Little bit more one-to-one time without the kids." "She's not alone, she's not the only one that sees his difficulties... we are here to support him." "I think we are a lot closer now we're on a common ground more now as well." "It was really good actually for Mrs E to get to know us and for us to get to know Mrs E because we hadn't had a chance to."</p>	Home-school relationships	Affective aspects of relationships	
<p>"So he knows my time's his now." "He's just enjoyed that little bit of one on one time."</p>	Sharing time with others	Affective aspects of relationships	

Table 19: Data relating to main theme 'Mutual Learning Experiences'

Data from transcript	Code	Sub-theme	Main theme
<p>“Because he was teaching me there as well. I didn’t know that it was the correction pen.” “I didn’t even question it, I just moved.”</p>	<p>The adult is not always the expert</p>	<p>The learning process</p>	<p>Mutual learning experiences</p> <p>This theme stresses the importance of having opportunities for mutual learning experiences where both parties can learn from each other in formal and informal learning environments.</p>
<p>“He got there but then he could also ask for help.” “She’s now asking for help and we’re providing her help.”</p>	<p>Feeling comfortable to ask for help</p>	<p>The learning process</p>	
<p>“I know he was really proud of it, he really wanted to bring it in and show the next morning” “His face lit up yesterday watching that bit and knowing that he can do things without giving up.” “The pride that came with her succeeding.”</p>	<p>Experiencing success and pride</p>	<p>The learning process</p>	
<p>“You just do it without realising” “She does it as well, we all do it, we just don’t actually know we’re doing it” “Now that I’m conscious that I do it, I probably do it a bit more”</p>	<p>The unknown becoming known</p>	<p>The learning process</p>	

Data from transcript	Code	Sub-theme	Main theme
<p>“I think that is a whole, it’s not just here...it’s everywhere” “Definitely made me think about how I would speak to him, how I would speak to others.” “You can follow on with other children...for life.” “Then at home we could then discuss certain things.”</p>	<p>Extending beyond the experience</p>	<p>The learning process</p>	<p>Mutual learning experiences</p> <p>This theme stresses the importance of having opportunities for mutual learning experiences where both parties can learn from each other in formal and informal learning environments.</p>
<p>“We’ve both been like really engaged.” “I do give him the time and space.”</p>	<p>Joint attention on the task</p>	<p>Supporting the learning process</p>	
<p>“The positive encouragement, positive thoughts, you know he can do it. Yes we know it’s a little bit tricky, it’s a bit fiddley but we’ll just give it a go and you can just kind of talk him through it” “I gave her a prompt but I didn’t tell her the answer.” “I re-worded the instruction and she was able to do it herself and then it was done.”</p>	<p>Positive verbal guidance and encouragement</p>	<p>Supporting the learning process</p>	
<p>“You can get a lot out of having fun.” “Making things exciting and interesting, something that they are interested in.” “If something really grabs his attention he’ll just drop everything.”</p>	<p>Task aimed at grabbing an individual’s attention</p>	<p>Supporting the learning process</p>	

Data from transcript	Code	Sub-theme	Main theme
<p>“The task was achievable...not straight away coz it was fiddley to do” “And just making sure that what we give them they can understand and they can achieve...otherwise they’re never going to achieve and then it doesn’t help their self-esteem because if the teachers is talking gobbley-de-gook you are going to switch off” “She was trying to figure something out and then she couldn’t figure it straight away and I gave her a prompt.”</p>	Achievable yet challenging task	Supporting the learning process	<p>Mutual learning experiences</p> <p>This theme stresses the importance of having opportunities for mutual learning experiences where both parties can learn from each other in formal and informal learning environments.</p>
<p>“Try and get the best out of him” “You know he can do it” “A bit of thinking and gathering your thoughts time or re-thinking should be encouraged...to see if they can come to it for themselves.”</p>	High expectations of what individuals can achieve independently	Supporting the learning process	
<p>“So he knows my time’s his now” “we are very busy and it’s so easy to sit and be doing something and ‘I’m listening’...but actually they don’t know you’re listening” “Don’t be too busy to give them that moment, it’s important to them” “Not trying to do fifty million other things while I’m trying to talk” “Getting that quality time in with Lilly without having to worry about this having to be done, or that having to be done.” “Putting a few minutes aside for games and things.”</p>	Making time available in busy lives	Supporting the learning process	

Table 20: Data relating to main theme 'Understanding, Accepting and Appreciating Oneself and Others'

Data from transcript	Code	Sub-theme	Main theme
<p>“But now I could say yes you’re actually really good at that.” “She’s becoming really good now.”</p>	<p>Noticing other individual’s strengths</p>	<p>Looking on the brightside; paying attention to what is going well</p>	<p>Understanding, accepting and appreciating oneself and others</p> <p>This theme explores the development of an individual view of the world that places value on trying to see situations from other perspectives and paying attention to what is going well.</p>
<p>“ I felt that during our sessions that I was reaching quite well” “I think our interaction was really quite good” “I think I’m quite good at interacting” “I do give him space and time to answer or I’ll try and change the way I’ve explained something so he can understand”</p>	<p>Having a positive view of oneself and one’s strengths</p>	<p>Looking on the brightside; paying attention to what is going well</p>	
<p>“Fingers crossed we can...and hopefully James will carry on with his progress that he’s made” “Fingers crossed”</p>	<p>Feeling hopeful</p>	<p>Looking on the brightside; paying attention to what is going well</p>	
<p>“You can actually see he does listen to us.” “Living at home with three children alone like I’m the, I have the control, I am the boss...It’s nice to see me step back and let someone else make all the decisions.” “He’s definitely giving better eye contact.” “I think his behaviour on the carpet and things in class has improved.” “Lilly’s behaviour’s actually improved since then.”</p>	<p>Noticing the exceptions and changes</p>	<p>Looking on the brightside; paying attention to what is going well</p>	

Data from transcript	Code	Sub-theme	Main theme
<p>"I've enjoyed watching Simon and Lilly interact."</p> <p>"Their relationship's grown leaps and bounds."</p> <p>"It was nice to see your relationship blossoming with Lilly."</p> <p>"I just try and find the positives."</p>	<p>Having a positive view of one's relationships</p>	<p>Looking on the brightside; paying attention to what is going well</p>	<p>Understanding, accepting and appreciating oneself and others</p> <p>This theme explores the development of an individual view of the world that places value on trying to see situations from other perspectives and paying attention to what is going well.</p>
<p>"I mean we are not going to be perfect, nobody's perfect"</p> <p>"We don't expect perfection from any child."</p> <p>"Learning that actually you can't be good at everything all the time."</p>	<p>Accepting perfection does not exist</p>	<p>Looking on the brightside; paying attention to what is going well</p>	
<p>"Before I thought it's just James' teaching assistant, but I appreciate she does a lot more than that, especially as she didn't have to do all of this work and she's done it."</p> <p>"The activities did show that there is them interactions there...they do do some of these things together that I maybe would of assumed weren't always done together."</p>	<p>Appreciating each other's roles</p>	<p>Looking beyond oneself; experiencing a sense of belonging to others</p>	
<p>"I think she would probably say that I can understand James as well, more than maybe what she would give me credit for."</p>	<p>Valuing the whole person and the contributions they make</p>	<p>Looking beyond oneself; experiencing a sense of belonging to others</p>	

Data from transcript	Code	Sub-theme	Main theme
<p>“I think we’ve gained a bit of respect for each other...we’ve all learnt that we all need a little bit more space at time to be able to breathe.”</p> <p>“We have now a mutual respect for all of us, for each other. Lilly with us and us with Lilly.”</p>	Thinking of individuals as mutual	Looking beyond oneself; experiencing a sense of belonging to others	<p>Understanding, accepting and appreciating oneself and others</p> <p>This theme explores the development of an individual view of the world that places value on trying to see situations from other perspectives and paying attention to what is going well.</p>
<p>“She’s learnt where her place is in the family.”</p> <p>“We are here to support him and understand him.”</p> <p>“That’s definitely helped me and Gill.”</p>	Thinking of individuals as a collective	Looking beyond oneself; experiencing a sense of belonging to others	
<p>“ I think she might picture herself as this screaming little monster...whereas she’s seen that it’s not that kind of thing...it’s nice for her to see.”</p> <p>“I think more positive about him.”</p> <p>“It’s nice to see me step back and let someone else make all the decisions.”</p> <p>“His face lit up yesterday watching that bit and knowing that he can do things without giving up.”</p>	Constructing new understanding about oneself and others	Creating new possibilities	
<p>“We’ve gained some understanding about her.”</p> <p>“Lilly’s relationship with her parents isn’t as bad as I maybe first thought.”</p>	Gaining a shared understanding of other people	Creating new possibilities	
<p>“It must be hard because she felt that she’s had to fight for attention...to actually see it.”</p> <p>“I sympathise with Lilly, I also have a sister with learning disabilities.”</p>	Attempting to view the world from another perspective	Creating new possibilities	

Data from transcript	Code	Sub-theme	Main theme
"I wouldn't like it as a parent."			<p>Understanding, accepting and appreciating oneself and others</p> <p>This theme explores the development of an individual view of the world that places value on trying to see situations from other perspectives and paying attention to what is going well.</p>
<p>"The other day we just kept her up a little bit longer...we just watched telly together, just sat."</p> <p>"It makes you more aware of what you should do more of, what you should do less of."</p>	Being open to new possibilities	Creating new possibilities	
<p>"You just assume that kids are self-aware...and they are not necessarily."</p> <p>"That quality time together...that's exactly what she needs."</p> <p>"I think he needs that little bit of time for him."</p> <p>"She found it really hard to put into words."</p>	Becoming aware of the needs of others	Creating new possibilities	

From the main themes:

- i) Developing relationships;
- ii) Mutual learning experiences;
- iii) Understanding, accepting and appreciating oneself and others

I developed a model based on my interpretation of the data in relation to my research questions. The discussion of findings section will explore each theme in detail, using quotations and previous research to support my interpretations and highlight where this study sits in relation to other research in the area of resilience

3.5 Discussion of findings

When I set out to explore children's, parent's and teacher's understandings of their relationships with one another and what this could tell us about resilience, it was unknown whether it would be at all possible to use VIG to explore this. However as the themes in Tables 18, 19 and 20 suggest, some understanding of resilience has been constructed. The Resilience Pyramid (Figure 3) is a three-dimensional (3D) triangular based pyramid with 'resilience' being the foundation triangle of the model. The foundation is surrounded by three other triangular faces; 'Developing relationships', 'Mutual learning experiences' and 'Understanding, accepting and appreciating oneself and others'. These three faces are interconnected and of equal importance to one another. Together they combine to create the complete 3D pyramid, which represents resilience as a whole. The Resilience Pyramid suggests resilience is a multi-faceted construct, which can be described as a combination of all three interconnected faces. If any face was missing the pyramid could not stand. Figure 3 provides a net view of the 3D Resilience Pyramid, as though it has been deconstructed and laid flat. The three faces surrounding resilience will now be discussed in more detail using examples from the data and previous research.

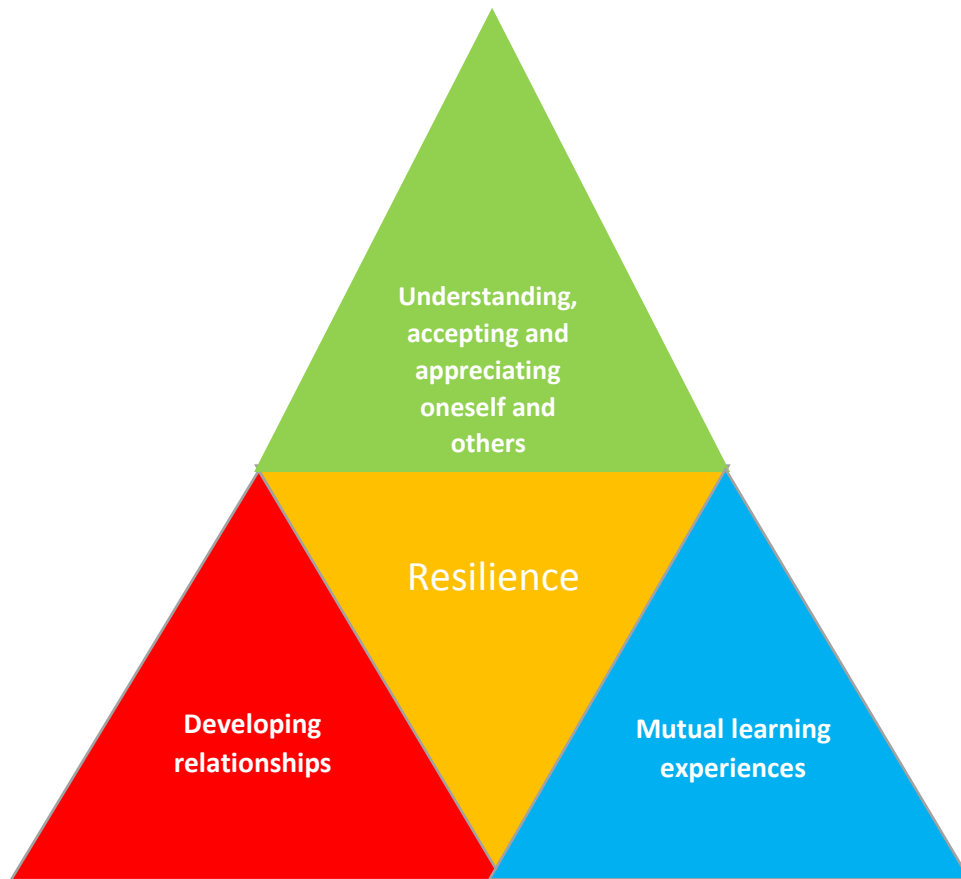


Figure 3: Net view of the Resilience Pyramid

3.5.1 Developing relationships

This theme explains some of the features of interaction and communication that aid the development of relationships over time. Although this theme does include the VIG principles of attuned interactions as a sub theme, it goes beyond simply listing these as a set of pre-requisites for relationships to develop. All the participants described new understandings of communication and interaction that had been developed through VIG. There were changes in how participants thought about interaction and communication and these were captured in the sub-theme 'Developing new understandings about communication and interaction'. For example,

“There’s a lot more into the communication than what you kind of give credit for” Alice.

Here, Alice talks about the complex nature of communication. Her claim that it is more than *“what you give credit for”* implies there is an element of surprise in her gaining this new understanding and it suggests she has now placed a certain degree of importance on communication that she did not prior to VIG.

In addition, VIG provided all participants with a new shared language in which they could talk about their interactions and communication. All the participants referred directly to VIG principles of attuned interactions in their interviews despite being out of the context of a VIG shared review (where they would normally use this language). This suggests the participants were able to use this new language to engage with the idea of communication and interaction in a new way, noticing aspects of their interactions that were previously unconscious to them, picking up on unhelpful aspects of their interactions and even considering how they interact with other people in the future.

Additionally, all participants frequently described various affective elements of their relationships including hugging, having an emotional connection, having a mother-child bond and experiencing fun and joy together. The extracts from Gill and Alice below exemplify how their new understandings of communication and interaction as well as their new shared language enabled them to talk about how important their interactions are in developing their relationships with James.

“Now I know James, he definitely likes to physically communicate. He responds better if I physically put everything down, turn to him and stare him in the face.” Gill.

"I turn more, because we are very busy and it's so easy to sit and be doing something and say 'I'm listening, I'm listening' but actually they [children] don't know you're listening unless you do physically turn and say 'I am listening and I am paying attention. I am bothered about what you're saying.'" Alice.

The theme 'Developing relationships' attempts to capture some of the complexities involved in building a relationship with another person. It examines interactions and communication in more depth than simply listing the VIG principles of attuned interactions. It suggests the joint experience of VIG leads to a shared new understanding of communication and interaction which, in turn, enables current and future relationships to be considered in a new light.

The second face of the Resilience Pyramid 'Mutual learning experiences' will now be explored.

3.5.2 Mutual learning experiences

Where the first theme 'Developing relationships' explained some of the features of interaction and communication that can contribute to new understandings of relationships, 'Mutual learning experiences' moves on from the development of relationships and explores the learning processes that occur within the relationships. The relationships described by the participants in this study all involved experiencing opportunities for learning and growth as well as supporting one another through these experiences.

This theme focuses on social learning and explains the important role of relationships in learning and vice versa. It explores learning in more depth than just focusing on within classroom experiences and places mutuality as a key component. The sub theme 'supporting the learning process' explores a variety of factors involved in supporting individuals to develop and grow; including having joint attention on a task,

developing a partnership between home and school where both parties take an interest in the other and having achievable yet challenging tasks.

The adults in this study all described a variety of factors that supported the child's learning, such as having an achievable yet challenging task and feeling comfortable to ask for help. However, some factors not only refer to supporting the child in learning but in supporting the adults too. For example,

"You wouldn't have that time to chat with parents again. You've got a 10 minute appointment at parent's evening and other than that you only tend to speak to parents when there is a performance or a celebration. Or when there is a problem...really we spent quite a bit of time talking in the sessions. So I definitely felt like I got to know them more...it was good to have that dialogue just opened up." Emily.

Here, Emily discusses how spending more time with Lilly's parents and having time to talk benefited them just as much as Lilly. It suggests the idea of home-school partnerships may be an opportunity for parents and teachers to learn more about one another and become an additional source of support.

All the participants also described elements of a learning process they had either experienced themselves or perceived another member of the triad to experience. These experiences were captured in the sub theme 'The learning process'. Through exploring the interactions in their relationships closely, the adults in both triads described instances where they were not taking on an expert role within the learning experience. The extract below from Gill exemplifies how a sense of mutuality between the adult and child was developed, which enabled learning to occur bi-directionally.

"He [James] wanted to take over something when we were writing something and I didn't even question it, I just moved...Because he was teaching me there as well. I didn't know that it was the correction pen." Gill.

This bi-directional learning relationship was also mirrored between parents and teachers with neither person taking an expert role; thus reducing the power imbalances that may have been experienced. This mutuality also created an environment that meant members felt comfortable enough to ask for help and were able to experience success as a result. Emily talks about the pride that occurred when Lilly was succeeding in the Lego task they enjoyed together.

“It was nice to see when Lilly was genuinely pleased and you could see from her facial expressions when she was genuinely pleased and the pride that came with her succeeding” Emily.

Similarly, Alice commented on the pride that James experienced when he watched himself succeeding on an arts and crafts activity.

“His [James] face lit up yesterday watching that bit and knowing that he can do things without giving up.” Alice.

The learning processes participants described not only related to classroom based experiences, but extended much wider than this including home life and even learning about themselves as individuals. For example, when talking about the principles of attuned interactions that stood out to her, Gill explained that receiving by repeating actions *“will always stick”* for her. In relation to receiving by repeating actions, Gill commented the following:

“Whereas before I did it and I wasn’t conscious of doing it. Now that I’m conscious that I do it, I probably do it a bit more.” Gill.

Here, Gill talk about aspects of her own interaction that were previously unknown to her. The use of the phrase *“I probably do it a bit more”* suggests there is a

transformative element to the unknown becoming known as she has begun to consider the effect of this new knowledge on her behaviour.

All the adults in the study also used their new knowledge about themselves and their relationships to extend beyond the initial experience. For example,

“It makes you more aware of what you should do more of and what you should do less of. Giving him [her son] my full attention.” Alice.

In this extract, Alice has used the learning process regarding how she communicates and interacts to consider how she might apply these skills with her son at home. This consideration of generalising skills forms an important part of the ‘learning process’ sub theme. The learning hierarchy (Haring, Lovitt, Eaton, & Hansen, 1978) suggested learning has four stages: acquisition; fluency; generalisation and adaptation. Generalisation of a new skill is therefore a fundamental part of the learning process. Individuals should aim to be able to use their new skills across settings and situations.

The theme ‘Mutual learning experiences’ focuses on the social and bi-directional nature of learning between mutual participants. Whilst this theme highlights some important features of classroom/school-based learning experiences, it suggests mutual learning experiences in the Resilience Pyramid reach much further than school and can occur between any two (or more) people in any context. These mutual learning experiences can lead to learning about oneself as well as about others, which can develop into new views of the world. How the individual views the world will now be discussed in the next theme: Understanding, accepting and appreciating oneself and others.

3.5.3 Understanding, accepting and appreciating oneself and others

This theme represents more individual aspects of resilience than the other two themes. It suggests a worldview develops from the combination of the first two

themes. Through the development of relationships, opportunities for mutual learning experiences are created, which in turn affects how the individual makes sense of themselves and of those around them. This has been captured in the theme name 'Understanding, accepting an appreciating oneself and others'. It places value in trying to see situations from others' perspectives and by paying attention to what is going well it opens up new possibilities for individuals and their relationships.

Miller and De Shazer (1998) suggested individuals construct problems by interpreting and describing aspects of their life as undesirable. The problem discourse is socially constructed with those around them and is then sustained through the language they use to talk about it. Yet, it is possible for individuals to talk themselves into solutions by changing how they interpret and describe their life (Miller & De Shazer, 1998). This is not to say individuals' problems are fictitious but Wittgenstein (1958) suggested language and the circumstances of life are not separate but are interconnected. Meaning how an individual experiences their life circumstances is influenced by the ways in which they use language to construct meanings and build social relationships, which Wittgenstein (1958) referred to as 'language games'.

All the participants described numerous exceptions to the problems that had initially prompted their referrals to the Educational Psychology Service. For example, when Emily was talking about Lilly's focus and attention during the VIG sessions:

"I would have expected more distraction from her, whereas in the activity she was 100% engaged in what she was doing...Normally Lilly will come up with something very random, whereas she didn't do that in any of the sessions." Emily.

Here, Emily noticed and was able to talk about an exception to the problem of Lilly not appearing focused in lessons and making seemingly off-topic comments. By noticing the exceptions to this problem, Emily has begun to change how she interprets and describes Lilly's behaviour in lessons. 'Re-authoring conversations', described within a Narrative Therapy framework, provide opportunities to explore moments in an individual's life without the influence of the problem (dominant) story

(Saltzburg, 2007). These moments of exception can then be used to develop a new counter-story. Thus, Emily has begun to re-author the dominant story that surrounds much of Lilly's behaviour and open the doors to a new emerging story about her as someone who can focus and pay attention.

The use of the word "normally" suggests Emily has a predetermined expectation of Lilly's behaviour in lessons and the VIG videos have enabled her to notice the exceptions to the expectation. It was also evident Gill similarly began to notice the exceptions to the way she had previously viewed her relationship with James.

"It was good to see a different side of her" Emily.

"I quite liked seeing that side to us" Gill.

These two quotations suggest Emily and Gill both enjoyed re-authoring the dominant stories around Lilly's behaviour and around Gill and James' relationship. Similarly, Hillary and Simon described how by noticing the exceptions in Lilly's behaviour she has begun to *"[shock] us every day, so we're in the position where actually we can't pre-empt her anymore"* Hillary.

Participants not only described instances where they had noticed the exceptions to their problem discourses but all described changes in their own behaviour and in the behaviour of other members of the triad too. Within both triads, the adults described noticing more confidence in the children. Simon explained he felt Lilly *"seems to have just got self-confidence"* and Gill described the experience as a *"confidence booster"* for James. Martin and Marsh (2008) suggested 'confidence' is one of five factors that predict academic resilience. Although Martin and Marsh (2008) attempted to quantify and measure resilience, which from my epistemological stance is an impossible task, they do highlight the idea that maximising opportunities for individuals to experience success may increase their self-efficacious beliefs. As Simon and Gill pay more attention to the confidence they perceive in James and Lilly and talk about this, as

they have in the interviews, they begin to thicken the narratives about James and Lilly as confident people and contribute to the re-authoring of the dominant stories.

Persistence was also proposed as a predicting factor of academic resilience by Martin and Marsh (2008). In the current study, Alice similarly talked of James persevering with tasks more.

“He has given things more of a go and he hasn’t given up quite so easily as maybe what he has in the past” Alice.

The shift in focus to what is going well, rather than times when the problem is around, has enabled both sets of parents and teachers to notice the child’s strengths more, as well as one another’s. All the participants engaged in conversations that focused on noticing what other people, and themselves, were doing well and sometimes telling the other people about this too. For example,

“I used to say...he’s terrible for doing this or doing that but now I’m like ‘ahh’ he does all that but he also does lots of this [pointing to VIG principles of attunement] which is good.” Gill.

It appears there has been a change in how Gill interprets and describes James’ behaviour. This was also apparent in how Emily, Hillary and Simon all perceived and then talked about Lilly’s behaviour too. Therefore, they are beginning to change the dominant story about them to one of ‘confident’ individuals. The VIG sessions elicited information about the participants’ strengths and successes that challenges their assumptions that their lives are problematic because of Lilly and James’ behaviour and presents them with the language to describe an alternative view. This use of language encourages the participants to reinterpret their opinions of the situations. This is supported by Wittgenstein’s (1958) approach to language, which saw language as a resource to be utilised. As meaning involves interpretation, meanings can be changed. Therefore,

“If meaning is always changeable, based on our use of language, then why not play with language to produce new, more desirable, meanings.” (Miller & De-Shazer, 1998, p.7)

Thus, as the participants begin to notice more of what is going well, i.e. Lilly and James showing confidence by completing tasks independently or persisting with difficult activities, the strengths-focused interpretation of the behaviour and the positive language used to describe the interpretation becomes the dominant story about them.

Lilly also described changes in her own behaviour that mirrored the changes that Hillary and Simon had perceived. For example, when asked what she thought had changed since making the videos Lilly replied,

“My behaviour...I’ve been a lot calmer. I used to be running around like a headless chicken...I used to just shout and scream and now I try and do it myself. I think I’m getting older...more responsible.” Lilly.

When asked about what it was like to see herself as a calm person, Lilly agreed she thought it was nice to see herself in this way and she described this as the kind of person she would like to be. Wittgenstein (1958) acknowledged the ways in which one uses language to construct meanings of oneself is socially organised. He suggested individuals participate in one another’s language games, thus influencing each other’s constructions of themselves.

The extract from Lilly suggests she was beginning to construct a new understanding of herself as a calm person, which is a more desirable story for her. Similarly, Gill began to construct a new understanding of herself as someone who is able to sit back and let other people make the decisions or take control of a situation.

“Living at home with three children alone, I have the control, I am the boss. It’s nice to see me step back and let someone else make all the decisions.” Gill.

As the individuals interpret and describe the problems differently, focusing on the exceptions becomes the dominant story and the individuals' experience of their circumstances changes.

The participants also described instances where they were trying to put themselves in someone else's shoes and attempt to see a situation from another perspective. Hillary and Simon both talked about sympathising with Lilly regarding her relationships at home with her little sister (Lacey). Likewise, Alice attempted to identify with James when thinking about his behaviour on the carpet. She hypothesised he may not understand everything the teacher is saying and therefore may lose concentration and attention as a result. By looking at the situation from another perspective, Alice was able to think about how she could support James' understanding and actively problem solve around this herself, becoming more aware of James' needs in the process.

One factor that enabled the parents and teachers in this study to try and see situations from the other person's perspective was the development of shared understandings of each other and the different roles one another had. For example, Here, Gill describes her appreciation for the time Alice has dedicated to working with her and James. It is also apparent Gill has gained a new understanding about the role of a teaching assistant and what that job entails. By gaining this new understanding Gill has developed an appreciation for Alice and what she does to support James in school.

"Before I thought it's just James' teaching assistant but I appreciate she does a lot more than that especially as she didn't have to do all of this work and she's done it." Gill.

The Resilience Pyramid places relationships, mutual learning experiences and an individual worldview that pays attention to what is going well and attempts to view situations from other perspectives as fundamental in resilience.

3.6 Limitations

My epistemological stance will have influenced the questions I asked, the methods I used and ultimately my findings too (Locke, Alcorn, & O'Neill, 2013; Postholm & Skrøvset, 2013; Willig, 2001). Due to University word count restrictions, this study attempted to capture a vast amount of personal experience in one relatively small document. Therefore, I was limited in the depth and ways in which the data could be explored. Given the range of participants I included (children, parents and teachers) it may have been interesting to explore their individual understandings in more depth and consider how their individual differences may have affected their contributions. This study was limited in the exploration of the participants involved and how their view of the world, their life experiences and gender (for example) may have influenced their understandings.

Some may also question the small number of participants in this study. However, the quality of the discussion rather than the number of participants is important to me (Cordingley, Bell, Thomason, & Firth, 2005). This empirical research was intended to explore the concept of resilience and therefore could be described as exploratory research. Blanche, Durrheim, and Painter (2006) suggested exploratory research aims to look for new insights into an area of interest and make initial conclusions about this area. The findings of this study are therefore intended to offer a starting point for further research. They offer one possible understanding of resilience for these individuals, during one moment in time, in one specific context. It is hoped this exploration of the use of VIG to construct a new understanding of resilience has highlighted the relational aspects of resilience and has raised other important questions in relation to the use and understanding of the term resilience within educational contexts. Gomm, Hammersley, and Foster (2000) suggested case studies might be helpful in expanding and enriching the social constructions individuals hold and are most useful in helping to form questions rather than in findings answers. Therefore, this study aimed to generate new insights into an already well researched area and form the basis for future exploration. Future research could look at testing the Resilience Pyramid created through this study. By working with different participants from different cultures and geographical locations it may be possible to explore whether the understandings of relationships and

resilience created in this study are relevant to others too. This would enable me to explore the transferability of the Resilience Pyramid to other contexts.

The transferability of my findings could have also been considered in more detail by using Yin's (2009) five important components of case study design to guide the initial planning stages of my research. Yin's (2009) components are outlined below;

1. Study questions
2. Propositions
3. Units of analysis
4. Logic linking the data to propositions
5. Criteria for interpreting the findings

Although Yin (2009) suggested that exploratory case-studies do not need to have propositions, he proposed that every exploration should include criteria by which it can be judged successful. If I had created success criteria based on the findings of my meta-ethnography it might have helped focus my attention more on relevant data during the analysis and may have helped me in identifying when an understanding of resilience had been constructed.

Similarly, if I had explicitly defined my units of analysis it might have helped me to consider my findings in relation to other research that examined relationships and resilience. Therefore, more detailed reflection on Yin's (2009) components may have helped me to consider how my study might relate to other broader bodies of knowledge in this area. By generating a somewhat flexible success criteria based on the meta-ethnography model it would have allowed me to make far more claims regarding the transferability of the findings. This research stands apart from much of the previous literature surrounding resilience and offers a new way of thinking about the topic. The study intends to generate further questions for exploration and act as a catalyst for future research in the area; including the use of the Resilience Pyramid in different contexts.

3.7 Implications for Educational Psychologists' practice and future research

Despite Educational Psychologists' (EP) knowledge of ecological notions of development (Bronfenbrenner, 1979; Darling, 2007), interventions still typically focus on the individual within the school setting and fail to look at the environments and systems surrounding the individual, such as home and wider society (Prilleltensky & Nelson, 2000). This research not only suggests a new understanding of resilience, but also offers an intervention that can be used by EPs to work with a range of systems around CYP. It also demonstrates how VIG can be used by EPs to work collaboratively between home and school. It would be interesting to see future research exploring whether VIG could be used in wider community systems surrounding CYP. For example, using VIG with CYP and their football coach or swimming instructor as well as with home and school. This could also contribute to a richer understanding of resilience if community relationships were also included.

Furthermore, this study highlights the common perception that problems are located within the individual and it offers an understanding of resilience that looks wider than this. EPs are well positioned to offer an alternative view of problems and individual child difficulties. The Resilience Pyramid offers EPs a model for thinking about resilience as being a combination of much more than just individual aspects. It may also be useful in thinking about and planning involvement in future cases; particularly future interventions.

3.8 Conclusion

In this section, I outline conclusions that can be made from this piece of empirical research about using VIG to construct new understandings of resilience.

The analysis of interview and shared review data from a small sample of children, parents and teachers has demonstrated that it is possible to use VIG to explore their understandings of their relationships with one another. Further from this, it is possible to use their understandings to create a new, relational, understanding of resilience.

The Resilience Pyramid, which was created from my interpretations of participant data, suggests resilience can be described through the combination of the following interconnected faces:

- i) Developing relationships;
- ii) Mutual learning experiences;
- iii) Understanding, accepting and appreciating oneself and others.

It proposes communication and interaction, as well as a shared understanding of these, are the foundations of relationships. Within these relationships it is also important to have opportunities for mutual learning experiences where both parties can learn from each other in formal and informal learning environments. Finally, these relationships and learning experiences lead to an individual view of the world that places value in trying to see situations from other perspectives, and by paying attention to what is going well, it opens up new possibilities for individuals and their relationships. Language is interpreted as a vital resource in enabling all three faces of the Resilience Pyramid to develop. It is based on Wittgenstein's (1958) view of language, which suggested an individual's experiences of their circumstances are influenced by the ways in which an individual uses language to construct meanings and build social relationships. Therefore, as the participants in this study engaged in VIG, which emphasised what was going well and took a strengths-based focus, the way in which they interpreted their situations and described them, took on a strengths-based focus too. Thus, how they began to experience their situations changed through their use of a shared strengths-based language.

3.9 References

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Appendices

Appendix A1: Principles of Attuned Interactions¹

Principle	What to look out for
Being Attentive	<ul style="list-style-type: none">• Looking interested with friendly posture• Giving time and space for other• Turning towards• Wondering about what they are doing, thinking or feeling• Enjoying watching the other
Encouraging Initiatives	<ul style="list-style-type: none">• Waiting• Listening actively• Showing emotional warmth through intonation• Using friendly and/or playful intonation as appropriate• Naming what the child is doing, might be thinking or feeling• Naming what you are doing, thinking or feeling• Looking for initiatives
Receiving Initiatives	<ul style="list-style-type: none">• Showing you have heard, noticed the other's initiative• Receiving with body language• Being friendly and/or playful as appropriate• Returning eye-contact, smiling, nodding in response








¹ Adapted from Kennedy, Todd and Landor (2011)

	<ul style="list-style-type: none"> • Receiving what the other is saying or doing with words • Repeating/using the other's words or phrases
Developing Attuned Interactions	<ul style="list-style-type: none"> • Receiving and then responding • Checking the other is understanding you • Waiting attentively for your turn. • Having fun • Giving a second (and further) turn on same topic • Giving and taking short turns • Contributing to interaction / activity equally • Co-operating - helping each other
Guiding	<ul style="list-style-type: none"> • Scaffolding • Saying 'no' in the 'yes' cycle (attuned limit setting) • Extending, building on the other's response • Judging the amount of support required and adjusting • Giving information when needed • Providing help when needed • Offering choices that the other can understand • Making suggestions that the other can follow
Deeping Discussion	<ul style="list-style-type: none"> • Supporting goal-setting • Sharing viewpoints • Collaborative discussion and problem-solving • Naming difference of opinion








	<ul style="list-style-type: none">• Investigating the intentions behind words• Naming contradictions/conflicts (real or potential)• Reaching new shared understandings• Managing conflict (back to being attentive and receiving• initiatives with the aim of restoring attuned interactions)
--	---

Appendix A2: Visual VIG Principles

BEING ATTENTIVE

 look interested	 friendly posture	 turn towards
 give time for other	 give space for other	 wondering
 enjoy watching		

ENCOURAGING INITIATIVES

 waiting	 emotional warmth	 listen actively
 naming positively	 friendly or playful tone	 saying what you're doing
 child initiatives?		

RECEIVING INITIATIVES



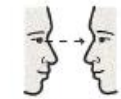
being friendly



being playful



smiling



eye contact



nodding



receive with words



repeating words



repeating actions



show you noticed

DEVELOPING ATTUNED INTERACTIONS



receive then respond



check for understanding



wait for your turn



short turns



having fun



give more turns



support group turns



equal interaction



cooperating

GUIDING



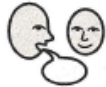
scaffolding



build on response



adjust support



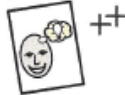
give information



provide help



offer choices



make suggestions

DEEPENING DISCUSSION



support goal setting



share viewpoints



problem solving



collaborative discussion



naming difference



manage conflict



investigate intentions



naming contradictions



shared understandings

Appendix A3: The VIG process

The VIG cycles involved six filming and six shared review sessions within the family home and school settings. Each videoing session included 15 minutes separate filming of parent-child, teacher-child and teacher-parent interactions during shared activities (e.g. art and crafts, board game). Before each shared review session, I viewed and micro-analysed the films using the principles of attuned interactions (Todd, Kennedy & Landor, 2011) (Appendix A1) and three or four clips depicting moments of attuned interactions were chosen to show the participants. These moments were times where the parent or teacher had received and then responded to the child's initiative and followed their lead. The shared reviews consisted of a joint viewing of the clips with the participants in that particular clip. Participants were encouraged to comment on what they liked about the clips; paying particular attention to the interaction between themselves and the other person in the video. A visual version of the principles of attuned interactions (Appendix A2) was available for all participants to look at throughout the shared reviews. I asked participants questions such as:

- What do you see in that clip?
- What would you call that moment?

How does it feel watching the clip back?

Throughout all sessions I aimed to exemplify the principles of attuned interactions through my own interactions with all the participants. I did this by receiving their comments through nodding and smiling as well as responding with encouraging phrases or further questions. All the shared review sessions were filmed to capture the richness of the discussion generated from watching the film clips and for VIG training supervision. At the end of each shared review I asked each participant to select a clip they wished to share with the member of the triad who was not present at that current shared review. There was then a joint reviewing with all members of the triad present where they showed each other their chosen clips and discussed why they had chosen them.

Appendix B: Consent Form

Consent Form

This is to certify that I/we:

- Understand the purpose for which my/our consent is being sought to video record my child's interactions with me and their class teacher.
- Have read the information sheet explaining the Video Interaction Guidance process.
- Understand that interviews before and after the VIG process will be audio taped, transcribed and analysed for re-occurring themes.
- Agree to my/our meeting being videoed for the purpose of Video Interaction Guidance.
- Am/ are aware that I/we may stop the video recording at any time.
- Agree that the video recording may be watched by the VIG guider and her supervisor.
- Understand that the video recordings and audio recordings will be kept on a password protected lap top until deleted.
- Understand that the video recordings will be deleted within 2 months of the end of my/our involvement with Video Interaction Guidance unless I would like to keep them myself.
- Am/ are aware that I/we may withdraw consent at any time.

All Client Name(s) and Signature(s):

VIG Guider Name and Signature:

Date(s) of session(s) for which DVD/Video recording is sought:
Date and Sign

Appendix C: Information Sheet

Information sheet- Teachers

My name is Vicki Ocock. I am an Educational Psychologist in Training at Newcastle University and I am currently conducting my doctoral research project into the role of relationships in developing resilience in school aged children.

As part of my research into this area, I am hoping to work with you, (child's name) and their mother/father to look at how we can develop these relationships and interactions through a process called Video Interaction Guidance (VIG). Through VIG we will focus on the positive aspects of your interactions like turn taking and eye contact. By highlighting and reflecting on the positive aspects of interaction that you have demonstrated, you are likely to do more of this and this may have a positive effect on your relationships with both (child's name) and their mother/father.

I aim to explore whether strengthening these relationships through VIG can help develop a new understanding of resilience.

What is Video Interaction Guidance?

Video Interaction Guidance (VIG) is a relationship-based intervention, which helps people become more sensitive and attuned to others. VIG works in a respectful and collaborative way using edited video clips of **positive** communication between people as the basis of a reflective conversation about the relationship.

VIG is a widely used tool by a range of professionals; including educational and clinical psychologists, health visitors and speech and language therapists.

The VIG process

1. An initial video of roughly 15 minutes will be taken of:
 - a. You and (child's name) engaging in an activity
 - b. (child's name) and their mother/father engaging in an activity
 - c. You and the mother/father engaging in an activity or conversation.
2. I will then 'micro-analyse' the three video clips to look for the building blocks of communication. These include things like turn taking or eye contact.
3. I will then edit the video to show very short clips which demonstrate these **positive interactions** between you and (child's name).
4. We will then have a joint viewing of the footage where you and (child's name) will get to see the edited video clips, which I will guide. This is called a Shared Review. It will focus on what **positive interactions** can be seen, the emotional responses to these interactions and what we can learn from this. You will also get the chance to choose one clip to share with (child's name) mother/father.

5. A second shared review will then occur with you, (child's name) and their mother/father. During this shared review the three of you will view the one clip you chose to share with (child's name) mother/father.
6. Both shared reviews will also be filmed for me to share with my supervisor. The film of the shared review is viewed jointly to support my developing practice. During my supervision, my VIG supervisor may also view the edited clips of your interactions to put the shared reviews in context
7. This cycle will be repeated.

In order to gain the views of you, (child's name) and their mother/father, I aim to conduct interviews with you before and after the VIG cycle process. These interviews will focus on your views and understandings of resilience and of the VIG process. These interviews will be audio taped and the conversations transcribed. I will then look at the transcriptions and highlight any re-occurring themes that have emerged from the discussion.

Two months after the cycles are complete, the video recordings and audio recording will be deleted unless you request the recordings for your personal possession.

If you have any further questions or queries, please do not hesitate to contact me at:

- v.ocock@XXXXXX
- 03000 XXXXXXXX

Or, for further information and videos about the VIG process please visit the following official website:

- www.videointeractionguidance.net

Thank you,

Vicki Ocock
Trainee Educational Psychologist

Information sheet- Parents

My name is Vicki Ocock. I am an Educational Psychologist in Training at Newcastle University and I am currently conducting my doctoral research project into the role of relationships in developing resilience in school aged children.

As part of my research into this area, I am hoping to work with you, your child and their class teacher to look at how we can develop these relationships and interactions through a process called Video Interaction Guidance (VIG). Through VIG we will focus on the positive aspects of your interactions like turn taking and eye contact. By highlighting and reflecting on the positive aspects of interaction that you have demonstrated, you are likely to do more of this and this may have a positive effect on your relationships with both your child and their class teacher.

I aim to explore whether strengthening these relationships through VIG can help develop a new understanding of resilience.

What is Video Interaction Guidance?

Video Interaction Guidance (VIG) is a relationship-based intervention, which helps people become more sensitive and attuned to others. VIG works in a respectful and collaborative way using edited video clips of **positive** communication between people as the basis of a reflective conversation about the relationship.

VIG is a widely used tool by a range of professionals; including educational and clinical psychologists, health visitors and speech and language therapists.

The VIG process

8. An initial video of roughly 15 minutes will be taken of:
 - a. You and your child engaging in an activity
 - b. Your child and their class teacher engaging in an activity
 - c. You and the class teacher engaging in an activity or conversation.
9. I will then 'micro-analyse' the three videos to look for the building blocks of communication. These include things like turn taking or eye contact.
10. I will then edit the video to show very short clips which demonstrate these **positive interactions** between you and your child.
11. We will then have a joint viewing of the footage where you and your child will get to see the edited video clips, which I will guide. This is called a Shared Review. It will focus on what **positive interactions** can be seen, the emotional responses to these interactions and what we can learn from this. You will also get the chance to choose one clip to share with your child's teacher.
12. A second shared review will then occur with you, your child and their class teacher. During this shared review the three of you will view the clips you have chosen to share with your child's class teacher.

13. Both shared reviews will also be filmed for me to share with my supervisor. The film of the shared review is viewed jointly to support my developing practice. During my supervision, my VIG supervisor may also view the edited clips of your interactions to put the shared reviews in context.
14. This cycle will be repeated.

In order to gain the views of you, your child and their class teacher, I aim to conduct interviews with you before and after the VIG cycle process. These interviews will focus on your views and understandings of resilience and of the VIG process. These interviews will be audio taped and the conversations transcribed. I will then look at the transcriptions and highlight any re-occurring themes that have emerged from the discussion.

Two months after the cycles are complete, the video recordings and audio recording will be deleted unless you request the recordings for your personal possession.

If you have any further questions or queries, please do not hesitate to contact me at:

- v.ocock@XXXXXX
- 03000 XXXXXXXX

Or, for further information and videos about the VIG process please visit the following official website:

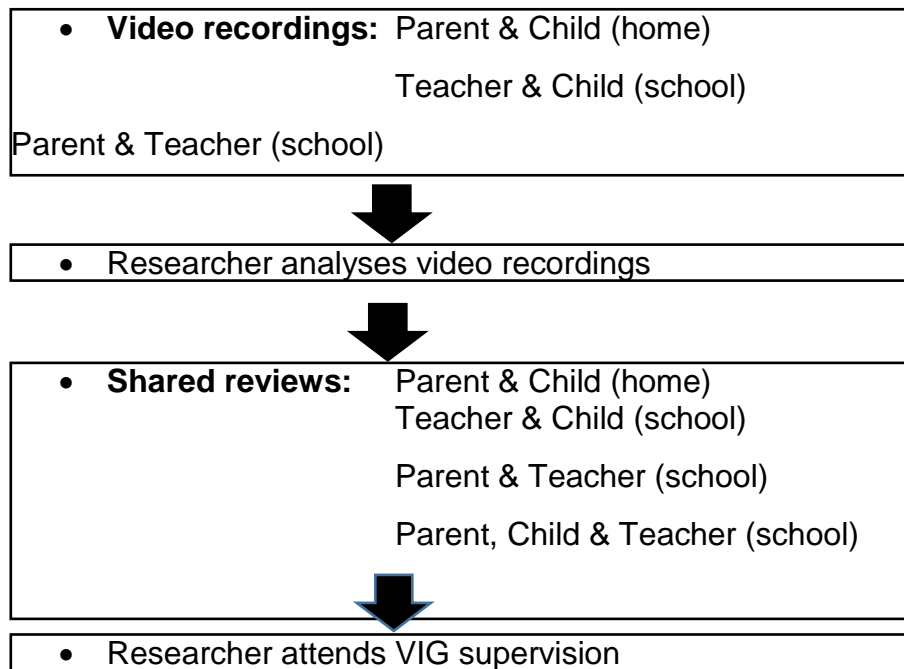
- www.videointeractionguidance.net

Thank you,

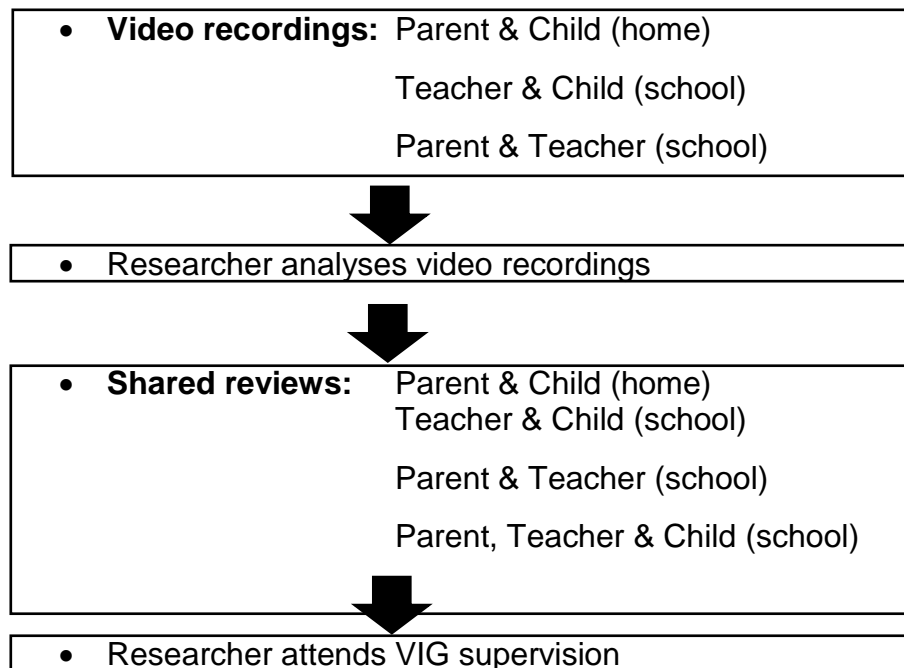
Vicki Ocock
Trainee Educational Psychologist

Appendix D: Timeline and process of VIG cycles

Triad 1- VIG cycle 1 June 2015



Triad 1- VIG cycle 2 July 2015



Triad 2- VIG cycle 1 November 2015

- **Video recordings:** Parents & Child (school)
Teacher & Child (school)
Parent & Teacher (school)



- Researcher analyses video recordings



- **Shared reviews:** Parents & Child (school)
Teacher & Child (school)
Parents & Teacher (school)
Parents, Child & Teacher (school)



- Researcher attends VIG supervision



Triad 1- VIG cycle 2 July 2015

- **Video recordings:** Parents & Child (school)
Teacher & Child (school)
Parents & Teacher (school)



- Researcher analyses video recordings



- **Shared reviews:** Parents & Child (school)
Teacher & Child (school)
Parents & Teacher (school)
Parents, Teacher & Child (school)



- Researcher attends VIG supervision

Appendix E: Semi-Structured Interview Template
Interview Schedule- Adult

Q: How have you found the video interaction process with X and with X's mum/teacher?

How would you describe it to someone else in three words?

What memories do you have of it?

Q: VIG is about enhancing relationships. What did the videos make you think about your relationship with X and their mum/teacher?

Q: Were there any moments you particularly enjoyed seeing? Why?

Q: What did you notice about the way you and X show affection to one another?

How does that make you feel?

Q: What did you notice about the way X pays attention to you? and the way you pay attention to them?

How do you feel about that?

Q: What did the videos make you think about your interactions and the affect they have on X?

Q: Was there anything about your interactions with X that surprised you? Why?

Q: Has anything changed as a result of this work?

For you?

For....?

For your relationship with.....?

What about in the future?

Q: Has anything been different since the start of the work?

Q: Do you think there has been any change in the way you think about (child/yourself)?

Q: Do you think there has been any change in the way you view yourself as a teacher / mother / friend?

Q: You were interested inwas this achieved? or was something else achieved?

Q: What do you think of the principles of attuned interactions?

Did they make sense to you?

Do you agree they are important for communication?

Are there any principles that have stood out to you? Why?

The videos highlighted lots of principles that you demonstrated in all the videos, what have you liked about your interactions?

Q: What would you like to take forward from this process?

Q: Was there something else you would have liked to get from the process?

Interview schedule- child

Q: Did you enjoy making the videos with your mum? With Ms D?

What did you like about it? Why?

Was there anything you didn't like? Why?

Q: Did you enjoy looking at these videos?

What did you like about it? Why?

Was there anything you didn't like? Why?

Q: If someone in your class asked you about it, what would you say to them?

What three words would you use to describe it?

Q: Can you tell me about something you remember from the videos?

What was your favourite moment? Why?

Q: I remember seeing a lot of times when you and X hugged or kissed or laughed together on the videos. What was it like watching those hugs and kisses on video?

Q: Your X and Mrs X made videos together and watched them together too, do you think that was a good thing, a bad thing or a bit of both?

Why?

Or, What did you like about X and Mrs X making and watching videos together?

Q: Did you enjoy having some time alone with X and Mrs X?

What did you like about it? why?

Was there anything you didn't like about it? why?

Q: Do you think anything has changed since doing the videos?

For you?

For....?

For you and.....?

What about in the future?

Has anything been different since the start of the work?

You were interested indid you manage to do this?

Q: Are there any of these strength cards that you think you are better at now you've made and watched the videos?

What does that feel like? Why?

Q: Are there any of these strength cards that you could see yourself doing in the video?

What did it feel like to see those? Why?

Q: What did you think about the pictures we used when looking at the videos?

Did they make sense to you?

Do you agree that they are important?

I saw you doing lots of these things in all the videos, what do you think you were good at?

Appendix F: Example Interview Notes

(Lilly)

Interview schedule- child

Q: Did you enjoy making the videos with your mum? With Ms D?
What did you like about it? Why?
Was there anything you didn't like? Why?
No - v. sure

Q: Did you enjoy looking at these videos?
What did you like about it? Why?
Was there anything you didn't like? Why?

Q: If someone in your class asked you about it, what would you say to them?
What three words would you use to describe it? Remembered 'cheeky smile' instantly

Q: Can you tell me about something you remember from the videos?
What was your favourite moment? Why? enjoyed games

Q: I remember seeing a lot of times when you and your mum hugged or kissed or laughed together on the videos. What was it like watching those hugs and kisses on video?

Q: Your mum and Ms D made videos together and watched them together too, do you think that was a good thing, a bad thing or a bit of both? Why?
Idea of parents + teacher together is strange - unusual
- This was out of ordinary.

Or, What did you like about your mum and Ms D making and watching videos together?
Spend time talking about her
- focus often of little side on

Q: Did you enjoy having some time alone with your mum and Mrs D?
What did you like about it? why?
Was there anything you didn't like about it? why?
teachers don't really spend time with you → used it!
out of ordinary again

- Lilly would like people to discuss her.

Q: Do you think anything has changed since doing the videos?

For you?
For....?
For you and.....?

What about in the future?

Has anything been different since the start of the work?

You were interested indid you manage to do this?

calmer
- would like to be a 'calm' person
- new way of thinking
Smiling throughout, whilst talking about this!

Q: Are there any of these strength cards that you think you are better at now you've made and watched the videos?

What does that feel like? Why?

good manners
happy.
I do things well + quickly

Q: Are there any of these strength cards that you could see yourself doing in the video?

What did it feel like to see those? Why?

warning

Q: What did you think about the pictures we used when looking at the videos?

Did they make sense to you?

"helped me say things!"

Do you agree that they are important?

I saw you doing lots of these things in all the videos, what do you think you were good at?

→ seeing herself as responsible
- getting older
* positive view of herself.
surprised

(Grill)

Interview Schedule- Adult

Q: How have you found the video interaction process with X and with X's mum/teacher?

How would you describe it to someone else in three words? Positive words
What memories do you have of it? "eye opener"

Q: VIG is about enhancing relationships. What did the videos make you think about your relationship with X and their mum/teacher?

Similarities - noticing her + J share traits. engaged together

Q: Were there any moments you particularly enjoyed seeing? Why?

laughing - remembered moment when copied each other. - brought smile to

Q: What did you notice about the way you and X show affection to one another?

face.

How does that make you feel?

'sneaky hug'

Q: What did you notice about the way X pays attention to you? and the way you pay attention to them?

bi-directional

How do you feel about that?

used to pick up on negatives - more positive now.

Q: What did the videos make you think about your interactions and the affect they have on X?

Noticed unhelpful aspects too

Q: Was there anything about your interactions with X that surprised you? Why?

VIG language used.

*VIG principles & important - J listens better when facing him.

Q: Has anything changed as a result of this work?

For you?
For....?
For your relationship with....?

What about in the future?

Has anything been different since the start of the work?

positive view of herself

Q: Do you think there has been any change in the way you think about (child/yourself)?

I think I'm quite good at interacting

Q: Do you think there has been any change in the way you view yourself as a teacher / mother / friend?

(Grill)

Interview Schedule- Adult

Q: How have you found the video interaction process with X and with X's mum/teacher?

How would you describe it to someone else in three words? Positive words
What memories do you have of it? "eye opener"

Q: VIG is about enhancing relationships. What did the videos make you think about your relationship with X and their mum/teacher? Similarities - noticing her + J share traits. engaged together

Q: Were there any moments you particularly enjoyed seeing? Why? laughing - remembered moment when copied each other. - brought smile to face.

Q: What did you notice about the way you and X show affection to one another? Face.
How does that make you feel? 'sneaky hug'

Q: What did you notice about the way X pays attention to you? and the way you pay attention to them? bi-directional
How do you feel about that? used to pick up on negatives - more positive now.

Q: What did the videos make you think about your interactions and the affect they have on X? Noticed unhelpful aspects too

Q: Was there anything about your interactions with X that surprised you? Why? VIG language used. *VIG principles + important - J works better when facing him.

Q: Has anything changed as a result of this work?

For you?
For....?
For your relationship with.....?

What about in the future?

Has anything been different since the start of the work?

positive view of herself

Q: Do you think there has been any change in the way you think about (child/yourself)?

'I think I'm quite good at interacting'

Q: Do you think there has been any change in the way you view yourself as a teacher / mother / friend?

Appendix G: Example Transcript Notes

V: Mmmm. Yeah so they were doing something a bit different weren't they?

L: Mhmm

V: Yeah. Do you think they enjoyed it?

L: Erm yeah

V: Mmmhmm yeah. So, what do you think was good about them making the films together? So why do you think that's good that your mum and your teacher your mum and your dad well mum and [redacted] and your teacher make videos together

L: Erm to like spend more time and talk about us ③ home-school partnership

V: Aaah so do you think they might have talked about you mmmm and do you think they were talking do you think they were saying good things?

L: Mmmm yeah

V: I think so I was there *laughs* yeah. So they've maybe they've had a bit more time to spend together

L: Yeah

V: Mmmhmm. Right, so do you think you've enjoyed having some alone time with your mum and [redacted]

L: Yeah so I don't have my little sister shouting in me ear and punching us and biting us ② making time available

V: Oh that sounds quite tricky is that what it's like at home?

L: Yeah bites us, kicks us, punched us

V: Mmmhmm so it sounds like the videos was quite different

L: Yeah

V: Yeah and was that time better?

L: Yeah

V: Mmmhmm. What made it better then? Why do you think it was so good?.

L: Erm cos it was just spending time together ① sharing time with others

V: Yeah, so that's really important to you spending time?

L: Yeah

V: Yeah. What about erm having some alone time with Mrs [redacted] what was that like?

L: Erm well in class you never really get to spend time with the teacher because all the other people need help ② making time available

V: Mmmm yeah.

L: So yeah

V: So you got to spend bit of time with her?

L: Mhmm

V: Just you and her

L: Yeah

V: And what was that like .

① sharing time
② making time available

L: Erm good because like you and your teacher doesn't really like spend time because of the other people need time with the teacher to get like the work done and that

V: Yeah . So it was nice having that time...

L: Yeah

V: just you and her. Was there anything you didn't like about spending the time with your mam and [redacted]?

L: Not really

V: No it was all good?

L: Mmhmm

V: That's nice. Do you think anything has changed since making the videos?

L: My behaviour

③ Noticing exceptions + changes

V: Do you? What kind of things?

L: Like me mam [redacted] think I've like when [redacted] gets things I used to say like where's mine and that

V: Aah right

L: and now I don't

V: And do you think that as well so your mam and Stu think that, have you noticed that as well?

L: Yeah

V: Yeah you have and why do you think that is?

L: I'm not sure

V: It's quite tricky isn't it. What do you think the videos helped you do or what did you notice in the videos?

L: That I've been a lot calmer.

③ changes

V: Aahh so you've noticed times in the videos where you're really calm

L: Mmhmm

V: And what was it like seeing yourself being calm?

L: Weird

V: Was it? Why cos

③ Noticing changes
- calmer

L: Cos I'm all, I'm all at home **used to be all running around like a headless chicken**

V: Did you? And we didn't see any of that in the videos did we? We saw really calm

L: Mmmhmm

V: And was it nice seeing yourself as a calm person?

L: Yeah

③ constructing new
understandings
about self.

V: And so is that a kind of person that you'd like to be?

L: Yeah

V: And you think you're becoming that person mmmm. Do you think anything's changed about cos that was something about you. What about your mam and [redacted] do you think anything's changed for them?

L: Mmmm (.) not really

V: What about Mrs [redacted]?

L: (.) nnnnn

V: No, no changes there no. Right so I've got some cards here

L: Mmmhmm

V: I'll just put them out. Do you think there was any of these cards that you could see yourself doing in the videos? Oh, hold on *pause as cards are laid out* erm, I'll put that one over there

L: Erm **I have good manners** ③ Positive view of self +
own strengths.

V: Mmmm so you saw yourself having good manners yeah

L: **I'm happy definitely** ③ Positive view

V: I'm happy yeah

L: Erm and **I do things well and quickly** ③ Positive view

V: Aah yes so what kind of things did you see yourself doing well and quickly on the video?

L: Erm winning games

V: Mmmm yeah there was lots of that wasn't there. There was the erm

L: Dominoes

V: Dominoes, the maths game

③ Noticing changes
- thinks she's better
at this now.

L: Erm I can find a way to do things

V: Ahh right. Can you tell me a little bit about that?

L: Erm I'm afraid of spiders

V: Right

L: and I used to just shout and scream and now I try and do it myself

③ Exceptions +
changes.

V: Ohh so you've started trying to do things yourself?

② Extending
beyond
experience

L: Mmmhmm

V: and why what's caused that change do you think?

L: I'm not sure

V: just something inside you. now you're thinking oh I can do it

L: I think I'm getting older

V: You're getting older

L: More responsible ③ Positive view of self ③ New understanding
of self.

V: More responsible as well that sounds good. And are they nice changes to see?

L: Yeah

V: Yeah and how does it feel thinking of yourself finding new way to do things and being more responsible

L: Yeah

V: What does that feel like?

L: Good if it when it's just like I have an older sister

V: Oh do you

③ New understanding
of self.

L: But she's never home so like when I'm really responsible it feels like I'm the older sister

V: Ahh so it's quite nice you feel like you're the big one

L: Yeah

V: The responsible one. I was just thinking of having a look at some of these little cards. Can you remember

L: and

V: them

L: Yeah

V: And what were you going to say?

L: and I need to stick what I need to like my times tables

V: Aahh right ok so do you think you do that a bit more now?

L: Yeah

V: so with your times tables?

L: Yeah

V: Aah ok so why do you think do you know why that one might have changed

L: Erm I'm not sure

V: Mmmm and do you think is that a good change are you

L: yeah

V: Are you happy with that one?

L: Yeah

V: That's really good isn't it? I'll just see so

L: I might be able to just turn on the computer

V: *laughs* aah I know. Get some games up. So erm are there any of these cards (.) *Pause while cards are being laid out.* There's a few of these cards on here

L: Yeah (.) *Pause*

V: Are there any of these cards that you would choose to describe how you feel when you think about erm the videos or how the videos made you feel.

L: Proud

V: Proud mmm. Can you tell me about that?

L: Erm cos I've just I've definitely changed my ways.

V: Aah and you feel proud of that so could you can you give me an example of something that you've changed?

L: Like I've changed my behaviour

V: Mmmhmm and could you give can you tell me something in our behaviour that's changed?

L: Like the naughtiness cos I used to be really naughty

V: Did you

L: and now I'm not so naughty

V: mmm what kind of things did you do?

③ Positive view
② Extending beyond experience.

③ Positive view of self.

③ Noticing changes

E: would maybe have gained more from it.

V: Aahaa

E: I think she gained from it in different ways but I don't, I think that was kind of above her

V: Yeah. I guess

E: understanding

V: In some ways maybe at least I dunno what her mum and dad would say but like **we've gained some understanding about**

③ shared understanding

E: Of her

V: of her from that

E: Yeah, definitely

V: Cos that was I picked up on that as well,

E: Yeah

V: She, she did struggle

E: **Self reflection she found really hard** and even when it was obvious even when it was blatantly obvious the feelings and the emotions.

V: Yeah

E: **She really found it hard to put it into words**

V: Yeah emotions she does

E: Mmmhmm yeah

V: Well she did struggle to say what ...

E: What was making her ...

V: What she was feeling

E: What she was feeling and what was making her feel like that even though it was just quite obvious so I did find that quite interesting cos **you just assume that you just assume that kids are self aware don't you**

V: Yeah

E: **And they are not necessarily**

V: Mmmhmm

E: Erm whereas her parents where quite self aware

V: Mmmhmm

E: like her **mum and her partner were quite good at articulating what was going on**

② Noticing others' strengths

③ Valuing their contribution.

V: inaudible (at the time)?

E: yeah and I did think that was interesting that she found that so difficult

V: Yeah. If you could describe it in three words what would you choose?

E: What the process?

V: Yeah

E: **Enlightening.** (2) *unchain → know*

V: Mmhmm

E: erm (.) Three words? Could it not be phrases?

V: Yeah oh yeah whatever

V: Like **good for relationships.** I think it's good for relationships parent/teacher/child that triangular kind of like environmental

V: Yeah

E: It's going to be the teacher and the parent and the child and they're going to see each other and I thought that was good. Erm and I thought it was like **interesting about yourself**

V: Yeah

E: There was **things about myself that I could see and I was thinking yeah I can see my traits in there**

V: (Laughs)

E: as much as I could see hers I could see mine as well

V: Yeah

E: which, it makes you think about **how you can always just be you you've gotta think of the person you're interacting with and sometimes the way you are won't be exactly right for the person you're interacting with**

① Adapting interactions

V: Yeah

E: and you have to kind of try and have that double understanding

V: Yeah maybe change bits

E: Yeah, yeah so I thought that was interesting, So, interesting, enlightening and good for the whole

V: Yeah

E: Three way relationship thing for school.

V: What memories have you got from it?

② making time available

E: Erm I think that it was for me it was the first time I've really spent anytime with [redacted] where she I didn't feel like she was attention seeking and I mean that's just from the point of view of me and her

③ Noticing exceptions.

V: Yeah

E: She does tend to struggle with that in class. Whereas in there I didn't feel like she was pretending to do anything or pretending to be good or pretending not to be good at something.

V: Yeah

③ Noticing exceptions.

E: She was just engaging in the tasks as they were presented erm which was good. I did sss and I did sss I was I was quite interested in how she when it was the lego and that was something she thought she was good at how she reiterated how good she was in it all of the time (laughs) and she,

V: yeah

② Task aimed at interests.

E: you could see the confidence and I think you could see how when she thinks she good at something it builds her confidence

② Noticing others strengths

V: Yeah

E: And because she beat me in some of the games she thought she was better at the times tables than she is

V: Yeah

E: and you could see the kind of you could see that

V: If she had the belief in herself

E: Yeah yeah

V: Yeah and what do you think it was about was it the tasks or was it the situation that kind of allowed that to happen?

② making time available

E: I think it was the situation that allowed it to happen because in a class room you would never be one on one in a game situation there would always be competition from another child there would always be and it really was just in the games a chance of luck that she won whereas she wouldn't always win whereas the situation she did win which was good for her confidence and so I do think that it was the fact that it was one on one doing that kind of activity. You work one on one with children in the classroom but it's very much about putting things right when they are stuck. It's not - you very rarely work one on one for fun

① Fun

V: Yeah

E: in a game cos you don't have the capacity and the time to do it.

①/③ Noticing unhelpful aspects of interactions

V: Yeah

E: So I think that, that was good

V: Yeah

E: I think that was good, I think that's worked that was let me see her that way

③ New understanding of others

③ exceptions

V: Mmmm

E: Cos you wouldn't have she doesn't react well and engage well with other kids all of the time, [redacted] so you kind of lose her sense of fun in things because normally you're called over by the time she's lost her temper.

V: Right

E: When she's interacting with other kids

V: Yeah

E: So if let me see that actually she can control

V: Yeah

E: Her temper and her patience and things

V: Mhmm

E: But I don't know if that was cos it was kind of adult environment rather than child

V: Right, yeah. So, obviously, the VIG is about enhancing relationships what did the videos make you think about your relationship with [redacted] and then your relationship with [redacted]

E: Erm I think that, I think for [redacted] it was good for her to have a bit of attention for the right reason and I think she did benefit she did often say she felt special cos she'd played a game that we hadn't played in class yet

V: Oh yeah

E: So she hadn't actually played that in class and then we did come to play it and she was like "oh we played this didn't we" and I think that was good for her and our relationship and I was like "yeah and you beat me" and that was really good. And I think it was just good for the parents to kinda see and for me to see from the parents the way that they interact and how their relationship is and the way they spoke about their home environment erm which isn't necessarily what I would have expected. As kinda the sessions went on they did talk more about the dynamics in the house and the problems they had

V: Mmmhmm

E: and the problems they have with [redacted] at home

V: Yeah

E: and things like that. So I think it was just good it was kind of it was just good you wouldn't have that time to chat with parents again you've got a 10 minute appointment at parents evening and you other than that you only tend to speak to parents when there is a performance or a celebration. You're not talking about education then. Or when there is a problem

V: yeah

E: and then you try and solve a problem

V: Yeah

③ Noticing exceptions
③ New understanding of Lu

① spending time together
② making time.

①② Home-school partnership
③ shared understanding
③ viewing world from other perspective.

E: So other than the parents evening and really we spend quite a bit of time talking in the sessions. So I definitely felt like I got to know them more

V: Yeah

TIME TO TALK

Home-school Partnership

V: a bit more than an understanding

① building friendship

E: Yeah

V: of

③ view world from another perspective

E: And the home environment and things with [redacted] and how [redacted] behaviour does affect [redacted] and the things [redacted] misses out on because of Lola and us guiding them as well and saying well don't let that happen kind of [redacted] shouldn't be punished for [redacted] downfalls

③ shared understanding

V: Yeah

E: and things like that. So I think it was good to have that dialogue just opened up

V: Yeah

TIME TO TALK

E: In a kind of non threatening way

V: Yeah there was a lot of chatting kind of went on

E: Yeah

V: Yeah. Erm were there any moments in the videos that you particularly enjoyed seeing?

E: Erm I think it was nice to see when she, when Lucy was genuinely pleased and you could see from her facial expression when she was genuinely pleased and like yes and the pride that came with her succeeding

② Producing work to be proud of
self-efficacy + pride.

V: Yeah

E: and obviously I see a lot of the other [redacted] of Lucy in the classroom she does tend to give in quite easily she doesn't have much resilience and when some thing has gone wrong she does tend to huff and it was,

V: Right

③ Noticing exceptions

E: it was kind of interesting it was good to see a different side of her and think how can I take that side and remind her of that success when she's having one of them episodes

③ child's needs

② supporting child

V: Ahhh

② Verbal support

E: and kind of talk her if it was I thought that was good as well that was one of me favourite things and I thought yeah there's something here that she's been really good at I haven't made her be good at it it's not a punishment, she hasn't, she's done it of her own accord.

V: Aahhaa

E: And she's been proud of it of her own accord and I can remind her about that when she's having one of her

V: Yeah