Understanding how schools, families and children work together to support the inclusion of children demonstrating challenging behaviour.

Rachel Cant

Doctorate in Applied Educational Psychology

School of Education, Communication and Language Sciences

Newcastle University

November 2019

Overarching abstract

This thesis explores how schools, families, and children who demonstrate challenging behaviour work together to support the inclusion of those children. It comprises three chapters: a systematic literature review (in the form of a critical interpretative synthesis, or CIS), a bridging document, and an empirical research.

The findings of the CIS illustrate a range of practices where people work together in order to include children who demonstrate challenging behaviour. These can be seen to broadly fit within an eco-systemic approach, but with emphasis mostly resting at the level of the individual and their immediate environments in terms of the hoped-for changes. The findings suggest mixed success in terms of the effectiveness of these practices. Collaboration was identified as a key factor for success, as well as being able to capitalise on the skills, experience and knowledge bases of all those involved in collaborative practices. The bridging document aims to link the CIS to the empirical research. It discusses my theoretical underpinnings, methodological decisions, and ethical considerations. Gaps identified in the literature informed the design and focus of my empirical research, which aims to better understand the experiences of those individuals involved where a family and school staff have worked together to support a young person who demonstrates challenging behaviour. A case study design was used, within which the young person and a key member of staff from her school were interviewed using semi-structured interviews. Interpretive Phenomenological Analysis (IPA) was used to analyse data. The young person's experiences fell into three broad categories, relating to: her introspection, the process of having to move schools because of challenging behaviour, and how school staff work with pupils. The member of staff's experiences fell into four broad categories, relating to: his view of his role, within-school processes and practices, local authority systems for managing placements for children who demonstrate challenging behaviour, and factors outside the school's immediate control. Both participants reflected on the importance of the young person's agency in the situation, but it was clear the young person had often felt she had little authentic input into decisions made about her school placements, which linked to uncomfortable feelings and uncertainty for her. Potential implications for the role of Educational Psychologists (EPs) in supporting practices of working together to support the inclusion of children demonstrating challenging behaviour are discussed.

Acknowledgements

Amy*, her family, and Mr N*. Thank you for sharing your time and stories with me. I hope I have done them justice.

The course tutors. Thank you for shaping, challenging, and supporting my thinking over the past three years. Your passion for the profession is genuinely inspiring.

Billy Peters. You helped me to maintain my belief in this research and myself when I needed it most.

My fellow TEPs. I'm so grateful to belong to this community who truly understand the good, the bad, and the ugly of this course.

My nine counterparts. You have been the best part of this experience.

Alex. You helped me to keep a balance between the course and life outside of it, and you make me laugh every day. I wouldn't have stayed sane without you.

Mum, Dad, and Matt. You have given me the strongest of foundations, and have always been my unwavering champions. I wouldn't be where I am without you.

Grandad and Aunt Al. You encouraged my passion for the world of education and I know you'd be proud.

*Not their real names.

Contents

List of Tables

List of Figures

Chapter 1. A Critical interpretative synthesis: What is known about parents and school staff working together to support the inclusion of children who have been identified as demonstrating challenging behaviour?

Abstract

There appears to be a strong narrative in both research literature and public policy of promoting close relationships between home and school, particularly in the context of challenging behaviour. A Critical Interpretative Synthesis (CIS) was conducted in order to answer the following questions:

1. What practices are taking place where parents and school staff are working together around the issue of challenging behaviour?
2. How effective, feasible and meaningful are these practices to those involved?
3. What may facilitate or act as barriers to these practices?

The findings of the review illustrate a range of practices where people work together in order to include children who demonstrate challenging behaviour. These broadly fit within an eco-systemic perspective, but with the predominant emphasis in terms of the hoped-for changes resting at the level of the individual and their immediate environments. In terms of the effectiveness of the practices reviewed, the findings suggest mixed success, and that how well people collaborate appears to be a very important factor in those practices. Effective collaboration requires careful consideration and management of the power dynamics and responsibility sharing between families and school staff, being able to develop shared understandings and expectations, and the use of facilitative processes and structures to guide discussions. Also important is being able to capitalise on the skills, experience, and knowledge bases of all those involved in collaborative practices. Implications for the potential role of EPs in supporting practices of working together to support the inclusion of children who demonstrate challenging behaviour are discussed.

1.1 Introduction

1.1.1 Conceptualising challenging behaviour and understanding its associated problems

Over the last 30 years, there have been various changing terms and definitions to refer to children who demonstrate challenging behaviour which in practice are often used interchangeably, despite appearing conceptually somewhat different (Table 1). At different times there has been more and less emphasis on the influence of underlying learning, mental health, social, and environmental factors. Indeed, the most recent change to the terminology in the 2014 SEND Code of Practice (Department for Education, 2014) seems to indicate an effort to shift attention from the behaviour and focus on any emotional, social or mental health need which might underlie it. However, others would argue there is still an awareness of the interacting role of societal, family and school system factors (Jalali & Morgan, 2017). For the purposes of this review, the concept of challenging behaviour will remain loosely defined in order to encompass the varied conceptualisations that, in practice, are often used interchangeably.

Table 1. Conceptualisations of challenging behaviour, and their various terminology in key government publications

Indiscipline/ Bad behaviour/ Misbehaviour **The Elton Report (1989)**
No specific definitions are given, but terms such as 'indiscipline', 'bad behaviour' and 'misbehaviour' are used variously to describe persistent disruption, physical aggression, and violence. These terms are not specifically applied to a particular group of children, though the report does make reference to children "with emotional and behavioural difficulties" and states "We urge schools and LEAs to ensure that failure to identify and meet the learning needs of some pupils is not a cause of their bad behaviour" (p.15).
Emotional and Behavioural Difficulties (EBD) **The Education of Children with Emotional and Behavioural Difficulties, Circular 9/94, Department for Education (1994, p. 4)**
"Children with EBD are on a continuum. Their problems are clearer and greater than sporadic naughtiness or moodiness and yet not so great as to be classed as mental illness…there is no absolute definition."

"EBD is often engendered or worsened by the environment, including schools' or teachers' responses. Schools have a significant effect on children's behaviour"
Behavioural Emotional and Social Difficulties (BESD), later re-arranged to SEBD. **Special Educational Needs Code of Practice** **Department for Education and Skills (2001, p. 87)**
"Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs."
Social Emotional and Mental Health Difficulties (SEMH) **Special Educational Needs and Disability Code of Practice: 0 – 25 years.** **Department for Education (2014, p. 98)**
"Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways… these behaviours may reflect underlying mental health difficulties… other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder." "Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils."

However imprecise, challenging behaviour remains an important concept (Visser, Cole, & Daniels, 2002), and one that is at the centre of much attention due to the challenges it poses children and young people, parents, educators, and society (Faupel & Hardy, 2013). Children who exhibit such behaviour are more likely to be excluded from school (Visser, Daniels, & MacNab, 2005), and often end up in alternative education provisions (Jalali & Morgan, 2017). This may often be out of genuine beliefs that this will result in the children having their needs met in a way that is felt not to be possible for class teachers to do (Janzen & Schwartz, 2018). This is despite questions over the quality and effectiveness of such provisions (Paul Cooper & Jacobs, 2011; George, 2018; House of Commons Education Committee, 2018). There is evidence of negative academic and social outcomes for children and young people who have been permanently excluded (Pritchard & Cox, 1998; Sellman,

Bedward, Cole, & Daniels, 2002; Theriot, Craun, & Dupper, 2010; Vulliamy & Webb, 2000). Furthermore, such exclusionary practices reinforce and provoke negative attitudes, an even anxiety towards education among those excluded (J. Cooper & Stone, 2000; Timpson, 2019). This has concerning implications for inclusion and social justice considering the increased risk of exclusion for children from certain groups (see House of Commons Education Committee, 2018; Simpson, Bloom, Cohen, Blumberg, & Bourdon, 2005; Timpson, 2019). Regarding inclusion, it is important to recognise that like challenging behaviour, it is a complex and diffuse concept. However, for the purpose of this research, I have tried to capture my working understanding of what inclusion means. It is underpinned by the belief that education is a fundamental right, and is thus concerned with the identification and removal of barriers to that right (Ainscow, 2005; Ainscow & Sandill, 2010). It might best be thought of as a process by which children's presence, participation, achievement, and belonging is ensured within their education (Ainscow, 2005; Booth & Ainscow, 2002).

Literature suggests that teachers feel it is difficult to include children who demonstrate challenging behaviour. This appears to be related in part to their perceived ability to manage the impact on other children, teachers, and the school environment through classroom management, and relational and instructional skills (Avramidis & Norwich, 2002; Farrell & Tsakalidou, 1999; Gibbs & Powell, 2012; Hastings & Oakford, 2003). Even after receiving information and training, teachers still find it hard to include children who demonstrate challenging behaviour without ongoing support (Shapiro, Miller, Sawka, Gardill, & Handler, 1999). Furthermore, teachers have also reported feeling as though they have the least influence in addressing external influences on learning and behaviour, (Gibbs & Powell, 2012). Not only does this have worrying implications for the inclusion of children who demonstrate challenging behaviour, but also for the wellbeing of our educators (Gibbs & Powell, 2012). Ultimately, schools are put in a position of having to balance the needs of their pupils with the needs of their staff, and all too often the result is removal of pupils who demonstrate challenging behaviour from their school (Janzen & Schwartz, 2018; Roffey, 2004; Timpson, 2019). Indeed, despite increased attention and government guidance, data shows rising numbers of permanent exclusions in England in recent years (House of Commons Education Committee, 2018), provoking further investigation into exclusion practices, seeking to understand how schools identify and support children who are at risk of exclusion (Graham, White, Edwards, Potter, & Street, 2019; Timpson, 2019).

1.1.2 An eco-systemic approach to challenging behaviour: collaboration between schools and families

Children's challenging behaviour is often not limited to the world of school but affects, and is affected by, their (and their families') lives across multiple contexts (Achenbach, McConaughy, & Howell, 1987; Gutkin, 2009; Sun & Stewart, 2007; A. M. Thomas, Forehand, Armistead, Wierson, & Fauber, 1990). Encouragingly, there is some evidence that if teachers collectively believe they can address some of external influences on children's learning and behaviour, they may be less likely to turn to exclusions as a way of managing challenging behaviour (Gibbs & Powell, 2012).

Ecological Systems Theory (Bronfenbrenner, 1979; Rosa & Tudge, 2013) offers a way to understand the importance of the home and school environments, and how these interact in the context of challenging behaviour (Sheridan, Ryoo, Garbacz, Kunz, & Chumney, 2013). This theory recognises that people live, learn and develop within unique and overlapping systems and allows us to take into account factors at the level of the individual(s), as well as those that exist in their immediate (microsystem e.g. family, school, peers, immediate neighbourhood) and distal systems (exosystem e.g. family background, local area, services). Furthermore, it acknowledges the importance of the interactions within and between these systems (mesosystem). Research which has applied eco-systemic theory to educational practice has focussed on strengthening the contexts and interactions within which children learn, and the promotion of partnership-based models (Cox, 2005; Sheridan, Eagle, Cowan, & Mickelson, 2001; Sheridan et al., 2013). Applying this in the context of challenging behaviour, some have argued that any efforts to intervene must incorporate the unique perspectives and contributions of those partners within these different contexts (Kutash, Duchnowski, Sumi, Rudo, & Harris, 2002; McConaughy, Kay, & Fitzgerald, 1999; Sheridan et al., 2012; Sheridan et al., 2013). This idea is not new; the Elton report (Elton, 1989) highlighted parental involvement as a mechanism for improving relationships between home and school and successfully dealing with disruptive behaviour.

However, the potential for difficult interactions concerning pupil behaviour between teachers and parents or families is well documented in the literature (Graham et al., 2019; Roffey, 2004). Issues may arise when there are differences in the way behaviour is conceptualised and understood (Roffey, 2004). Given the range of definitions, even within the governmental literature as discussed, let alone the wider societal context, or individuals'

interpretations, these differences have the potential to be large. Such differences may be lessened or exacerbated by the implicit and explicit messages that parents receive about their 'role' within the situation (Graham et al., 2019; Roffey, 2004). Discourses may run the risk of positioning parents and families as inadequate, or worse, abusive (Macdonald & Thomas, 2003). Consequently, careful attention needs to be paid to the motivation for wanting to engage with parents (Roffey, 2004; Sheridan et al., 2013). One needs to question to what extent they are being considered as equal partners in a collaborative process of positive change, rather than recipients of an intervention (e.g. parent training programmes) with an expectation that they must be the ones to change.

There appears to be a strong narrative promoting close relationships between home and school, particularly in the context of challenging behaviour. The purpose of this review is to explore what contribution the research literature can make to our understanding of what this might look like, and how it might be achieved.

1.1.3 The present review

My guiding question began as “what is known about parents and teachers working together to support the inclusion of children who have been identified as demonstrating challenging behaviour?” This was later changed to include school staff in general rather than teachers specifically, and other family members rather than just parents. To my knowledge, though there are reviews which explore interventions to reduce exclusions, these don’t focus on the potential role of parents, nor do they do so from an eco-systemic perspective. The aims of this review are to explore:

1. What practices are taking place where parents and school staff are working together around the issue of challenging behaviour?
2. How effective, feasible and meaningful are these practices to those involved?
3. What may facilitate or act as barriers to these practices?

Conventional methods of systematic literature review offer ways to rationalise and make explicit the process of a review and can be useful when it comes to testing theories (Dixon-Woods, Bonas, et al., 2006). However, they are more limited when it comes to including different forms of evidence, including that which is non-experimental or qualitative (Aguirre & Bolton, 2014; Dixon-Woods, Bonas, et al., 2006; Dixon-Woods, Cavers, et al., 2006). This

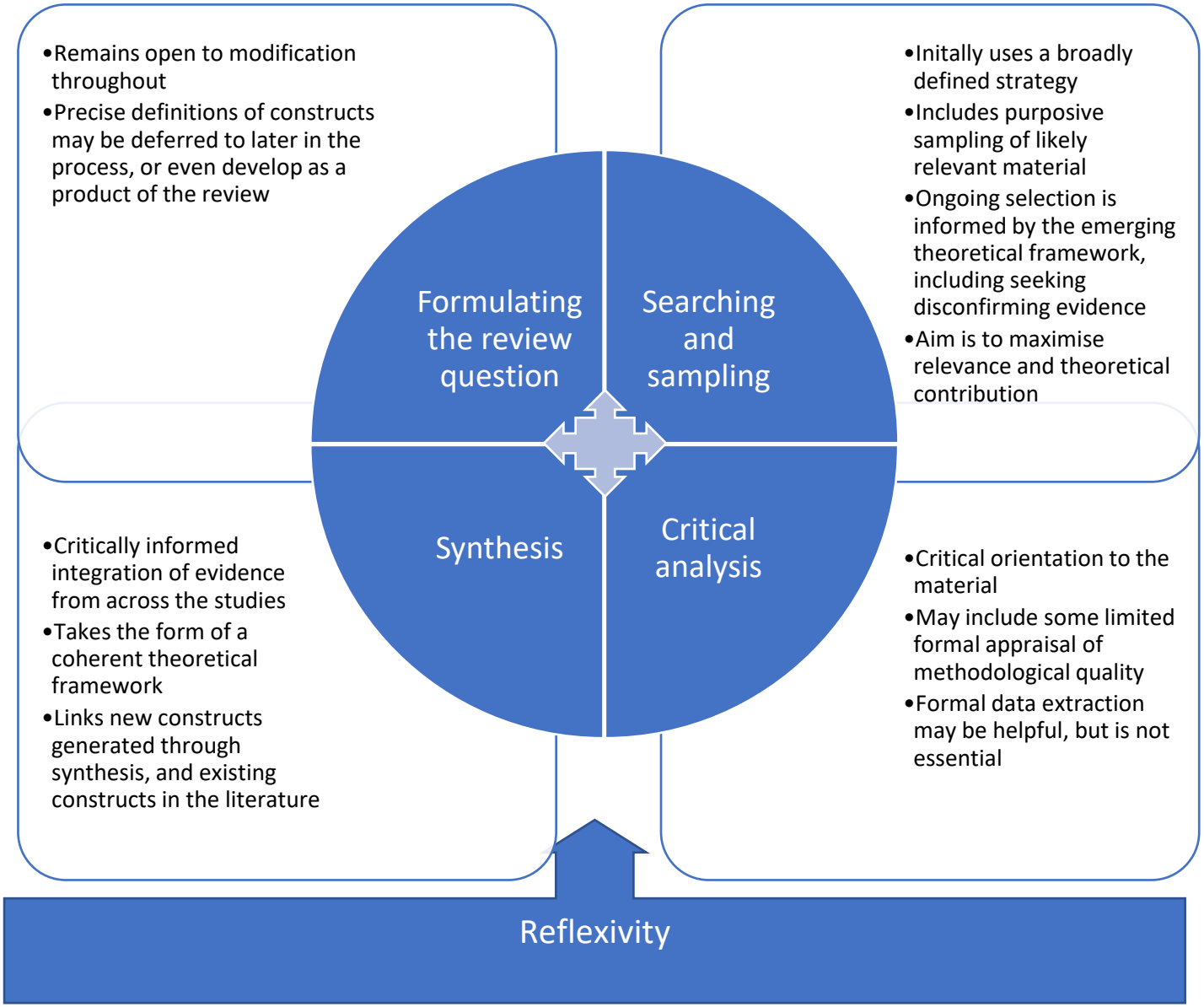
becomes more of a problem when the aims of the review are more complex than assessing impact, leading some to argue for methods of review and that enable the synthesis that afford diversity of both questions and evidence (Barnett-Page & Thomas, 2009; Dixon-Woods, Bonas, et al., 2006; Dixon-Woods, Cavers, et al., 2006; Whittemore & Knafl, 2005). Though less common, these do exist, (for further discussion see Barnett-Page & Thomas, 2009; Hopia, Latvala, & Liimatainen , 2016; Kirkevold , 1997; Tavares de Souza , Dias da Silva, & de Carvalho, 2010; Whittemore & Knafl, 2005). These can be broadly understood as falling into two categories; integrative (sometimes referred to as aggregative) and interpretive (Dixon-Woods, Cavers, et al., 2006; Noblit & Hare, 1988). The former can be understood as those where the focus is on **summarising** data under well-specified concepts, rather than the **development of concepts**, or the **generation of theory**, as is the aim in interpretative reviews (Dixon-Woods, Cavers, et al., 2006).

For the purposes of this review, I have chosen to conduct a Critical Interpretative Synthesis (CIS), as outlined by Dixon-Woods and colleagues (Dixon-Woods, Bonas, et al., 2006; Dixon-Woods, Cavers, et al., 2006). This approach's purpose is theory generation through understanding, developing, and integrating concepts, based on various forms of relevant evidence, and therefore is compatible with the aims of this review. The concepts that are being investigate in this review, namely 'challenging behaviour' and 'working together' are both loosely-define concepts, and indeed, part of the aim of the review is to understand how these have been understood and operationalised.

1.2 Method

Although CIS does not offer a series of pre-specified procedures for the conduct of review, there are key aspects which guide and underpin the process (Dixon-Woods, Cavers, et al., 2006). I have outlined my interpretation of these in Figure 1. Though the review begins with a question, this is more loosely constructed than in other forms of review methodology and is refined through the iterative nature of the review process. This stage is outlined in the previous section (p.6). The other three stages outlined are seen as dynamic and mutually informative. This requires constant reflexivity on behalf of the author as they develop emerging theoretical ideas which guide other processes. Unlike more conventional forms of review, some aspects of the process will not be visible, and thus not strictly reproducible. Rather, the aim is to develop a theoretically sound and useful account that is grounded in the evidence (Dixon-Woods, Cavers, et al., 2006).

Figure 1. Key aspects of Critical Interpretive Synthesis (adapted from Dixon-Woods, Cavers et al., 2006)



1.2.1 Searching and sampling

According to CIS, searching should initially use a broadly defined strategy for retrieval of material. From these, material likely or known to be relevant can be selected. My search strategy began with four loose constructs: 'parents', 'teachers', 'challenging behaviour', and 'working together', which were based on the terms I had encountered during the early stages of reading about the areas of interest. I then identified and listed appropriate synonyms which could be used as search terms for these constructs, based on my own knowledge, and the key terms identified during the scoping of relevant literature (Table 2). When, through my scoping, I found no more synonyms being used, I considered that I had reached a point of saturation, and settled on the final list of terms used for my search strategy. I created my search strategy in PSYCHInfo before translating it to the other databases searched (Appendix A). Hand searches were conducted of potentially relevant journals and the British Library's online theses database. Limits were developed and refined based on the relevance of the literature that was being returned in searches (Table 3). Although much of the focus of my initial reading had been in the context of education within the UK, I decided to include papers from outside the UK in my search or two reasons. Firstly, there were a limited number of papers from within the UK that met the search criteria and secondly the papers identified from outside the UK were considered to be discussing practices highly relevant to the review question. Figure 2 illustrates the searching and sampling process which took place in November and December 2017, resulting in the eight papers used in this review.

Table 2. Key constructs and synonyms to be used as search terms

Parents	**Teachers** (later became 'school staff')	**Challenging behaviour**	**Working together**
Parents	Teachers	SEMH	Engagement
Families	Schools	SEBD	Involvement
Grandparents	School staff	EBSD	Working together
Adoptive parents	Teaching assistants	Challenging behaviour	Cooperation
Fathers	Learning support assistants	Disruptive behaviour	Parent-school relationship
Mothers	Teacher aides	Misbehaviour	Participation
Foster parents		Acting out	Family school relationship
Carers		Behaviour problems	Parent participation
Single parents		Antisocial behaviour	
Step parents		Classroom behaviour	
Surrogate parents		Juvenile delinquency	
Caregivers		EBD	
One parent family			

Table 3. Development of limits applied to searches

Screening phase	Included if…	Excluded if…
Initial screening	Papers accessible in English	Challenging behaviour was explicitly associated with another identified need such as Autism, ADHD, PMLD, etc. I.e. directly linked to a previously identified need
		The intervention consisted of parenting programmes in isolation of any associated action or intervention in school
		Publish date before 1994, based on the circular released by the Department for Education (1994)
Later refined sampling	Full text accessible	Intervention or practice was aimed at all pupils, rather than those who had been specifically identified as demonstrating challenging behaviour
	Empirical research	
	Interventions or practices where parents and school staff were working directly together	
	Papers met basic quality criteria: • Aims, objectives, research design and analysis are clearly stated, and congruous • A clear account of how findings were produced is given, with sufficient data presented to warrant any conclusions made (Dixon-Woods, Cavers, et al., 2006)	

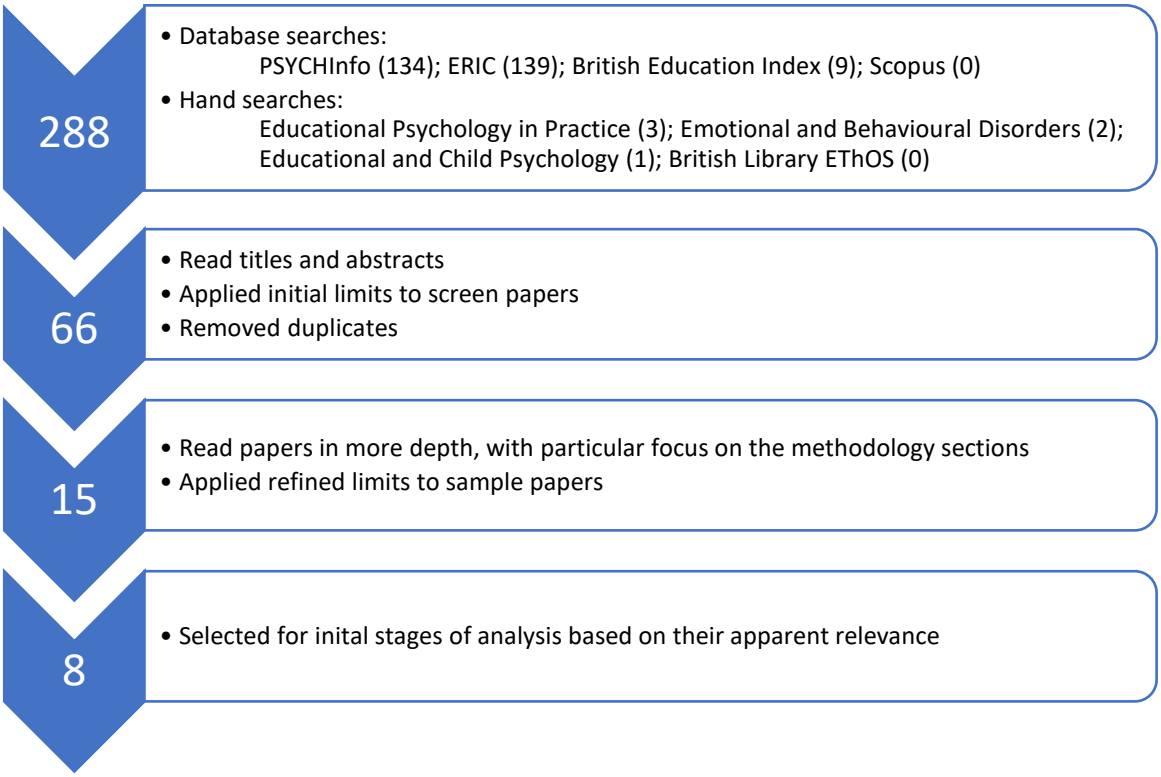


Figure 2. Flow chart of searching and sampling process

1.2.2 Critical analysis and synthesis

The eight papers selected for analysis are outlined below in Table 4. As noted previously, some aspects of the process of analysis and synthesis are hard to document, and thus are not strictly reproducible (Dixon-Woods, Cavers, et al., 2006). What follows is an attempt to make clear what data was analysed, and how. In order to ensure that none of the key aspects of the studies were overlooked, whilst also making analysis manageable, key information about, and evidence from each paper was extracted for analysis (Appendix B). In addition, whilst reading and re-reading the papers, I kept notes in my research journal, which supported a more critical reflection on each paper. These included considerations of the way various constructs were defined, my own interpretation of how their apparent theoretical assumptions and underpinnings may have influenced their approaches and understandings, and any questions I had about the warrant for any claims made.

Table 4. Outline of the selected papers

Paper	Aim
Kutash et al. (2002)	To present the rationale, development, implementation and evaluation of a school-based program for children with emotional disturbances who are served in a special education setting. The partnership programme aimed to improve outcomes for the students by increasing the involvement of their families in their education and increasing access to support services in the community. It also aimed to elicit ownership amongst the school staff involved and foster sustainability.
Kuhn, Marvin, and Knoche (2017)	To provide an in-depth, qualitative examination of the Getting Ready intervention for young children with challenging behaviours. The research aimed to construct a rich description of what parents, teacher, and the early intervention coached experiences in the collaborative partnership process, as well as how it was experienced, to ascertain its practical utility for these participants.
Waters (2014)	This was an piece of evaluative research which aimed to assess the impact of the ten-week Story links programme on: pupil's emotional and social wellbeing, behavioural difficulties and rates of exclusion, parental engagement with their child's learning, and pupils reading skills and engagement with learning. It also aimed to gain in-depth information about pupil, parent and teacher experiences of the intervention.
Roffey (2004)	The paper explores the home-school interface for behaviour, and the school-based experiences of parents/carers. The specific focus was on what factors were seen to be facilitating or inhibiting a collaborative 'partnership' and parents' views of what was 'supportive' or not in their interactions with schools.

Sheridan et al. (2012)	The was a large-scale randomised trial testing the efficacy of conjoint behavioural consultation (CBC) for promoting behavioural competence and decreasing problem behaviours of students identified by their teachers as disruptive. It also examined its effects on parent-teacher relationships, and the role of these as a possible mediating factor in the effectiveness of CBC.
Sheridan et al. (2013)	Part of the same research project on the efficacy of CBC described above. The emphasis of this research was to explore the effect of family variables that are commonly associated with important outcomes among school-aged children (i.e., family involvement and parent competence in problem solving), as well as child outcomes at home.
Thornberg (2012)	To investigate multi-professional collaboration as well as collaboration between professionals and challenging students and their parents, in which the focus of collaborations was on handling the students' academic and social behaviour.
McConaughy et al. (1999)	To assess the long-term impact of a school-based early intervention programme for children at risk of emotional disturbance. The study also explored parental empowerment in obtaining school-based services for their child.

The data presented in Appendix B was coded using qualitative analysis software, NVivo 12. Initial coding reflected a more surface-level analysis of the data in that codes were largely descriptive of the content, with some consideration of how language was used to convey meaning (e.g. how terms were used). Then began a second process of reviewing each paper in an iterative process of feedback and refinement of initial codes into a reduced number of constructs. This involved reviewing the initial codes to see which ones were very similar and could be combined and/or re-worded to best summarise the core construct as I saw it. This reflects a deeper, and more interpretative process of analysis, and represents a more personal and conceptual understanding of the data. The refined codes/constructs were then

collated into themes and sub-themes, which were themselves them collated into overarching themes (see Appendix C). This is my attempt at the most concise representation of how I have understood the data.

Regarding criticality, the approach to appraising quality adopted in this CIS (beyond basic quality criteria described in Table 3) focussed on the relevance of each paper to the anticipated theory development, rather than their methodological characteristics (Barnett-Page & Thomas, 2009; Dixon-Woods, Cavers, et al., 2006). Therefore, such consideration included identification of recurring themes and points of contradiction, as well as questioning of the ways in which the papers define relevant constructs, the assumptions they draw upon, and what may have influenced the choice of proposed solutions. For this, I relied on my in-depth knowledge of the papers after reading and re-reading them, along with my reflective notes I had kept in my research diary. This critical consideration of the evidence was applied throughout the iterative analysis process and enabled further refinement into clusters of constructs, themes and overarching themes. This process of refinement is documented in Appendix C.

1.3 Findings

The synthesis led to three overarching themes: varying approaches to understanding and responding to challenging behaviour, hoped for change, and instigating and maintaining effective interventions (see Figure 3). These are discussed in turn below.

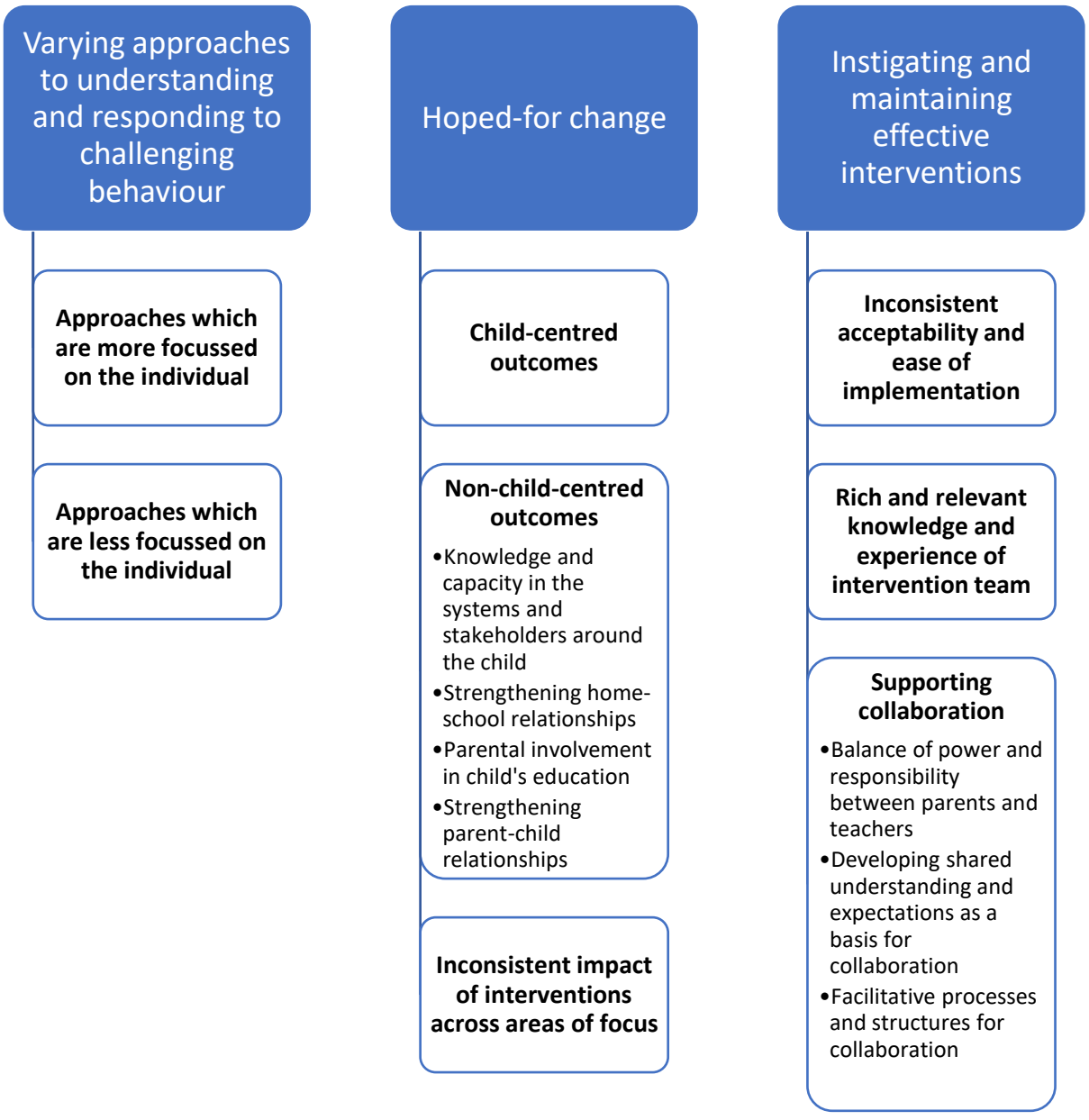


Figure 3. Summary of the overarching themes and themes generated through CIS

1.3.1 Varying approaches to understanding and responding to challenging behaviour

This over-arching theme reflects how the papers conceptualised challenging behaviour, and thus their rationale for focusing on different aspects for intervention. All could be seen within a broadly eco-systemic model i.e. one that acknowledges the inter-dependent influences of overlapping systems, ranging from those within the individual to those that are distal, but pay attention to interactions at different points in these overlapping systems. The first theme reflects those papers which focussed more on the individual and their immediate interactions. These used theoretical lenses of attachment and/or psycho-social approaches and led to therapeutic intervention targeted at the child or young person and their relationships with key adults. The second theme relates to those papers which were less narrowly focussed on the individual and included more of an appreciation of wider contextual factors, including school policies and structures, family contexts, and potentially mediating risk factors in the child's context. Intervention in these cases was more likely to involve adults within the child's context making changes, and this was not necessarily limited to just the school environment.

1.3.2 Hoped-for change

There were a range of hoped-for outcomes of working together around the issue of challenging behaviour. The first group related to those which centred around changes within the child or young person, including academic achievement, reductions in challenging behaviours, increases in positive behaviours (e.g. social skills), and being able to remain in their current educational setting.

Hoped-for outcomes that were not directly contingent on changes from the child/young person were more complex. The first, "knowledge and capacity in the systems and stakeholders around the child", included criteria such as the ability to access appropriate services, and increased capacity and confidence within the school and family. This did not necessarily include the expectation that the child's education programme would change, but it was clear that training and support for school staff was an important element. The second sub-theme, "strengthening home-school relationships", related to being able to engage parents in working together, emphasising the importance of a positive relationship between parents and teachers for the success of the intervention, as well as the positive impact the intervention could have on home-school relationships. The third sub-theme, "parental involvement in child's education" related to the amount, and quality of such involvement.

The final sub-theme, “strengthening parent-child relationships” related to positive changes in how the parents and children interacted.

All the child-centred and non-child-centred outcomes were found to happen to varying extents across the research papers. The most consistently reported positive outcomes were increases in positive behaviours from the children, improvements in parent-teacher relationships, and improvements in parental confidence and competence. The final theme illustrates the inconsistent impact of the interventions across their areas of focus. Though every paper had some positive outcomes, none were universally successful in relation to their identified aims. For example, there were papers which failed to find a positive impact on academic outcomes, access to mental health services, emotional measures, and home-school relationships. One concluded that their intervention might be more effective for higher-risk families, whilst another surmised that their intervention might need to run for a longer period of time to observe sustained and consistent positive impacts.

1.3.3 Instigating and maintaining effective interventions

The final over-arching theme incorporates themes concerning how the interventions were instigated and maintained. These include the acceptability and ease of implementation for the different interventions addressed by the research papers, the relevant knowledge and experience of those involved in the intervention, and factors which have supported collaboration.

Several of the research papers attempted to measure the acceptability of the intervention, and to what extent it was implemented faithfully. There were mixed results; some interventions appeared to have high acceptability as rated by the participants, or the take-up, whilst there were others which had high drop-out rates which might indicate problems with acceptability. Similarly, the fidelity to the interventions was mixed in those studies which measured this. A consistent factor of importance was the rich and relevant knowledge and experience held within the intervention team. This included the specific role of facilitators who had relevant background knowledge and training and were able to support intervention fidelity. This theme also recognises the importance of drawing from a wide range of partners, all of whom helped to inform specific targets and interventions for the child at the centre.

The final theme (comprising three sub-themes) explores different factors and processes that were identified as being important for facilitating collaboration between teachers, parents, and other partners. The first of the sub-themes, "balance of power and responsibility between parents and teachers" reflects the need for sharing of responsibility, communication , and avoiding blame. In addition, it includes the importance of recognising the impact of potential power imbalances between parents and teachers, and the need for parents to be listened to. The second sub-theme in "supporting collaboration" was named "developing shared understanding and expectations as a basis for collaboration". This related to those who were working together being able to agree their expectations and goals, take part in shared decision making and problem solving, and negotiate between differences of approaches and viewpoints to develop a shared understanding of what they were engaging with. The final sub-theme, "facilitative processes and structure for collaboration", examines what elements or characteristics of the intervention were deemed to be supportive for collaboration. These included being able to make use of data to inform planning and decision making, using regular meetings and the structure of the interventions to enable partnerships to develop between stakeholders, and drawing from person-centred and strengths-based approaches to facilitate these meetings, whilst maintaining a positive focus.

1.4 Discussion

1.4.1 Answering the review questions and considering their potential implications for Educational Psychologists' practice

What practices are taking place where parents and school staff are working together around the issue of challenging behaviour?

Within the papers reviewed, a range of practices are described that involved family members and school staff coming together to address concerns about a child's behaviour. These all broadly fit within an eco-systemic model as described in the introduction (pg. 5) i.e. they understand the importance of factors within the individual child and within the child's immediate and wider context, and make some attempt to promote positive factors and reduce risk factors within these contexts. There is an argument against using purely one-dimensional approaches to behaviour management e.g. behaviourist (Payne, 2015; Williams, 2012) or discipline focussed (Swinson & Cording, 2002), and instead adopting those approaches which are more able to take into account social, environmental, and affective

factors (Daniels, 2006; Hart, 2010; Law & Woods, 2018; Miller, 2003; Roffey, Williams, Greig, & MacKay, 2016). Educational psychologists (EPs) may have a role in supporting the understanding and implementation of such approaches in schools to support best practice (Law & Woods, 2018). Recent policy and advice from the Department for Education has recognised the importance of school culture, leadership, and ethos, as well as behavioural systems, in supporting and managing behaviour in schools (Department for Education, 2011, 2014, 2015a, 2016a, 2016b, 2017a, 2017b). In the papers reviewed, practices did vary in their focus area for change (reflecting the varying approaches to understanding and responding to challenging behaviour) though generally they were still targeted at the level of the individual child, or the skills and practices of those in their immediate environment. Most practices involved some approximation of a plan-do-review cycle, though some were shorter term (a number of weeks) and some continued over a longer period of time (two years). In some cases, this involved people in addition to those from the school and family e.g. other significant community members, or skilled facilitators whose role it was to support collaboration and coordination between contexts. This pattern of practices mirrors more traditional models of service delivery in EP services, with a focus on individual casework (Ashton & Roberts, 2006; Boyle & Lauchlan, 2009; Department for Education and Skills, 2006). Some have called for a shift in the focus for EP practice, with an emphasis on whole-school approaches, including more in the way of joint working and supervision to support the embedding of practice (Department for Education, 2016b; House of Commons Education and Health Committees, 2017; Law & Woods, 2018).

Something that is noticeable by its absence is the role the child plays in efforts to address their challenging behaviour through collaboration between key stakeholders. None of the papers discuss whether the child was actively involved in the processes of plan-do-review, or how (even if) their voices contributed to discussions. Some authors have argued that the dominant view of the previous two centuries has been that childhood is preparation for adulthood, and perhaps this has influenced a discourse of children as lacking competence to take an active role in shaping their own experience (Cunningham, 1995; Lodge, 2005). However, this is becoming increasingly challenged, and differing and contrasting conceptualisations of childhood are being proposed (Aston & Lambert, 2010; Earnshaw, 2014; Gersch, Dowling, Panagiotaki, & Potton, 2008; Janzen & Schwartz, 2018; Lodge, 2005). We see ongoing efforts to conceptualize children as active agents of their worlds, echoed in

human rights and educational discourse (Mockler & Groundwater-Smith, 2014; United Nations (UN), 1989) as well as in legislation (e.g. The Children and Families Act 2014). However, the findings of this review suggest that there may be a lag in seeing this realised in practice, as even the more recent papers failed to address the agency of the children and young people involved. This is despite some of these authors explicitly stating that any efforts to intervene must incorporate the unique perspectives and contributions of those partners within these different contexts (Kutash et al., 2002; McConaughy et al., 1999; Sheridan et al., 2012; Sheridan et al., 2013). As EPs, we must question to what extent our actions (or lack there-of) respect children and young people as people with expertise and power over the choices they make in their own lives. There is a strong argument that EPs can be well-placed to find meaningful ways to include children and young people in planning and decision making about their lives (Aston & Lambert, 2010; Fox, 2015; Gersch, Lipscomb, & Potton, 2017; Greig, Hobbs, & Roffey, 2014; Harding & Atkinson, 2009; Hardy & Hobbs, 2017; Law & Woods, 2018; Mercieca & Mercieca, 2014). This review perhaps highlights a need to be aware of the need to promote that role, as well as an avenue for future research.

How effective, feasible and meaningful are these practices to those involved?

The reviewed studies showed mixed success in terms of the impact on the hoped-for outcomes, as well as how feasible the various practices were to implement and maintain. There was less information about how those involved in working together experienced and made sense of such practices, and again, very little consideration given to the views of the young people in question. This makes it hard to draw any conclusions about the potential meaningfulness of the practices of working together.

In terms of the effectiveness of the practices, more consistent positive outcomes were found for bringing about increases in positive behaviour in the children targeted though interventions, improvements in parent-teacher relationships, and improvements in parental confidence and competence. Interestingly, despite being the very reason the children were identified for intervention, there was a less consistent impact on reducing challenging behaviour. This might suggest reason to be cautious about the expectations people place on such interventions. Even so, one can argue that improvements which were noted are worthy in their own right and may reduce the likelihood of more exclusionary responses to challenging behaviour, through greater self-efficacy in those trying to manage it (Gibbs &

Powell, 2012). One interpretation of the mixed success of the various interventions might be that it illustrates the difficulty of targeting something as diffuse and complex as the concept of challenging behaviour. Even when effective collaboration appears to have been achieved, this is not necessarily enough in its own right to bring about all hoped-for changes because of the innumerable factors involved.

What may facilitate or act as barriers to these practices?

Although not necessarily sufficient in its own right, the quality of the collaboration between those working together was one of the most salient factors discussed in the reviewed papers. This depended on how well power and responsibility was shared between parents and teachers, how shared understandings and expectations were reached, and having effective structures and processes to guide meetings and discussions. These three areas are discussed in more detail in the findings section of this review (pg. 19). The findings of the review illustrate that collaboration is not something that can just be 'done' without careful thought and planning. Much like challenging behaviour, collaboration is a diffuse concept (Vincent, 1996). As such its exact meaning is rarely clearly defined, instead it is a loosely understood amalgamation of various emotions, values, ideas (Edelman, 1964). This makes it hard to operationalise, particularly for those (school staff) who more often than not have not received any formal training in this area (Dyson, Beresford, & Splawnyk, 2007). There is evidence that EPs have an appropriate knowledge and skill set to support collaboration in the context of challenging behaviour (Law & Woods, 2018). EPs are able to support the agreement of aims planning of intervention sessions (Brown, Powell, & Clark, 2012; Burton, 2006; O'Callaghan & Cunningham, 2015; Regan & Howe, 2017; Squires, 2001), and clarify the needs and strengths of young people, thus informing appropriate strategies (Hannen & Woods, 2012; Regan & Howe, 2017; C. Smith & Cooke, 2000). Furthermore, EPs may also be supportive through their role in aiding facilitative processes and structures for collaboration (Ben Hayes, Richardson, Hindle, & Grayson, 2011).

Another important factor was the knowledge and experience of those involved in collaborative practices, whether through specific professional training, or that intrinsically tied to their relationship with the young person. Again, there may be a role for EPs in supporting the participation of those with relevant knowledge (The British Psychological Society, 2017). EPs may also have a role to play in capacity development for school staff in

relation to challenging behaviour. This could include traditional models of training, but may also occur through joint working with, and supervision of, school staff (Law & Woods, 2018).

Lastly, there remain some questions about when, and for whom such practices might be most effective. Due to limited data, it's difficult to provide any answers to these questions, though the papers hint at some points to consider e.g. one concluded that their intervention might be more effective for higher-risk families, whilst another surmised that their intervention might need to run for a longer period of time to observe sustained and consistent positive impacts. Only one of the seven specific interventions discussed was targeted at children aged 11 or older. The rest ranged from those as young as pre-school age to those in their last year of primary school. This raises some questions about how collaborative practices might work with school staff and families for older children. This warrants further attention from the research community.

1.4.2 Limitations

Questions have been raised about the reproducibility, validity and credibility, and generalisability of the CIS process (Dixon-Woods, Bonas, et al., 2006). It is not a method which claims to be reproducible. Due to the interpretative nature of the method, and the diverse nature of the evidence to be analysed, alternative accounts of the same evidence are entirely possible (Dixon-Woods, Bonas, et al., 2006). In defence of the method, Dixon-Woods, Bonas, et al. (2006) cite the importance of ensuring that analysis is grounded in the evidence; that it is plausible; that it offers insights which are consistent with available evidence; and that it can generate hypotheses and valuable questions for future research. I have attempted to address these criteria throughout the review process. I have attempted to be as transparent as possible about the processes of searching (Table 2, Appendix A), sampling (Table 3, Figure 2), and analysis I went through. This involved documenting the analysis process from initial data extraction (Appendix B), through to the generation of refined codes and constructs, and how these were translated into themes and overarching themes (Appendix C). When interpreting the evidence, I attempted to maintain a critical approach throughout; questioning the ways in which the papers defined relevant constructs, the assumptions they draw upon, and what may have influenced the choice of proposed solutions in order to make sense of the how the authors made sense of their work. When answering my research questions, I related my conclusions to existing literature, whilst applying appropriate caution in those conclusions, in line with the scope of the review.

Feasibility constraints limited both the number of papers that could be reviewed, as well as the number of iterative cycles of analysis that were possible. However, conclusions have validity in the extent to which they do relate to prior research (Dixon-Woods, Bonas, et al., 2006).

The purpose of CIS is to transform the underlying evidence from a diverse body of literature into new conceptual constructs, and allow for various aspects of identified phenomena to be expressed in a more comprehensive and useful way (Catalano, Holloway, & Mpofu, 2018). From the review, I was able to draw both hypotheses about how schools and families work together to support the inclusion of children with challenging behaviour, as well as raise valuable questions about what the literature does not seem to tell us. However, the generalisability of the conclusions I have drawn requires careful consideration. Each set of practices occurred within different contexts, cultures, with different aged young people, thus any attempt to make universal claims would be flawed. Instead, this CIS has allowed me to integrate and synthesize evidence from across the papers in order to identify higher level constructs that can provide *an* understanding of how challenging behaviour and working together have been understood and operationalised in the contexts in question, and the importance of various factors involved in those contexts. It is up to the reader to judge how closely any potential context they have in question is similar to, or different from those involved in the studies, and thus to what extent the findings of this review can be extrapolated (see Alasuutari, 1995).

1.5 Conclusions

This review has illustrated a range of practices where people work together in order to include children who demonstrate challenging behaviour. These can be seen to broadly fit within an eco-systemic approach, but with emphasis mostly resting at the level of the individual and their immediate environments in terms of the hoped-for changes. Given the nature of the research question and the limits applied, it's not surprising that all the identified interventions fitted within an eco-systemic model. It is possible that there are other practices that involve joint working, but that these have been written about or conceptualised differently, and therefore were not identified through the literature search. Furthermore, there are likely to be many practices involving collaboration between parents and school staff that have not been documented through the searchable literature. Therefore, what has been outlined in this paper can only be considered a 'snapshot' of

what's happening in the field. In terms of the effectiveness of the practices reviewed, the findings suggest mixed success, and that how well people collaborate appears to be a very important factor in those practices. This involves careful consideration and management of the power dynamics and responsibility sharing between families and school staff; being able to develop shared understandings and expectations; and the use of facilitative processes and structures to guide discussions. Also important is being able to capitalise on the skills, experience and knowledge bases of all those involved in collaborative practices.

1.5.1 Implications for EPs

There are several potential implications for the role of EPs in supporting practices of working together to support the inclusion of children who demonstrate challenging behaviour. Firstly, EPs should consider to what extent children and young people are being credited and afforded agency in the practices that are taking place in relation to their behaviour. There may well be a role for EPs in advocating for, and facilitating, the genuine participation of children and young people role in decision making processes which are affecting them. Secondly, EPs also have a role to play in supporting collaboration between relevant partners in the context of challenging behaviour. This may involve not just facilitating the participation of those with relevant knowledge in collaborative endeavours, but also their understanding of what it means to collaborate, and supporting the implementation of facilitative structures and processes. EPs should be mindful of the psychology underlying existing practices of collaboration in the context of challenging behaviour, including questioning how challenging behaviour is being understood, what level efforts are being directed at, and whether there is scope to approach concerns with a more systemic focus. This leads to the final potential implication for EPs, that is, supporting the development of knowledge and skills within school staff teams. EPs can be well placed to support the understanding and implementation of more eco-systemic approaches to behaviour management, whether through more traditional models of training, or through joint working with, and supervision of school staff.

Chapter 2. Bridging document

2.1 Formulating the research question

The literature review illustrated a range of practices where people work together in order to include children who demonstrate challenging behaviour. These broadly fitted within an eco-systemic approach, acknowledging the importance of factors within the individual child, and within the child's immediate and wider context, with most emphasis resting at the level of the individual and their immediate environments in terms of the hoped-for changes. These practices seemed to have mixed success in achieving the hoped-for outcomes, but it was clear that collaboration was a very important factor in those practices, but that collaboration itself is a multi-faceted concept which requires careful consideration and management to work effectively.

However, the review also illustrated several important gaps in the literature. Firstly, there was a lack of attention paid to the involvement and experiences of the children and young people that were at the centre of the practices discussed. This made me question to what extent children and young people are afforded agency in the practices that are taking place in relation to their behaviour, and how they make sense of these practices. This became the central aim of my empirical research. Secondly, the research papers reviewed were not able to give a clear answer to the question of how the other stakeholders involved in practices of working together experienced said practices, and how meaningful they were to them. So, in addition to my central aim of exploring the views of the children and young people, I also wanted to give consideration to the views of those around them who have also been involved. Lastly, as highlighted in the review, the majority of the practices reviewed focussed on children in early or primary education, with only one specifically targeted at children aged 11 or older. The final consideration I had for my empirical research was therefore how practices of working together might work in the case of older children.

In summary, in my empirical research, I wanted to explore a situation where there were concerns about the behaviour of an older pupil, the experiences of those involved in working together to address these concerns, and crucially, the views of the young person themselves.

2.2 Understanding myself as a research practitioner

2.2.1 The need for reflexivity

Reflexivity can be understood as "an approach that promotes critical awareness of how knowledge is created… [and] the acknowledgement of the dynamic relationship between thoughts and feelings" (D'Cruz, Gillingham, & Melendez, 2007, pp. 79-80). Within research, reflexivity is needed in order to better understand how the research process is necessarily shaped by the researcher (Locke, Alcorn, & O'Neill, 2013; Postholm & Skrøvset, 2013; Willig, 2008). In considering factors which will have influenced both my systematic literature review and my empirical research, I have reflected on my own personal experiences, values, and beliefs. However, I am aware that there will be many personal factors that I am not consciously aware of that will also influence the research.

I am currently studying for a doctorate in Applied Educational Psychology, and have a background of working with children, families and education staff to support the social and emotional wellbeing of children and young people. As a Trainee EP, I am professionally committed to the principle of inclusion, and to supporting the diverse needs of children and young people I engage with. Challenging behaviour has been a recurring issue on my practice placements, and one that brings with it strong emotions for all involved. In addition, throughout my training, I have encountered various ideas which resonated with me and helped shape my understanding (Figure 4).

- Eco-systemic theory (Bronfenbrenner, 1979).
- Community psychology (Faulconbridge et al., 2017).
- Communities of practice (Lave & Wenger, 1991; Wenger, 2000, 2010).
- Consultation (Schein, 1990; Wagner, 2000, 2008).
- Person-centred approaches (Hughes, Maclean, & Stringer, 2018; Joseph, 2008; G. Morgan, 2016; Sanderson, 2000; Sanderson, Goodwin, & Kinsella, 2013) .
- Positive psychology and strengths-based approaches (Early & GlenMaye, 2000; Pattoni, 2010; Rees, 2008).
- Video Interaction Guidance (Kennedy, Landor, & Todd, 2011).
- Narrative psychology (McCartan & Todd, 2011; A. Morgan, 2000)

Figure 4. Ideas and theoretical influences

2.2.2 Underlying assumptions

I would suggest the ideas represented in Figure 4 are all consistent with a humanistic perspective, i.e. understanding the person as a whole and within the course of their life, the importance of intentionality, and that the goal of life is the accomplishment of something that has meaning for the individual (Buhler, 1971). In addition, Figure 5 outlines additional assumptions and values which underpin my practice and how they have impacted on the research.

- The psychologist/researcher is positioned not as an expert, but as an interested party with expertise which enables them to ask questions which facilitate co-construction of understandings, rather than a simple gathering of information. This will have impacted how I engaged with the participants; e.g. encouraging them to share their perspective, reassuring them there are no right answers, and that I am just interested in what they think.
- Individuals are experts in their own lives and have skills and competencies which can enable them to bring about change in their lives. This is reflected in my focus on looking for the successes, and an assumption that the individuals have been causal in the success of the situation, as well as my assumptions about the importance of agency.
- The importance of addressing competencies (as well as problems) and promoting empowerment. Again, this is reflected in the strengths-focus of the research i.e. looking for what's been helpful, and the skills and positive qualities participants have exhibited.
- The importance of language and culture in shaping individuals' realities. This is reflected in my choice of methodology.
- Sensitivity to people's contexts, and respect for diversity among people and settings. This is seen in the time I took getting to know not just the individuals, but the context they were in more generally, following the guidance of the facilitator when it came to contacting potential participants. It is also reflected in how I handled the situation when the family of the young person withdrew from the research.
- Seeking to promote the voices of traditionally under-represented populations and promoting social justice. This is reflected in my choice to focus on the views of the young person, and the focus on their agency.

Figure 5 Assumptions and values underpinning my practice and research

2.3 Methodological considerations

The central aims of my empirical research reflect an interest in the subjective experience of people in a particular situation, and so my methodological decisions were led by this agenda i.e. the practical value for addressing a specific research question (Denscombe, 2008). However, Denscombe (2008, p. 280) also states that "The choice of research methodology is seen as a reflection of factors such as career interests, funding opportunities, training, and personal skills rather than a purely 'rational' choice based on the respective merits of the available alternatives". Indeed, this research has been conducted as part of my doctorate training, and as such there have been other factors which impacted on the design and implementation of the research e.g. time, resources, my own assumptions about the world.

2.3.1 Interpretative phenomenological analysis

In the early phases of the research, I considered several different methods for data analysis, namely interpretative phenomenological analysis (IPA), thematic analysis (TA) and grounded theory (GT). These approaches have several commonalities; using interactive data collection methods (including semi-structured interviews), a concern with experiences, understandings, and perceptions, and can be used with a relatively small sample size (Braun & Clarke, 2013; Willig, 2008). Through reading about the different approaches, I came to the decision that IPA fitted most closely with the aims and purpose of the research, how I view the position of the researcher within the research process, and the interpretivist nature of the review method I had previously chosen.

IPA is an approach to qualitative analysis which aims to explore individuals' lived experiences through attempts to capture their voice and offer interpretations which might help to make sense of them (Larkin & Thompson, 2012; J. A. Smith, Flowers, & Larkin, 2009; Willig, 2008). Like CIS, IPA recognises the researcher as an active participant in research; any understanding reached through the research will have necessarily been influenced but the researcher's own experiences, assumptions, and conceptions (Willig, 2008), hence the need for reflexivity (see p.26). IPA is concerned with subjective experiences (rather than objective 'truths'), which are accessed indirectly through social interaction (Willig, 2008).

2.3.2 Case study approach

Given the desire to conduct a piece of research which explores a small number of people who share a context, in addition to practical constraints of the scope of research, adopting a case study approach seemed appropriate. Willig (2008, p. 74) characterises case studies by

their “focus upon a particular unit of analysis: the case… [it] involves an in-depth, intensive and sharply focussed exploration of such an occurrence”. Case studies may include a diverse range of data collection and analysis methods, but there are some common features of case study research. These include: an idiographic perspective, attention to contextual data, integration of information from diverse sources, investigation of occurrences within a define period of time, and an aim to develop insights into social or psychological processes (Gillham, 2000; Willig, 2008).

Case studies aim to improve our understanding of a particular situation, and where concerned with individual’s thoughts and feelings, make similar assumptions as IPA about the ability to gain access to these through the individual’s account (Willig, 2008). They require the researcher to provide an accurate and detailed account of the case that is (like CIS) is grounded in the evidence (Simons, 2009; Willig, 2008). However, they can only ever provide a partial understanding of an individual or situation, and are contingent on both the theoretical and situational content in which they take place (Radley & Chamberlain, 2012; Willig, 2008). Therefore, it is importance to recognise the role the researcher plays in defining and interpreting the case (Simons, 2009). My research is an example of an instrumental case study i.e. an opportunity to explore how a phenomenon exists in a particular case (Baxter & Jack, 2008; Simons, 2009; Willig, 2008). In this case, this is how school staff, family members, and a young person have experienced working together around the issue of challenging behaviour.

2.3.3 Quality and value in qualitative research

There are various guidelines which aim to enable researchers to ensure rigour, legitimacy, and trustworthiness in qualitative research (e.g. Pyett, 2003; Shenton, 2004; Yardley, 2000). The research process was guided by the principles outlined by Yardley (2000), namely: sensitivity to context, commitment and rigour, coherence and transparency, and impact and importance. See Appendix D for how these principles were operationalised.

One criticism of both IPA and case studies is that findings are less generalisable than designs that enable the participation of large numbers of participants (Cohen, Manion, & Morrison, 2007; Sarantakos, 2005; Yin, 2009). However, this has been countered with reference to different understandings of what generalisability might mean (B. Smith, 2018). For example, generalisability may be possible through conceptual grounds rather than statistical ones (Radley & Chamberlain, 2012). This is similar to the idea of theoretical generalisability (J. A.

Smith et al., 2009) where the detailed information regarding the case/context allows the reader to assess the evidence in relation to their own experience and knowledge, and therefore make their own judgement about its potential relevance to other situations. There is also an argument that deep, interpretative analysis from the specifics of a case or context can contribute theoretical understanding to wider knowledge, through ongoing revision and comparison to other idiographic examples (Radley & Chamberlain, 2012; Sandelowski, 2004; B. Smith, 2018). This understanding is in line with my position that this research does not claim to reveal the 'truth' about experiences of working together to support inclusion in the context of challenging behaviour. Instead, it offers a possible way of understanding those experiences. The hope is that this might add to understandings about how people experience and make sense of such situations, and help to inform researchers and professionals who are looking to affect policy and practice within this area for the benefit of children and young people, their families, and education professionals.

2.4 Research in the real world

The original plan for my empirical research began with the identification of an appropriate case where there had been, or were, concerns about the challenging behaviour of a young person, and the school, family and young person had been a process involving them working together in order to support their inclusion in school. I had linked with a colleague in the local authority who is involved with the team that monitor and support children who are at risk of permanent exclusion. This person was able to support the recruitment process by identifying and approaching the people involved in such a case on my behalf. I then agreed to meet with the young person, the member of staff from school who had been most involved in this process, and their parent and grandparent. Unfortunately, though both were keen to take part, both the parent and grandparent were unable to take part in interviews within the time scale available for the research. The parent had work commitments which were difficult to get around, so they decided it wouldn't be possible to take part. Having arranged a date for the interview, the grandparent cancelled last minute with no explanation and didn't respond to my efforts to get in touch after this point. This was a huge disappointment to me for several reasons. Firstly, I thought this would negatively impact on the quality of the research, making it a less-worthwhile piece of work. It was frustrating that the research I had so carefully designed would not be carried out. Secondly, it hurt my pride that it was a missed opportunity to do a piece of work that I believed was valuable and,

though limited in scope, would ultimately be beneficial. Thirdly, and most importantly, it went against something that I value deeply in my work; the involvement, participation, and importance of parents and families. This had been such a central focus for the overarching research project, as shown through the literature review. It felt like I was missing two of the most important people in the context. However, through supervision, I was able to come to recognise the value in the work I had already done, and the data I did have. One of my core values as a practitioner (and researcher) is the importance of promoting the voice and agency of children and young people, and this value had not been compromised. Though it meant a shift in the focus of my empirical research, there were still strong ties to the literature review, and it could still address some of the important gaps in the literature that I had identified, and allowed for a deeper engagement with the voices that were present.

2.5 Ethical considerations

In addition to gaining ethical approval from Newcastle University Ethics committee, care was taken to work in accordance with the ethical recommendations outlined by the British Psychological Society (The British Psychological Society, 2014, 2017) and the Health Professions Council (Health and Care Professions Council, 2016). This included issues such as informed consent, minimising risk of harm, and general data protection regulation. However, whilst the above guidelines are useful when planning research, it is important to remember that not all ethical dilemmas and concerns can be satisfied through said planning (Brinkmann & Kvale, 2008). As such, one must remain engaged in "ethics in practice" (Guillemin & Gillam, 2004, p. 262) which can be supported through a reflexive approach (Guillemin & Gillam, 2004; Willig, 2008). This understanding of ethics reflects the day to day, and in the moment decisions that are inherent to both research and practice, sometimes called "micro-ethics" (Komesaroff, 1995). With this in mind, the remainder of this section outlines some of the considerations and steps taken during the research to ensure ethical principles were upheld.

2.5.1 Informed consent

Informed consent was gained at several levels as part of an ongoing process (Todd, 2012). It began with gaining consent to contact the school and family via a colleague who acted as a facilitator in the recruitment phase of the research. This led to initial conversations with the family and school staff member to further explain the purpose of the research and what their involvement would look like. Each participant was given an information sheet which

detailed the purpose and nature of the research, as well as how data would be stored, and their right to withdraw at any point up until the data had been analysed (Appendix E). These materials were differentiated to suit the needs of each participant. In addition, I met with both participants who ended up taking part in the research before I interviewed them to talk through any concerns they had. This staged approach allowed the individuals time to reflect on the information they had without my presence, and consider whether they wanted to participate. On the day of the interview, each participant was reminded of the information shared already, before providing full, written, informed consent (Appendix F). They were also encouraged to seek further clarification at any point during or after the data generation, and debriefed afterwards (Appendix G). Although it can be argued that fully informed consent is never possible to obtain given that participants will not know the exact questions they will be asked or what response in them they will elicit (Duncombe & Jessop, 2002) , I believe I prepared the participants as best I could through clear, honest, and ongoing communication throughout the research process.

2.5.2 Power

During the research process I took time to consider the power dynamics present in my relationships with the participants. Whilst it is my view that individuals are experts in their own lives and the role of the psychologist/researcher is to facilitate co-construction of understandings, rather than a simple gathering of information, this may not be how others see my role, based on their own conceptualisations and experiences. This can be particularly problematic when working with children due to unequal distribution of power and status (David, Tonkin, Powell, & Anderson, 2005; Lodge, 2005). It is my view that the views of children and young people should be included in decisions making processes affecting their own learning, personal growth and development. I believe that all individuals have some power, and that power can be built through relationships. In this context, I see the participants' power as their ability to reflect on and articulate their experiences in order to tell their stories. The role I can play is to use the power I have to then share those with a wider audience, in the context of the research literature, to make an argument for positive change. I also took steps to reducing power imbalances as much as possible, e.g. maintaining an approachable demeanour and choosing my language carefully, meeting participants beforehand to get to know each other a little better, offering the young person the option of having a familiar member of staff join, and holding the interview in a room both participants were familiar with and felt comfortable in. Furthermore, the method used enabled me to

maintain a flexible approach to my interviews and follow the initiatives of the participants when they wanted to discuss a particular topic or perspective, check my understandings of what they'd said during the interview, and reflecting on my role in interpreting the data.

2.5.3 Minimising risk of harm

Willig (2008) notes that any participation requiring self-reflection is likely to stimulate thoughts and feelings in the participant, which he or she may not have experienced otherwise. In the case if this research, I was aware that the topic I was asking them to reflect on was a potentially sensitive one. Although I was clear I would be maintaining a strengths-based perspective, and such reflection can have positive effects, this is not guaranteed, and there may be unintended negative consequences Willig (2008). A reflexive stance helped me to remain sensitive to this throughout, and I strove to ensure there were safe mechanisms for them to feel able to share their experiences in a constructive way. In addition, in case study research, there is a need to be particularly sensitive to the issues around confidentiality and anonymity (Willig, 2008), whilst at the same time providing enough contextual and particular information about the case for the purpose of generalisability.

2.5.4 Beneficence

Given that I was not involved in the school or case prior to the research, and had very limited scope to effect immediate change for the potential participants, it was important to me that their experience of participation would be positive. Maintaining a strength-based stance, and seeking a case where things were currently going well, and had been for some time, enabled participants to reflect on their experiences in a positive and constructive manner, and take time to celebrate the successes that had been achieved. All participants were enthusiastic and keen to take part, feeling that they had something to offer. It was our shared hope that this research would support changes which would lead to more positive experiences in the future for children and young people, their families, and school staff who work with them.

Chapter 3. What are the experiences of a member of school staff and a young person of working together to include the young person in their new school following a successful managed move?

Abstract

The critical interpretative synthesis (CIS) identified gaps in the existing literature about practices where people work together in order to include children who demonstrate challenging behaviour; namely a lack of attention paid to the views of the children who were at the heart of such practices, a lack of attention paid to the subjective experiences of those involved in such practices, and a lack of research exploring situations involving older children. These gaps informed the design and focus of my empirical research, which aims to better understand the experiences of those individuals involved where a family and school staff have worked together to support a young person who demonstrates challenging behaviour. Specifically, the research asks:

1) What are the experiences of a member of school staff and a young person of working together to include the young person in their new school following a successful managed move?

2) To what extent was the young person afforded agency in the situation?

A case study design was used, within which the young person and a key member of staff from her school were interviewed using a semi-structured interview schedule. The transcripts of these were analysed using Interpretive Phenomenological Analysis (IPA), before being discussed using an eco-systemic framework. The young person's experiences fell into three broad categories, relating to: her introspection, the process of having to move schools because of challenging behaviour, and how school staff work with pupils. The member of staff's experiences fell into four broad categories, relating to: his view of his role, within-school processes and practices, local authority systems for managing placements for children who demonstrate challenging behaviour, and factors outside the school's immediate control. Both participants reflected on the importance of the young person's agency in the situation, but it was clear the young person had often felt she had little

authentic input into decisions made about her school placements, which linked to uncomfortable feelings and uncertainty for her. Potential implications for the role of EPs in supporting practices of working together to support the inclusion of children demonstrating challenging behaviour are discussed.

3.1 Introduction

3.1.1 Challenging behaviour in schools

Challenging behaviour remains a highly pertinent issue within education. In chapter one, I discussed some of the problems posed for children who demonstrate challenging behaviour and those that support them, and the idea that due to some practices, the principles of inclusion and social justice are at risk (p.4). In the UK, there have been various changes in government advice and legislation, many within the past 10 years, which have shaped the context for how schools understand and respond to challenging behaviour (Law & Woods, 2018). This has seen a shift from a more relational understanding of behaviour in the early 2000s, to one which emphasises discipline and behaviour management (e.g. Department for Education, 2011, 2015a, 2016a; Department for Education, 2017a, 2017b), whilst at the same time considering the impact of unmet social, emotional and mental health needs on behaviour (Department for Education, 2014, 2016b; Department of Health & Department for Education, 2017; Department of Health & NHS, 2015). Outside of the governmental literature, there is an understanding that challenging behaviour is likely to reflect a complex interaction between biological, cognitive, social and environmental factors (Krol, Morton, & De Bruyn, 2004; Lloyd Bennett, 2005, 2016; Lyons & O'Connor, 2006). Consequently, approaches to supporting the inclusion of children and young people who demonstrate challenging behaviour are similarly diverse, drawing on a range of different psychologies (Law & Woods, 2018).

Many have suggested that best practice for understanding and supporting children who demonstrate challenging behaviour requires the identification and consideration of individual, relational, and environmental factors (Lyons & O'Connor, 2006; Visser, 2005), and that this can be done via an eco-systemic approach (P. Cooper & Upton, 1991; Kutash et al., 2002; Sheridan et al., 2012; Sheridan et al., 2013; Tyler & Jones, 1998, 2000). Others have argued for a social constructivist perspective, seeing children as contextualised and socially embedded beings, and their behaviour as the means by which they navigate contexts in which they often have little power (Horton, 2016; Janzen & Schwartz, 2018; Roffey, 2004;

Thornberg, 2012). Both call for us to question more carefully the social environments children find themselves in, the policies and practices which govern these, and the role of different active agents within these (Janzen & Schwartz, 2018; G. Thomas & Loxley, 2007). In chapter one I discussed the assertion that any effort to intervene in the context of challenging behaviour must incorporate the unique perspectives and contributions of those involved (Kutash et al., 2002; McConaughy et al., 1999; Sheridan et al., 2012; Sheridan et al., 2013). However, the literature reviewed paid very little attention to the active role of the children and young people who were at the centre of practices aimed at supporting their inclusion, despite the fact that most studies aimed to bring about outcomes which were contingent on changes in the children's behaviour.

3.1.2 The importance of agency

To have agency is to feel that one can intentionally change something about oneself or one's environment (Bandura, 2006; Sharp, 2014). In his social cognitive theory, Bandura holds that *"People are contributors to their life circumstances, not just products of them"* (Bandura, 2006, p. 164). This rejects the idea of a duality between human agency and social structure, instead accepting that people are the creators and shapers of social systems, which influence their and other's lives (Janzen & Schwartz, 2018). There are parallels with Bruner's idea of life as narrative (Bruner, 2004), in which he suggests that we understand the world through stories we and others tell, and that people are active agents within such stories. The impact of such a perspective of one's self may help a person to cope with life's challenges, counter a fixed view of the self, and support their belief in their power to affect their own life (Sharp, 2014). When considering the voices of children, a focus on agency links many important areas of educational practice which aim to empower them (Sharp, 2014). However, the extent to which children are afforded agency is shaped by culturally constructed views of childhood and its purpose (Janzen & Schwartz, 2018; Lodge, 2005). The dominant view of childhood in the 19th and 20th centuries was that it is a preparation for adulthood, and this narrative has continued to influence modern conceptualisations, including those within education (Cunningham, 1995; Lodge, 2005). Consequently children have been seen as lacking competence to take an active role in shaping their own experiences (Bessant, 2014; Lodge, 2005). However, leading up to the turn of the century and beyond, this discourse has become increasingly challenged (Aston & Lambert, 2010; Bessant, 2014; Earnshaw, 2014; Janzen & Schwartz, 2018; Lodge, 2005; United Nations (UN),

1989). There have been calls for changes in the way children are treated when it comes to matters concerning their own lives (Hardy & Hobbs, 2017; Mockler & Groundwater-Smith, 2014). This has become an increasingly prominent aspect of human rights and educational discourse (Mockler & Groundwater-Smith, 2014; United Nations (UN), 1989), and is reflected in recent legislation in the form of The Children and Families Act 2014.

3.1.3 Aims and rationale for the research

As discussed in chapter 2 (p. 26), within the literature, there appears to be a lack of attention paid to the involvement and experiences of the children and young people who demonstrate challenging behaviour when it comes to practices of working together to support their inclusion. This brings forth questions about to what extent they are afforded agency in such practices, and how they make sense of them. In addition, the review also indicated a lack of insight into how the other stakeholders involved in practices of working together experienced said practices and how meaningful they were to them.

The aim of this research was to better understand the experiences of those individuals involved in practices of working together to support children and young people described as demonstrating challenging behaviour. The hope is that this will help to develop our understanding of what makes such practices effective, thus informing the practice of Educational Psychologists and how they might effectively contribute to situations where teachers and parents are concerned about children who've been identified as showing challenging behaviour, in order to support their inclusion. Specifically, the research asks:

1) What are the experiences of a member of school staff and a young person of working together to include the young person in their new school following a successful managed move?

2) To what extent was the young person afforded agency in the situation?

It is important to note that for the purposes of this research, the managed move is not in itself considered to constitute practices of working together, but is the context in which these practices happened (see Table 6). The practices themselves are considered to be the conversations, meetings, and interactions that took place before, during and after the managed move.

3.2 Method

The aims of this research reflect an interest in the subjective experiences of a small number of people connected by a shared situation, and thus require an idiographic perspective which also takes into account contextual information. As such, using Interpretative Phenomenological Analysis (IPA) within a case study design was considered to be an appropriate methodological approach (p.29)

This research is an example of an instrumental case study i.e. an opportunity to explore how a phenomenon exists in that particular case (Willig, 2008). In this case, this is how school staff, family members, and a young person have experienced working together around the issue of challenging behaviour. IPA is an approach which is primarily concerned with individuals' lived experiences but also recognises the role of the researcher in making sense of individuals' perceptions of their lived experiences (J. A. Smith et al., 2009). It makes the assumption that it is not possible to gain *direct* access to individual's lived worlds, but that this access is necessarily mediated by both the nature of the interaction between the researcher and the individual, as well as the researcher's own lived world (Willig, 2008).

Ethical approval and consent were gained at several levels, and as part of an ongoing process (Todd, 2012). After gaining ethical approval from the Newcastle University's Ethics Committee, I gained consent to contact the school and family via George[1] who acted as a facilitator, before gaining their informed consent to participate from them. Through differentiated materials and ongoing discussions (see appendices E, F and G), efforts were made to fully inform and ensure understanding of the research's aims and methods, how data would be anonymised, stored, and destroyed, and their ability to stop the project at any point. Following the interviews, participants were debriefed to ensure they had felt comfortable with how the interviews had gone, and were aware of support they could access if needed. Care was taken to work in accordance with the ethical recommendations outlined by the British Psychological Society (The British Psychological Society, 2014, 2017) and the Health Professions Council (Health and Care Professions Council, 2016).

3.2.1 Context of the case

Participants for the research were recruited with the support of a colleague from within the local authority (see Table 5). The aim was to identify an appropriate case where there had

[1] All names have been changes to ensure anonymity.

been significant concerns about the challenging behaviour of a young person, and the school, family and young person had been part of a successful process involving them working together in order to support their inclusion in school. In this case the young person had experienced multiple managed moves, which are an alternative to permanent exclusion (Department for Education, 2015b). Under the managed move system, where a school feels they are no longer able to educate and support a pupil as a result of persistent challenging behaviour, they can agree for that pupil to move to another school without receiving a permanent exclusion. In the context of this local authority, this decision is made at a panel with representatives from each local secondary school within the area. Once agreed, there is an initial trial period (usually six weeks) before the decision is made of whether or not the pupil will remain at the new school or return to the previous school. Managed move practices are not subject to statutory processes, and as such there is wide variation nationally (Graham et al., 2019).

Table 5. Procedure for recruitment

Stage	**Action**
1	Ethical approval for the research project was sought and granted by Newcastle University.
2	Contact was made with a colleague in the local authority involved with the team that monitors and support children who are at risk of permanent exclusion.
3	The purpose and nature of the research was shared with this colleague.
4	This colleague supported the recruitment process by identifying and approaching potential participants on my behalf.
5	Once participants had been identified who were willing to take part in the research, the school's and family's contact details were shared with me, and I contacted them to answer any questions they had and set dates for interviews.
6	I visited the young person and the member of staff to introduce myself and explain the research process, and confirm they were still willing to take part.
7	Interviews with the young person and the member of school staff took place.
8	Due to unforeseen circumstances, both the parent and grandparent were unable to take part in interviews within the time scale available for the research.

Table 6 outlines the details and context of the identified case. All names have been changed to ensure anonymity, as are the names of any schools referred to. As noted in stage 8 and discussed in chapter 2 (p. 31) though initially keen, neither the parent or grandparent were able to take part in the research, and so the focus had to shift to explore the perspectives of just the young person and the member of staff.

Table 6. Details and context of the case

Context	**Details**
Local area	• Urban area within North East England.
School D	• A large secondary comprehensive school.
The case	• The pupil, (Amy) had been brought to a panel between local schools that discuss cases of children who are at risk of permanent exclusion and plan next steps to support them. • Amy had experienced several failed managed moves at other local schools previously. The most recent move to school D, however, had been successful after an extended trial period, and it was shortly after it had been signed off that I became involved. • This managed move had also been supported by George, the local authority colleague who acted as facilitator in the recruitment process. • Amy's mother and grandmother had both been involved with her managed move, and ongoing efforts to support her to be successful in School D. • These efforts largely consisted on meetings in person, or conversations over the phone to discuss issues as they arose and agree what steps everyone would take to try and address these issues. The people involved in these discussions varied, but almost always involved Mr N and either Amy, or her mother or grandmother (and sometimes all). At various times they may also have included George, and other members of staff from School D. • As a Trainee Educational Psychologist (TEP), I was working within the same local authority as this school (though not the same area) and

	have had prior experience of the panel system between local schools outlined above. • Prior to the research project, I had no contact with any of the people directly involved in this case.
Participants	• Amy, a key stage 4 pupil. • Mr N, the pastoral lead at the school, who had been a key person involved in working with Amy and her family during and following her managed move to school D.

3.2.2 Data generation

In order to support the participants in reflecting on and sharing their relevant experiences, I devised a semi-structured interview schedule in line with the funnelling technique (J. A. Smith et al., 2009). This involved beginning with a broad question to initiate the participant's descriptive experience, before subsequent follow-up prompts are used to encourage deeper reflection and discussion. This schedule was shared with my tutors and fellow trainee educational psychologists for checking, and subsequent revisions were made (Appendix H).

Interviews took place at School D. Participants were reminded at the beginning of the interview that there were no right or wrong answers, that I was just interested in their experiences, particularly what they thought had gone well or been helpful. They were reassured that if there was anything they felt uncomfortable answering, they didn't have to. They were also reminded of their right to withdraw. The interviews were recorded using a voice recorder and lasted between 40 and 60 minutes, and the audio files were stored in accordance with data protection law (GDPR). I transcribed the interviews myself, during which all identifying information was anonymised.

3.2.3 Data analysis

Following generation, data were analysed using IPA, as outlined in Table 7. Usually in the process of IPA, the final stage of analysis involves a process of integration, or looking for patterns across cases, and is justifiable because (usually) participants have been sampled on the basis of homogeneity (that they are likely to have shared characteristics/experiences). However, in this case, though both participants had experience of being involved in Amy's managed move and subsequent practices of working together, they had very different roles

in the situation, held different positions of power, and were likely to have had very different experiences. For these reasons, I believe it was not appropriate to integrate their accounts to create 'shared' themes. This is supported by the claim that the main aim of IPA is to give each account full appreciation (Pietkiewicz & Smith, 2014), and the purpose of the research. Instead, I attempted to understand the similarities and differences between their two accounts by using an eco-systemic framework and discussion.

Table 7. Analysis in IPA (adapted from Smith, Flowers and Larkin. 2009)

Stages in analysis process	**Description**
1. Familiarisation with the data	Listening to, transcribing, reading, and re-reading the person's account, recording any initial thoughts in a research diary in order to remain focussed on the data.
2. Initial noting (see Appendix I)	Close, line-by-line analysis of the experiential claims, concerns and understandings of each participant. Noting falls into four categories: • Descriptive: describing the content of what the person said • Linguistic: exploring the specific use of language by the participant • Conceptual: engaging at a more interrogative and conceptual level • Personal: observations of my reactions to the transcript as part of a process of reflexivity
3. Developing emergent themes (see Appendix I)	Identification of emergent patterns within the initial notes. The aim is to reduce the volume of detail (through the synthesis of their accounts and my interpretation) whilst attempting to maintain its complexity by capturing convergence, divergence, and nuance.
4. Searching for connections across emergent themes to develop themes and theme clusters	Drawing together emergent themes to produce a structure that allows an understanding of the most interesting, important, and relevant aspects of the person's account, in relation to the research questions.

(see Appendix J)	
5. Moving to the next case	Repeat steps 1-4 for the second person's account.
6. Making sense of both cases in relation to each other	Development of a structure, frame or gestalt (in this case through the use of an eco-systemic model) which illustrates the relationships between themes from each person.

3.3 Findings

3.3.1 Themes from Amy's interview

There were three theme clusters generated in the analysis of Amy's interview: those relating to her introspection, those relating to the process of having to move schools because of challenging behaviour, and those relating to how school staff work with pupils (Figure 6).

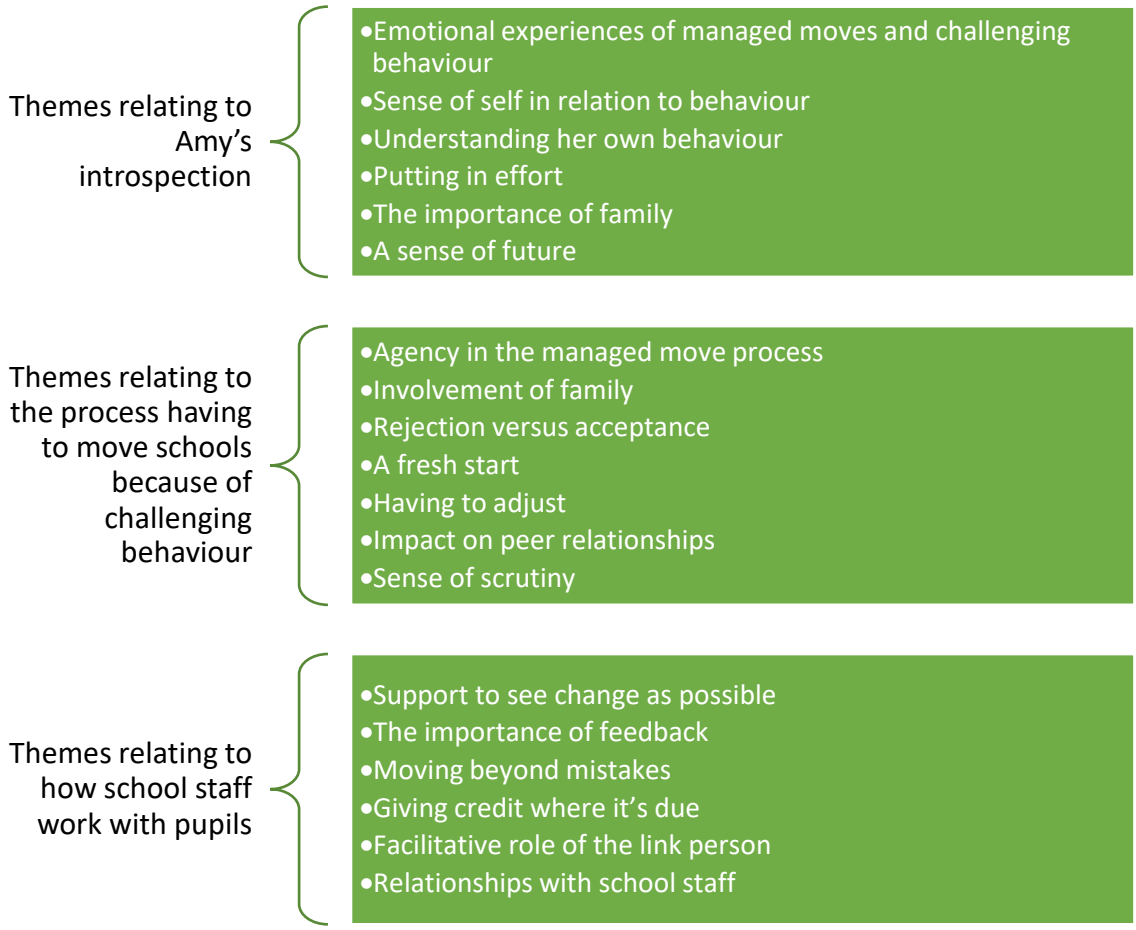


Figure 6. Themes from Amy's interview

Amy's Introspection

Amy reflected on the emotional experiences of being involved in managed moves and issues regarding her behaviour more generally. She spoke about feelings of upset, confusion and being overwhelmed. She also talked about her sense of self in relation to her behaviour, clearly caring about what others think of her, and not wanting to be seen as "naughty", whilst at the same time, being aware that there were issues and wanting to make changes.

"You can become a new – not a new person, but like show people the good side of you."

She seemed to consider her behaviour as something she could take responsibility for, but also acknowledged other influences on her behaviour e.g. the negative influence of peers. A very strong theme was the idea of putting in effort. This was something she came back to time and again, giving examples of times she'd made sacrifices, and that she was trying to make positive changes.

"I go to after school clubs here, I do rugby, I try hard, I catch up on my work, stay behind whenever I can."

Amy cited her family as an important motivation for wanting to change, and how good it felt to be trusted and supported by them. Throughout, Amy talked in a way that seemed to indicate she had a sense of future for herself and saw the value in her education in helping her to realise that future. Though this was positive, I got the feeling that she believed the stakes were high and this caused her stress.

"It's just nice to think oh my family is proud of us. Cause I've tried. Just to like have a good career as well."

The process of having to move schools because of challenging behaviour

When discussing the managed move process, Amy made many references to decisions being made without her, or with minimal regard for her views. However, she noted that she felt she had more of a say at School D. She talked about the impact of the process not just on her, but also her family, and that she didn't always feel that they were respected by school staff.

"They're really disrespectful there as well. Like they didn't speak to my mum nicely. Like when I'd done wrong, they tried to blame my mam and home."

There was a strong theme of rejection versus acceptance in Amy's account. This related both not just to the rejection she perceived from her past schools, but also the desire to "fit in" and be accepted by her new peers, as well as the school more widely. Linked with this was the importance of being given a genuine fresh start.

"Not being cast out. Like just like, slotting in… like "oh there's a new girl" not like "eurgh she's here on a managed move, she's naughty". Being tret like everyone else."

"She went "I'll give you another chance but it's definitely not going to work either way because we just don't want you to stay here" but I was like, "I don't want to go to another school""

Amy also talked about experiences of having to adjust to different academic and social expectations, and the uncomfortableness of the uncertainty involved in the managed move process, exacerbated by the extended trial period she had. Associated with this were feelings of loss in relation to the relationships she had with her peers in her old schools.

"It's smaller school, and I knew everyone there- like I grew up with everyone there, so I felt more comfortable about my friends at [School A]."

Amy repeatedly spoke in a way which indicated she felt under scrutiny as a result of being identified a pupil with challenging behaviour who was on managed move. She described being aware that staff would always have her down as a pupil who had come from a managed move, and her peers would watch and judge how she interacted with others as she was trying to fit in. As a result, she believed she had to be "perfect".

*"In managed moves you've gotta be like **perfect** in everything."*

How school staff work with pupils

The final theme cluster related to Amy's reflection on her interactions with staff and what she thought had been supportive or not in those. She discussed having feelings of hopelessness regarding her behaviour, but that school D had responded differently when things started to "go wrong". Though things weren't perfect, she believed that they could get better. Amy frequently contrasted her experiences with staff at school D with those at previous schools. She cited the importance constructive feedback which recognised the effort she was putting in and the positive steps made, and the benefit of seeing mistakes as something to be learned from, rather than ammunition to use against her.

"He spoke to me if like it wasn't going well, and if it was going well, I would get like, praised for it. He would show that I was doing well and stuff and make us feel better about my learning and stuff."

"Mr N, he'll just like be like "how's it- how are you lessons and stuff going" but like not bring up like why I'm here. But like Mrs H she would like be like very like "oh well remember when you done this and that"."

Amy also talked about the importance of the relationships between her and key members of staff. She noted how at school D staff pay attention to pupils, that she is listened to, and has people to turn to. She also mentioned the role George played in supporting the managed move, and that it was good to have someone to talk to who knew her situation and could act as a "messenger".

"Basically, they try and help you more- they actually care about your education here."

3.3.2 Themes from Mr N's interview

There were four theme clusters generated through analysis of Mr N's interview: those relating to his view of his role, those relating to within-school processes and practices, those relating to local authority systems for managing placements for children who demonstrate challenging behaviour, and those relating to factors outside the school's immediate control (Figure 7).

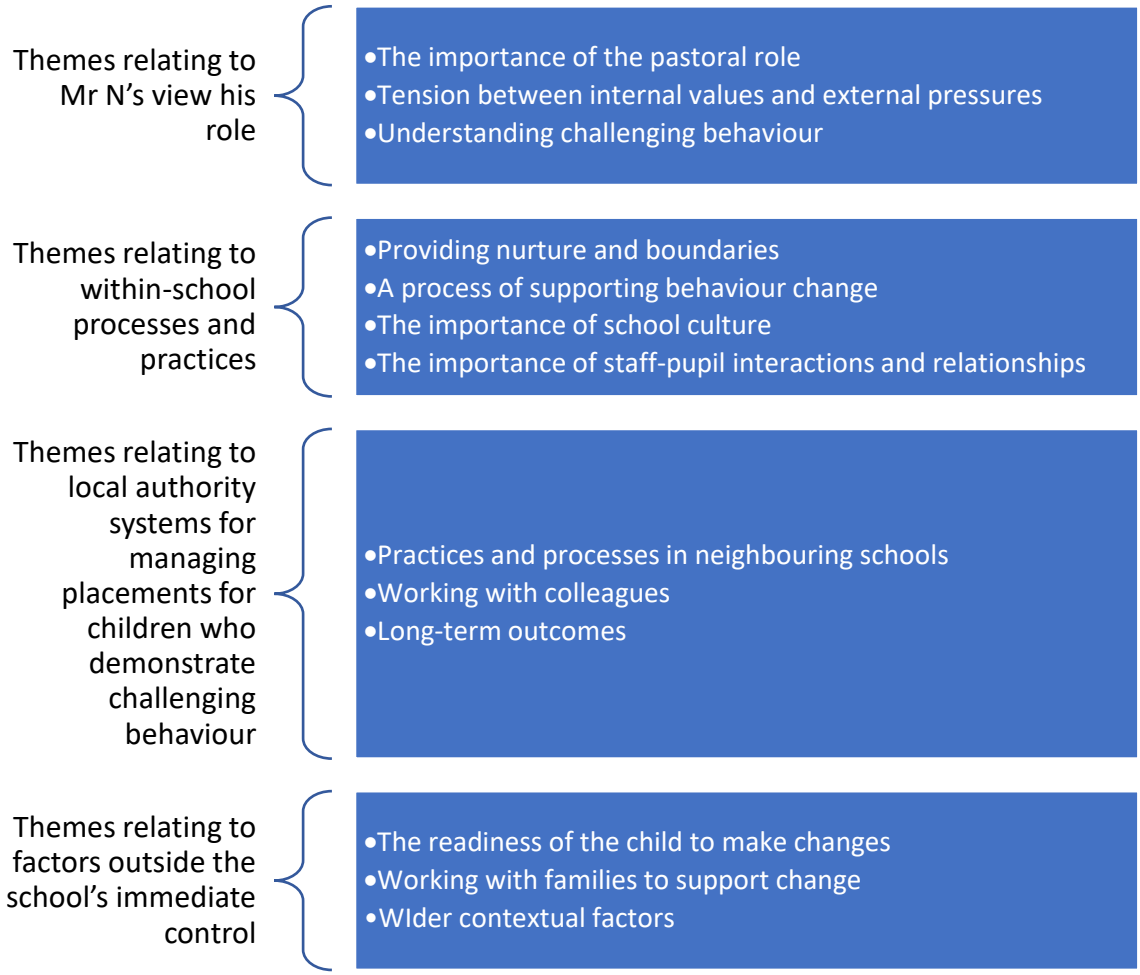


Figure 7. Themes from Mr N's interview

Mr N's view of his role

Mr N talked about his pastoral role being part of his identity, something that he valued for its ability to make a difference in children's lives, and that staff need the right skills and experience to do it. There seemed to be a tension between these interval values and the external pressures within the school and education system more widely. This manifested in feelings of having to manage the financial and reputational consequences involved if efforts to include children with challenging behaviour were unsuccessful and they ended up attending alternative provision. He talked about the other ways the school's resources could potentially be better used, and the opportunity cost of funding such placements.

---

*"It's about having principles and trying not to compromise them. Sometimes having battles with your colleagues in school- you might have a different motivation or priority. Which I **fully** understand. But I'm pastoral from cradle to cremation"*

Linked with Mr N's discussion of his role was his understanding of challenging behaviour. He was clear that behaviour reflects both contextual and individual factors, and that these interact. He noted that for staff to have a good understanding of children with challenging behaviour, they need to be able to understand their individual histories and home lives, as well as factors within school. However, he also believed that for some young people, their behaviour has become "engrained" and there is limited hope that the school can bring about lasting change.

"The best managed moves work with the best- the right person, at the right time, in the right context."

Within school processes and practices

Throughout the interview, Mr N frequently talked about processes and practices within the school that he believed supported the inclusion of children with challenging behaviour. He appeared to believe the school has a responsibility to provide both nurture and boundaries and emphasised the importance of consistency and clarity of expectation. There was a narrative of behaviour change being a process which school supports from a crisis point. He cited the importance of a fresh start, but also having realistic expectations; needing to allow enough time, and for mistakes to happen.

"We keep everything in context- we understand there will be bumps in the road. You're taking someone who's had challenging behaviour- you're not going to change them over night… So you have to accept the bumps in the road which are acceptable, that you can deal with."

This was something which seemed to be supported through various systems within the school, not just the pastoral team, but also the academic support, developing aspirations, and making use of external support e.g. the facilitative role George played in Amy's managed move. He also talked about the school's culture, where inclusion, care, fairness, and teaching and learning are valued, and how the management plays an important part in enabling this.

"You can go school A to school B- they can be half a mile down the road, and they can be radically different. It depends on the management of the school. Depends on the ethos of the school."

Like Amy, Mr N cited the importance of staff-pupil interactions and relationships. He talked about the need to get to know your pupils, being available, and demonstrating that you care about them and will listen to them. He highlighted several core principles of communication; fairness, honesty, trust, and respect. When reflecting on Amy's situation, he noted that this was one of the key factors which had enabled this move to be successful when others had failed.

"She knows where she stands. She knows there are people on her side and there are people who can listen to her. But she knows that when has to get grief she'll get it, but she takes in on the chin to be fair."

Local authority systems for managing placements for children who demonstrate challenging behaviour

Mr N frequently referred to the wider context of how managed moves and other means for supporting children with challenging behaviour happen within the local authority. He assumed a similarity of practices in neighbouring schools but recognised that each school is different and has its own individual pressures and characteristics which affect decisions regarding how they support children with challenging behaviour. He discussed the need for honesty, positive relationships, and shared values between the colleagues who come together to discuss individual cases, and the importance of them having a say in how processes are run.

"Other schools don't want to take managed moves sometimes because of the politics of it, or because they feel that their school is, not in the right place."

Linked with this discussion, was a consideration of the long-term outcomes for pupils with challenging behaviour and whether the strive to avoid permanent exclusions is really leading to meaningful change.

"We've contained them, we haven't changed them".

Factors outside the school's immediate control

The final cluster of themes relates to Mr N's accounts of the factors related to supporting children with challenging behaviour, which he considered to be outside the immediate control of the school. He discussed the readiness of the child to make changes, and their ability to self-reflect and take responsibility.

"I think you rely on the honestly of the person as well you know. You can have children that are quite perceptive and they realise where they are, rather than someone who's in complete denial and [say] "it's someone else's fault"… I think Amy's got that skill set to reflect."

Mr N. also spoke about the importance of the home-school relationships, and the potential for families to have a positive influence on behaviour of children. He talked about the need for good and honest communication, but also that this can be challenging to achieve. In Amy's case, he talked about the positive role her Gran played in supporting Amy and the school, but that this is not always guaranteed.

"The idea is you kind of work as a team- the child, the parent and the school."

"[Gran] would be very supportive and try to get through to Amy"

Mr N discussed feelings of frustration when the school's efforts to make contact and seek the right support for the child and their family are met with disinterest or scepticism, and that in these cases he thought there was little more they could do. However, these feelings of frustration seemed to be interspersed with his own reflections on how hard parenting can be, even in the privileged circumstances he was aware not all the families he works with are in. At several points Mr N considered the negative impact of "deprivation" and "austerity" on families and the local area, which he cited as having a ripple effect on children's behaviour. He lamented cuts to preventative services, and described limited employment prospects and examples of parents struggling to provide for their children, concluding that it

felt like schools were having to “fight” and “struggle” to get the academic results needed, despite believing school should be about more than just results.

3.4 Discussion

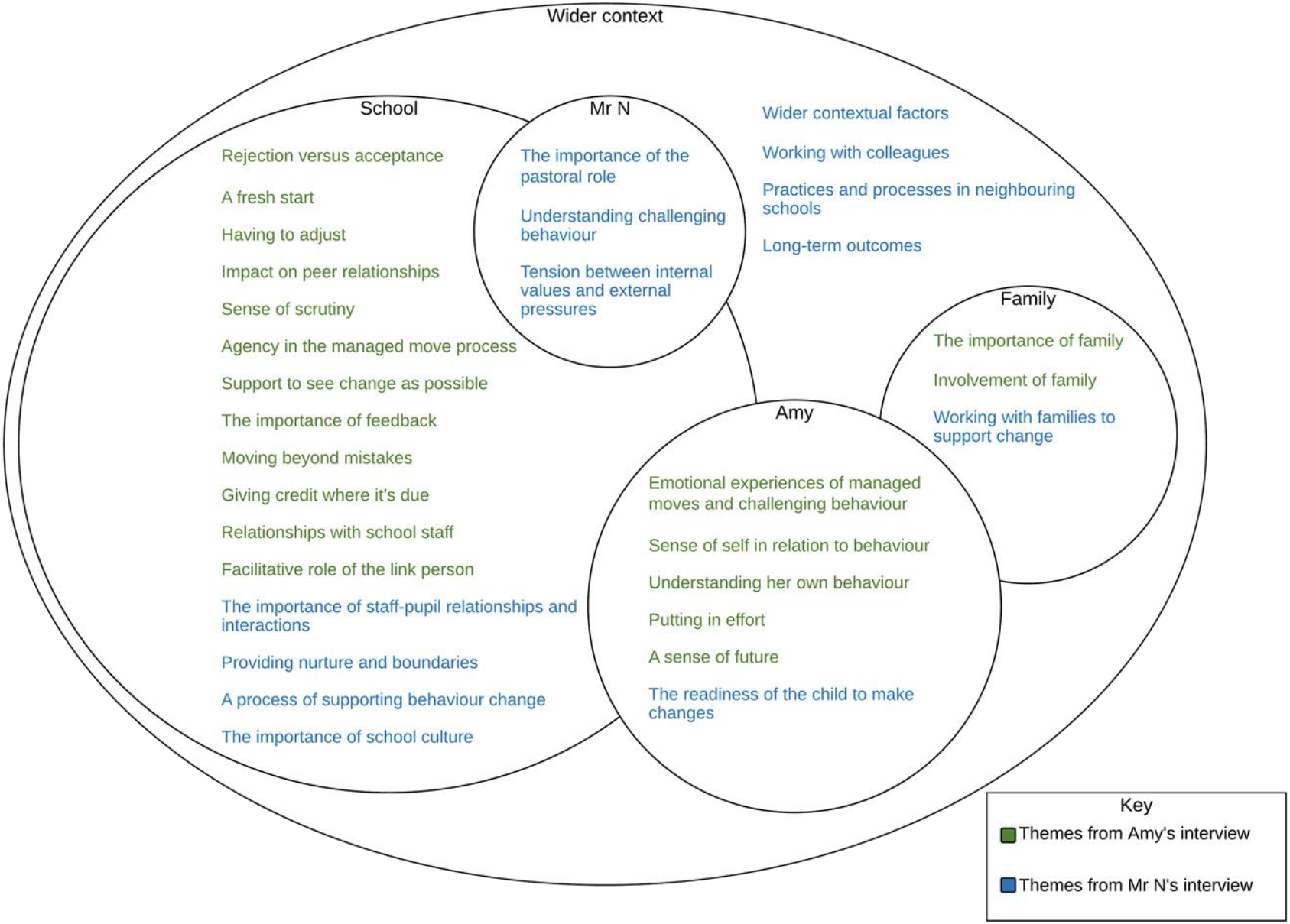
3.4.1 Understanding Amy and Mr N’s accounts in relation to each other and the wider literature

Though I had decided not to integrate the two accounts (p. 43), I recognised it would be helpful if there was a way to understand how they related to each other to see where there might be common ideas, or indeed, differences. Tangaard (2013) argued that through disciplined analysis informed by theory, it is possible to move from the personal to the social, helping us to make sense of the world. With this in mind, I have used the lens of eco-systemic theory (Bronfenbrenner, 1979) to draw together a visual representation of how the themes generated from each interview relate to each other, and different levels within the context (Figure 8). What follows is a discussion of some of the most pertinent points, and how they relate to wider literature about supporting the inclusion of children and young people who demonstrate challenging behaviour, as well as the potential implications for EP practice.

Individuals’ agency

Both Amy and Mr N discussed factors at the level of the individual, some of which related to their perceived agency in the situation. They both spoke about the importance of Amy taking responsibility for her behaviour and the changes she wanted to make. However, it seemed that Amy often felt like she had little authentic input into decisions made about her school placements, which linked to uncomfortable feelings and uncertainty. Research has highlighted the importance of practices surrounding managed moves and exclusions having the child at the centre, respecting their views and strengths, and maintaining a transparent approach so that all parties involved understand what’s happening (Graham et al., 2019; Roffey, 2004; Thornberg, 2012). It has been suggested that EPs may be able to facilitate such practices through consultation, by which the needs and strengths of the child or young person can be clarified and a plan for next steps can be agreed collaboratively (Hannen & Woods, 2012; Monsen & Frederickson, 2008; Regan & Howe, 2017; C. Smith & Cooke, 2000).

Figure 8. Themes from Amy and Mr N's interviews in a contextual framework



Similarly, many argue EPs are well placed to promote the views of children and young people, and their families (Aston & Lambert, 2010; Fox, 2015; Gersch et al., 2017; Greig et al., 2014; Harding & Atkinson, 2009; Hardy & Hobbs, 2017; Mercieca & Mercieca, 2014; The British Psychological Society, 2017).

Mr N also talked about his own efficacy beliefs about being able to make a difference, citing the importance of his skills and experience, as well as his pastoral identity. One of the difficulties surrounding challenging behaviour is the challenge to staff's self-efficacy beliefs, which can, in turn, increase the stress they are under (Faupel & Hardy, 2013). This is in a socio-political context where teacher resilience is already being put to the test (Beltman, Mansfield, & Price, 2011; Fernet, Guay, Senécal, & Austin, 2012; Skaalvik & Skaalvik, 2010). With this in mind, some argue that there needs to be consideration of how best to support teachers in developing their beliefs about their ability to support children who demonstrate challenging behaviour (Gibbs & Miller, 2014; Gibbs & Powell, 2012; MacFarlane & Woolfson, 2013).

Interpersonal factors

Interpersonal relationships were seen by both participants as key to supporting children who demonstrate challenging behaviour. This included those between staff and pupils, but also between the school and family, peer relationships, and also those with external support who might be involved. The prioritisation of such relationships has been cited as being of upmost importance, leading to children feeling valued as individuals, having good relationships with peers and staff, feeling that they belong, and as though their needs are well understood and addressed (Graham et al., 2019).

School factors

Mr N talked about engaging in a process of behaviour change. He emphasised the need to get to know pupils and their backgrounds in order to understand their behaviour in context, and to allow for time and mistakes. This echoed Amy's feelings that a more positive approach which recognised the effort she had put in, and gave constructive feedback was important. This is supported by literature citing the importance of understanding, identifying and managing behaviour in positive ways (Graham et al., 2019; Roffey, 2004). EPs might be able to facilitate this process through their capacity to gather and evaluate information in relation to behaviour change (Bozic, 2013; Bozic, Lawthom, & Murray, 2018; Law & Woods,

2018; Nickerson & Fishman, 2013). They may also be able to help develop more sophisticated understandings of the behavioural and emotional difficulties children and young people might present with (Atkinson, Corban, & Templeton, 2011; Atkinson, Squires, Bragg, Muscutt, & Wasilewski, 2014; Suldo, Friedrich, & Michalowski, 2010).

Mr N talked in more general terms about processes and practices within the school that had helped to support Amy, and others in similar situations, including providing clear expectations and boundaries, and the school's inclusive ethos, something recognised to be important not just for pupils but also for staff (Graham et al., 2019). Mr N did not discuss ways in which staff members supported each other, other than stating that the school's management team is an important influence on ethos. School leaders have the potential to influence the ethos and practices within schools via various routes, including developing the physical and cultural structures which enable teachers to form collaborative relationships, which incorporate a common sense of community, norms and values (Goddard, Hoy, & Hoy, 2004; Hargreaves, 2004; MacFarlane & Woolfson, 2013; Minckler, 2014; Paxton, Leis, Rimm-Kaufman, & Society for Research on Educational, 2014; Prelli, 2016; Sampson, Morenoff, & Earls, 2000). EPs may also be able to facilitate collaboration between school staff in the context of challenging behaviour through consultation, supervision, and training (Burton, 2006; B. Hayes, Hindle, & Withington, 2007; Ben Hayes et al., 2011; M. Hayes & Stringer, 2016; O'Callaghan & Cunningham, 2015).

Family factors

Amy and Mr N talked about the potential supportive and motivating role family can play in bringing about change, a point well-supported by the research (Graham et al., 2019; Kuhn et al., 2017; Kutash et al., 2002; McConaughy et al., 1999; Roffey, 2004; Sheridan et al., 2012; Sheridan et al., 2013; Thornberg, 2012; Waters, 2014). However, Mr N reported facing multiple barriers to engaging with families successfully. Again, there is evidence to suggest that EPs (and other professionals) may be able to play a facilitating role in collaboration between home and school through pre-intervention consultation, developing shared aims and understandings, monitoring progress, and planning next steps (Burton, 2006; Kuhn et al., 2017; Kutash et al., 2002; McConaughy et al., 1999; O'Callaghan & Cunningham, 2015; Regan & Howe, 2017; Sheridan et al., 2012; Sheridan et al., 2013; Squires, 2001; Thornberg, 2012). An important aspect of this facilitation is the seeking and promotion of the views of

parents, carers, children and young people which, as discussed previously (p. 43), EPs are well-placed to do.

Wider context

Finally, Mr N reflected on the influence of factors in the wider context. He discussed the local authority's systems for managing placements for children who demonstrate challenging behaviour, and how important it is to have good working relationships, as well as the ability to feedback and influence those systems. Indeed, evidence highlights the importance of having clear, good working practices for managed moves at a local area level (Graham et al., 2019). Mr N also raised the issue of the impact of austerity on the local area and families, the loss of preventative services, as well as the financial difficulties many schools face when it comes to resourcing appropriate support for their most vulnerable students. These concerns have been raised in other research (Graham et al., 2019; House of Commons Education Committee, 2018), and lead to wider questions about the state of education within the UK today (Gibbs, 2018). In terms of potential implications for EP practice, the EP role can extend into wider work within local authorities and regional initiatives (Scottish Executive Education Department, 2002). Indeed, Gersch (2009) argues that EPs should also have a stronger role in influencing national agendas. However, others question the realistic impact EPs can have on shifting public policy, stating the avenues commonly taken make false assumptions of policy makers, namely that they are "in touch with the evidence; have some form of policy control in a top-down fashion; are able to, and have responsibility to, bring these forms of evidence into this system that they control; and autonomously pick up on and appropriate psychological research in an ethical, evidence-based and rigorous way" (Walker, Speed, & Taggart, 2018, p. 41). It has been argued that EPs may be guilty of "wishful thinking" when it comes to the real influence they can have, and should consider that politicians are unlikely to pay attention to evidence unless it demonstrates well-worked through solutions (Walker et al., 2018, p. 41).

3.4.2 Limitations

As discussed in chapter 2 (p. 30) and outlined in Appendix D, various efforts were made to ensure the quality of this research. I acknowledge that my epistemological stance and underlying values and principles will have influenced the questions I asked, the methods I used and ultimately my findings too (Locke et al., 2013; Postholm & Skrøvset, 2013; Willig, 2008). This research 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. This research does not claim to reveal the 'truth' about the participants' experiences of working together to support inclusion in the context of challenging behaviour. Instead, through relation to theory and the wider literature, contributes to our understandings about how people experience and make sense of such situations, and may help to inform researchers and professionals who are looking to affect policy and practice within this area for the benefit of children and young people, their families, and education professionals. However, due to unforeseen circumstances, both the parent and grandparent were unable to take part in interviews within the time scale available for the research. This means that two of the most important stakeholders' voices are therefore not represented in this work, and any interpretation of the findings of this research should take into account their absence.

3.5 Conclusions and final thoughts

3.5.1 What are the experiences of a member of school staff and a young person of working together to include the young person in their new school following a successful managed move?

Both Amy and Mr N talked about factors within the school, family, and Amy that were relevant to their experiences, but only Mr N reflected on things within the wider context e.g. issues within the local area, and local authority systems for managing placements for children who demonstrate challenging behaviour. He was also alone in considering the specifics of his role and how they related to this, and similar situations. Mr N talked in more general terms about processes and practices within the school that had helped to support Amy, and others in similar situations; whereas Amy was more specific about the ways in which her experiences at School D had been more supportive than at previous schools. Mr N talked about a process of behaviour change, and the need to allow for time and mistakes, which echoed Amy's feelings that a more positive approach which recognised the effort she had put in was important. They both cite the relationships and interactions staff and pupils develop as being key to the success of her situation, and the potential supportive and motivating role family can play in bringing about change.

3.5.2 To what extent was the young person afforded agency in the situation?

Both Amy and Mr N discussed factors at the level of the individual, with some consideration of Amy's agency in the situation. They both spoke about the importance of Amy taking responsibility for her behaviour and the changes she wanted to make. However, it seemed

that Amy often felt like she had little authentic input into decisions made about her school placements, which linked to uncomfortable feelings and uncertainty for her.

3.5.3 The potential role of EPs in supporting practices of working together to support the inclusion of children demonstrating challenging behaviour

There are a range of psychologies which can be applied in the context of challenging behaviour, working across different levels e.g. individual, groups, and organisations (Law & Woods, 2018). Many of the relevant issues raised by the participants in this research appear to be within the scope for EPs to offer support, for example: supporting collaboration through developing shared understandings of behaviour which reflect the child's strengths and agency, and respects their and their families' views; using assessment to gather and evaluate information in relation to behaviour change; and supporting collaboration between school staff in the context of challenging behaviour through consultation, supervision, and training. However, there remain concerns about the impact of wider contextual factors on schools' abilities to support some of their most vulnerable students, including those who demonstrate challenging behaviour and may be a risk of permanent exclusion. Some argue that as EPs, it is our professional and moral responsibility to use all avenues of influence available to us to effect change at the national level (Gersch, 2009).

Appendix A: Search strategy

PSYCHINFO			
Key concepts		Searches	Results
Teachers	1	exp teachers/	52250
	2	exp educational personnel/	69758
	3	teaching assistant*.mp.	694
	4	learning support assistant*.mp.	45
	5	teacher*.mp.	143573
	6	1 or 2 or 3 or 4 or 5	157362
Parents	7	exp parents/	71248
	8	grandparents/	2171
	9	caregivers/	24483
	10	parent*.mp.	221017
	11	exp family/	42797
	12	famil*.mp.	352527
	13	7 or 8 or 9 or 10 or 11 or 12	504587
Challenging behaviour	14	antisocial behavior/	7569
	15	exp juvenile delinquency/	13116
	16	exp behavior problems/	22916
	17	exp classroom behavior/	3898
	18	conduct disorder/	3984
	19	exp Acting Out/	471
	20	disruptive behav*.mp.	5858
	21	challenging behav*.mp.	2945
	22	SEMH.mp.	5
	23	SEBD.mp.	125

	24	EBSD.mp.	3
	25	EBD.mp.	785
	26	14 or 15 or 16 or 17 or 18 or 19 or 20 or 21 or 22 or 23 or 24 or 25	53665
Teachers + Parents + Challenging behaviour	27	6 and 13 and 26	3837
Working together	28	exp parental involvement/	4583
	29	parent school relationship/	2202
	30	parental engagement.mp.	308
	31	parental involvement.mp.	6716
	32	Parent school relationship.mp.	2213
	33	parental participation.mp.	392
	34	28 or 29 or 30 or 31 or 32 or 33	8612
Teachers + Parents + Challenging behaviour + Working together	35	27 and 34	134

ERIC and BEI (EBSCO) translated search strategy:

Teachers: 476,997

DE "Teachers" OR DE "Adult Educators" OR DE "African American Teachers" OR DE "Art Teachers" OR DE "Beginning Teachers" OR DE "Bilingual Teachers" OR DE "Catholic Educators" OR DE "Cooperating Teachers" OR DE "Elementary School Teachers" OR DE "Experienced Teachers" OR DE "Home Economics Teachers" OR DE "Industrial Arts Teachers" OR DE "Instructor Coordinators" OR DE "Itinerant Teachers" OR DE "Language Teachers" OR DE "Lay Teachers" OR DE "Master Teachers" OR DE "Mathematics Teachers" OR DE "Middle School Teachers" OR DE "Minority Group Teachers" OR DE "Music Teachers" OR DE "Physical Education Teachers" OR DE "Preschool Teachers" OR DE "Public School Teachers" OR DE "Reading Teachers" OR DE "Remedial Teachers" OR DE "Resource Teachers" OR DE "Science Teachers" OR DE "Secondary School Teachers" OR DE "Special Education Teachers" OR DE "Student Teachers" OR DE "Substitute Teachers" OR DE "Teacher Interns" OR DE "Teacher Researchers" OR DE "Television Teachers" OR DE "Tutors" OR DE "Vocational Education Teachers" OR DE "Writing Teachers" OR DE "Teacher Aides" OR DE "Bilingual Teacher Aides") OR teaching assistant* OR learning support assistant* OR teacher*

Parents: 226,628

DE "Parents" OR DE "Employed Parents" OR DE "Fathers" OR DE "Grandparents" OR DE "Mothers" OR DE "Parents as Teachers" OR DE "Parents with Disabilities") OR (DE "Caregivers" OR DE "Child Caregivers")) OR (DE "Family (Sociological Unit)")) OR parent* OR famil*

Challenging behaviour: 5,307

(DE "Antisocial Behavior") OR (DE "Delinquency" OR DE "Behavior Problems") OR disruptive behavi* OR challenging behavi* OR SEMH* OR SEBD* OR EBSD OR EBD*

Working together: 40,290

(DE "Parent Participation") OR (DE "Parent Teacher Cooperation" OR DE "Parent School Relationship" OR DE "Parent Teacher Conferences") OR parent* involvement OR parent* participation OR parent* engagement OR parent school*

Teachers + parents: 68,363

Teachers + parents + challenging behaviour: 601

Teachers + parents + challenging behaviour + working together: 139

Appendix B: Data extraction table

Kutash, K., Duchnowski, A. J., Sumi, W. C., Rudo, Z., & Harris, K. M. (2002). A School, Family, and Community Collaborative Program for Children Who Have Emotional Disturbances. *Journal of Emotional and Behavioral Disorders, 10*(2), 99-107.	
Aim	To present the rationale, development, implementation and evaluation of a school-based program for children with emotional disturbances (ED) who are served in a special education setting. The partnership programme aimed to improve outcomes for the students by increasing the involvement of their families in their education and increasing access to support services in the community. It also aimed to elicit ownership amongst the school staff involved and foster sustainability.
Theoretical assumptions and underpinnings	The intervention appears to adopt an ecological system approach to addressing challenging behaviour. The authors discuss the different kinds of services that are available to support with challenging behaviour and show a recognition of national systems, as well as the importance of involving all relevant individuals in a 'wraparound' approach. As with many of the others, this paper has emphasised the importance of parents as equal decision-making partners with schools.

Participants	• 21 children in middle school (average age 11.7 at the start of the programme) who were in special education classes, and their parents and teachers.
	• Participants trained in the Partnership Program model included:
	  ○ Four special education teachers in classes for students with ED
	  ○ The behaviour interventionist (a support staff member for teachers)
	  ○ The assistant principal who supervised the special education program at this school
	  ○ A guidance counsellor
	  ○ Two school social workers

	○ The school resource (police) officer ○ Two parent advocates ○ A staff member from the Department of Juvenile Justice
Nature of collaborative activity	A major component of the Partnership Program is the School, Family, and Community Team (the team), which is constructed around the student and the family and could include various school personnel, child-serving agencies, community representatives, extended family members, and informal supports. The purpose of such a comprehensive team was to integrate services between settings and to use the extensive expertise offered by all members, including the child and family, in a collaborative setting. The meetings were facilitated by a school staff member, usually a special education teacher, as this person typically had the strongest connection with the student (other than the parent). The meeting facilitator established rapport and solicited involvement in the collaborative team process while guiding the team through the essential elements of the development of the School, Family, and Community Plan (the Plan). The goal of the Plan was to remove the barriers to learning for the student. Each team member's view was important to the development of the Plan. Strengths, needs, barriers, and actions that spanned multiple life domains (e.g., educational, behavioural, physical health, financial, and family) were identified by all members of the team. Frequency of team meetings and the interval between meetings were determined by team members on an individual student basis. As time progressed, the need for meetings diminished as barriers were removed, needs were fulfilled, and outcomes improved.
Where it was conducted	USA
Methods of data collection	• Students were assessed on standardized instruments several times over the course of the program.

	• Through parent phone interviews, emotional functioning and impairment were assessed using the Child Behavior Checklist (Achenbach, 1991a) and the Child and Adolescent Functional Assessment Scale–Parent Report (Hodges, 1994). • The types and frequency of mental health services received were obtained through parent report using the Child and Adolescent Services Assessment (Burns, Angold, Magruder-Habib, Costello, & Patrick, 1996). • Students were assessed on their academic functioning before the program and again 12 and 18 months post-entry on the math and reading sections of the Wide Range Achievement Test–III (Wilkinson, 1993). • Parents were asked to rate the quality of their child's education and related and on their level of involvement in the special education process. • Parent interviews were conducted as the child entered the program and 12 and 18 months post-entry. • Special education teachers reported the number of discipline referrals and absences and the percentage of time their students spent in special education and mainstream education environments for the school year prior to the program and for the 2 school years the program was operating. They also reported any mental health services their students received during the school day from school personnel for the two school years the program was operating. • The school staff, community representatives, and parent advocates who were trained in the Partnership Program model were assessed before and after training, and again 6 months post training, through the Knowledge Inventory (Kutash, Duchnowski, & Rudo, 1997) and (for teachers only) the Teacher Knowledge and Skills Survey (Cheney & Barringer, 1995). • The Fidelity Form was developed to assess the degree to which Partnership Program concepts and principles were used and applied by school staff in partnership meetings with parents and students.
Methods of data analysis	Pre-post comparison of the various measures using tests of statistical significance.

Major findings/conclusions	• The training program increased the knowledge level of staff when compared with pre-training levels and that this level was maintained 6 months post training. • Students participating in the intervention showed a 60% decrease in the number of discipline referrals across two school years, and average total score of CBCL (behavioural problems) moved from the clinical range into the normal range during the study period (due to reduction in externalising); a difference approaching significance at p=.05 level. • There was a lack of strong effects on emotional functioning and impairment. • Increased access to external mental health services was not achieved. • No changes to academic outcomes. The authors suggest this may be linked to no moderations being made to the educational programme for the children.
Kuhn, M., Marvin, C. A., & Knoche, L. L. (2017). In It for the Long Haul: Parent-Teacher Partnerships for Addressing Preschool Children's Challenging Behaviors. Topics in Early Childhood Special Education, 37(2), 81-93.	
Aim	To provide an in-depth, qualitative examination of the Getting Ready intervention for young children with challenging behaviours. Previous research has explored the intervention's effectiveness, but not with this population. The research aimed to construct a rich description of what parents, teacher, and the early intervention (EI) coaches' experiences in the collaborative partnership process, as well as how it was experienced, to ascertain its practical utility for these participants. There were two research questions: 1) what processes did various teams use to address their individual and collective needs related to interactions with children with challenging behaviours? 2) how did team members describe the intervention in terms of its social validity (importance of targets,

	ease of implementation of strategies and their effectiveness, and enduring impacts of participation in the process)?
Theoretical assumptions and underpinnings	No explicit epistemological position was stated, but the authors provide a section entitled "reflexivity of the researches" where they state their own interest in the area, along with past relevant experiences. These are stated and then described as being "bracketed", which as I understand it, presumes that the researcher sees themselves as being able to step outside of their own presuppositions, biases, assumptions, experiences and theories, to see and describe a phenomenon (Gearing, 2004). Therefore, this perhaps reflects a broadly critical realist position; with an attempt to reach some form of objectivity, and "gauge accuracy of findings" by peer checking.
Participants	The initial sample included teachers, parents, and early intervention coaches involved in participating in the Getting Ready intervention for 19 children identified as showing challenging behaviour through sub-scale of SSIS-R (F. Gresham & Elliott, 2008). However, only four of these children continued to participate in the intervention in the second year of the study, and so only those involved in these four cases were included in this study.
Nature of collaborative activity	The target populations for this intervention were the parents and teachers of preschool children (kindergarten in US). The Getting Ready intervention model is an ecological, family-centred, collaborative, and research-based model that integrates two key approaches: 1) Triadic coaching strategies support positive teacher-parent-child interactions and encourage parent engagement in promoting children's learning and development. 2) A process of collaborative problem solving and planning by parent, teachers, and the early intervention coaches.

	Pre-school teachers attended two days of training in strategies which they were expected to use during parent-teacher meetings, home visits, and informal contact times. This was supported through work with the early intervention coaches who observed teachers, and facilitated collaborative goal selection, problem solving, and intervention planning and monitoring during team meeting with parents and teachers. Strategies for pre-school teachers to use: • Establish parent-child and parent-professional relationship • Share observations/knowledge of child over time/ identify mutually agreed upon developmental expectations for child • Share ideas and brainstorm methods for helping children meet expectations • Observe parent-child interactions and provide feedback • Monitor the child's skill development and determine directions for continued growth
Where it was conducted	USA, in a mid-western state
Methods of data collection	Data was collected over a three-year period in two stages: 1) Documents completed by teachers, parents, and coaches during the collaborative meeting in year one, detailing the content and planning from meetings, as well as audio-recordings of meetings. 2) 1:1 interviews with parents, teachers and coaches at end of year two.
Methods of data analysis	Qualitative analysis of the data involved coding, prompted by questions such as: "what were team members trying to accomplish and how did they characterize this process?" and "what does one learn about processes and experience from these artifacts?". The authors used a constant comparative method of data analysis, followed by validation strategies used to gage accuracy of findings e.g. peer review of

	coding process, sources of data examined by research team for triangulation, and member checking by 6 participants (two of each group).
Major findings/ conclusions	Team process: • Parent–teacher partnerships were established and nurtured (shift in roles, addressing greater adult concerns). • Most parents gained competence over time for interacting positively with their children (nurturing, teaching, and positive reinforcement; appropriate limit setting; more parent contacts needed). • Teams utilized collaborative problem solving and planning to address prioritized concerns for these children (engaging in the process; convergence in goal selection). • Teams engaged in collecting data for purposes of making decisions (value of data to inform team decisions; challenges of data collection). Social validity of the process: • Team members valued academic and behavioural goals (selected academic and behavioural goals; behavioural goals prioritized). • Children's challenging behaviours were chronic in nature (evidence-based strategies; inconsistent response to intervention; incremental, functional improvements). • Several of the Getting Ready intervention's impacts were durable (growth of children in preschool and beyond; changes in parent interactions; teachers embrace partnerships). Conclusions: • The Getting Ready intervention provided a valuable structure for addressing the needs of young children with challenging behaviours and their families through the establishment and nurturing of parent–teacher partnerships.

	• When preschool teachers were trained and received support from EI coaches to utilize Getting Ready strategies, the teachers confidently supported families' abilities to focus on children's strengths, as well as their learning and behavioural needs. • Families regularly reported more positive interactions with their children, more consistency in setting behavioural limits, and a greater ability to maximize development- instigating experiences found in regular family life. • Parents and teachers expressed that they had established mutually satisfying relationships, characterized by open communication, trust, and appreciation for characteristics each brought to the partnership. • Evidence showed that parents continued to seek partnerships with school staff to promote their children's development as the children entered kindergarten, implying that an initial early investment in the Getting Ready intervention may continue to pay off as children who are at risk of school failure enter formal educational settings.
Waters, T. (2014). Story links: Working with parents of pupils at risk of exclusion. Support for Learning, 29(4), 298-318.	
Aim	This was an evaluation project which aimed to assess the impact of the ten-week Story links programme on: • Pupil's emotional and social wellbeing • Behavioural difficulties and rates of exclusion • Parental engagement with their child's learning • Pupils' reading skills and engagement with learning. It also aimed to gain in-depth information about pupil, parent and teacher experiences of the intervention.

Theoretical assumptions and underpinnings	The theoretical background draws on Bowlby's concept of attachment, and the relationship between parental involvement and academic achievement. The author refers to links between challenging behaviour, and poor attachment patterns: "the child brings behavioural patterns from the relational dynamic established with their primary carer into school, and these will affect the quality of their relationships with both peers and adults". The consequent intervention is partially based on the idea that positive attachment is fostered by mutually enjoyable experiences between carer and child. The author extends beyond just this idea and discusses the idea of co-regulation of affect and the co-construction of meaning as also central to the development of secure attachment. They also refer to Piaget's theory of cognitive development and talk about how more abstract forms of thinking (including metaphors) are less accessible to younger children, who tend to take things at face value. The author doesn't explicitly state their epistemological position but could be seen as compatible with a broadly critical realist position in its use of mixed methods, and attempt to monitor subjectivity via a second researcher.
Participants	Twelve pupils (nine girls, three boys), from seven schools, at risk of exclusion because of behavioural and emotional issues and with poor literacy. Ten Story Links (SL) teachers, as well as the class teachers and parents were also involved, though it is unclear as to whether all parents were involved in the evaluation. The age of the pupils is not stated, but the intervention is targeted at children aged 6-11 years old.
Nature of collaborative activity	Story links is a therapeutic teaching approach, that uses joint story writing, and the metaphors it generates, to encourage the parent/carer to think about the emotional and social wellbeing of their child (emotional attunement). In relation to co-construction of meaning, parents are encouraged to use their 'adult ability' to think in story metaphor about their child's emotional anxieties and the create a story that helps the child make sense of their experiences. It also aims to involve parents in their child's learning by encouraging them to regularly hear their child read the typed-up stories at home. The intervention is led by an

	educational professional (SENCO, SEN support teacher, educational counsellor, learning mentor, inclusion manager etc) who has attended the three-day training course, and facilitated by a teaching assistant. It runs over ten weeks, with each session lasting around 30 minutes, plus two reading sessions with the teaching assistant (TA), as well as reading at home between the child and parent.
Where it was conducted	UK
Methods of data collection	Quantitative: • Pre and post- measures of emotional and social well-being, and behavioural difficulties taken using the Goodman's strengths and difficulties questionnaire (SDQ) rated by class teachers. • Accuracy of reading comprehension using Neale Analysis of Reading Ability (1997) • Exclusion measures consisted of categorical reports of exclusions from school, class, and the playground (twice or more per week, about once a week, less than once a week). Qualitative: • Semi-structured interviews with individual pupils, parents, class teachers and SL teachers pre and post. • Post-intervention semi-structured interviews with supporting TA and SENCO where possible. • Content analysis of stories.
Methods of data analysis	Qualitative data was analysed using the qualitative analysis software NVivo 8 and interpretative processing. A second expert evaluator was employed to monitor the subjectivity of the primary researcher in both the data collection and the analysis. Quantitative data analysis consisted of comparing raw scores pre- and post. No tests of statistical significance were reported.

Major findings/ conclusions	• Significant improvement in pupil's overall emotional stress, and behavioural difficulties, and peer relationships found via qualitative and quantitative measures. • Reduction in hyperactivity and attentional difficulties found via qualitative and quantitative measures. • Increased confidence with reading according to teacher and parent report, but minimal impact on reading comprehension based on quantitative measure. • Stories often contained themes of the nurturing role of the parent, addressed issues relating to both friendship difficulties and sibling rivalry, anxiety, lack of friends, fear of abandonment, and lack of nurturing. • The majority of parents and pupils enjoyed coming along to the sessions. Children reported finding the undivided attention of their parent an important aspect. • TA involvement and follow-up time with stories was a particularly important aspect of the intervention. The TA became a 'substitute attachment figure', more so than the SL teacher. • Parental attendance was good, especially given their prior relationships with the schools, and any cited the positive focus on learning that made the difference. • Teachers reported a positive impact on the home-school relationship. • Parents reported greater understanding of their children's reading levels and needs and increase in their own confidence. • Barriers to reading together included demands of home life, or parents' lack of literacy skills.
Roffey, S. (2004). The home-school interface for behaviour: A conceptual framework for co-constructing reality. Educational & Child Psychology, 21(4), 95-108.	
Aim	The paper explores the home-school interface for behaviour, and the school-based experiences of parents/carers. The specific focus was on what factors were seen to be facilitating or inhibiting a

	collaborative 'partnership', and parents' views of what was 'supportive' or not in their interactions with schools. It was designed to determine some of the conceptual underpinnings for collaboration, and where possible to distil these into recommendations for more effective practice. The research was aimed primarily at eliciting the views of parents on factors at the home-school interface in relation to their children's behaviour. It explored what was seen as helpful, not helpful, or made things worse. The intention was to throw light on perspectives, concerns, feelings and priorities that must be considered in developing a partnership model for good practice. This author argues this meant looking not only at experiences themselves, but also at influences on constructs which determined parents' sense of agency within the prevailing discourses.
Theoretical assumptions and underpinnings	The author describes coming from a constructivist epistemology in this research, considering how discourses within schools determine how behaviour is interpreted, and how children and their families are positioned within the power relations inherent in communications and decision making. There appears to be no assumption of an objective truth to be known.
Participants	• Education professionals (behaviour support teachers, educational psychologists, education welfare officers, and SENCOs) were initially interviewed to inform development of a questionnaire. • The questionnaire was then sent to 320 families on the educational psychology database where a behavioural concern had been identified. 77 questionnaires were returned (25%). • 19 interviews with family members were then conducted (mostly mothers, but some additional family members attended). • All participants were English speaking and balanced to reflect ethnicity of the area. No age-range discussed.

Nature of collaborative activity	This study was exploring what people's experiences had been of various activities at the home-school interface, therefore a wide range are reported. See major findings for further details.
Where it was conducted	UK. Participants were recruited from a large London borough, though the experiences under discussion had occurred over a wider geographical area within and outside of the metropolitan area.
Methods of data collection	Data was gathered via: • Two group interviews (first with education professionals, second with members of local parent support team) • 77 questionnaires (to families) • 19 semi-structured interviews (with family members). The semi-structured interviews were based on a solution focussed rating scale to identify on a scale of 1-10 their most and least supportive experiences. prompts were used to explore why issues were important, expectations, affective responses, actions, and outcomes for both the parent and the child.
Methods of data analysis	Grounded theory. Iterative cycles whereby the initial group interview informed the questionnaire design, and questionnaire responses informed semi-structured interviews. Questionnaire data had some pre-coded elements for factual information, and some post-coded elements for open-ended questions. Interview data was transcribed verbatim and entered into the NUD*IST computer programme which allows for rigour in indexing, searching, and theorizing from qualitative data (di Gregoria, 1999). The grounded theory principles of induction meant that data collection, reflection and analysis were interdependent to generate and enrich the emergent themes. Each phase informed the development of the theoretical framework and indicated further avenues for exploration and confirmation.

Major findings/ conclusions	Group interview analysis: • Both educational professionals and parent support team staff took an interactive perspective on behavioural difficulties. Education professionals were more focussed on school policies and structures, whereas parent support team staff emphasised the importance of schools understanding the backgrounds and needs of families into consideration. Both acknowledged how parental constructs of education, schools, and teachers were a powerful determinant in their interactions with schools. • Both groups were aware of factors contributing to vulnerability and marginalisation of families, such as lack of familiarisation with the education system. They stressed the need for structures to facilitate two-way information and support, and for parents/carers to be involved early when concerns about children are first raised. They also indicated that parents' perceptions of difficulties need to be given credence, and that there is a need for individuals in school who will listen without apportioning blame. Questionnaire analysis: • The need for early, supportive intervention. • The benefit of early, non-judgemental, positive discussions in school. • Parent/carer attributions for pupil behaviour include: family-related, school-related, within-child factors. • Positive action and positive relationships with school are helpful, as are committed and caring school staff, and being involved in meetings. Interview analysis:

	• Definition and attribution of and for behaviour: range of discourses regarding behaviour ranging from blanket negativity to inclusive and non-pathological discourse. Some discussion of behaviour not being caused by school practices, but worsened by them. • Power and partnership: Lack of consistency in school expectations of parental behaviour, and how power and responsibility is balanced between home and school. • Inclusiveness, transparency and effectiveness of communication practices determine how power dynamics are played out in practice. The interpersonal skills of teachers are a key part of this. • Taking parental contexts into account and showing flexibility and understanding. • Schools staff being positioned as care givers too. Overall conclusions: • Where teachers attempt to 'co-construct reality' with parent, and really listen to constructions of their child within a framework of meeting needs rather than controlling behaviour, where there is a sharing of the responsibility 'working together to help him' rather than an attribution of blame, then this provides a starting point for an upward spiral of change. • Parents' confidence in their role increases and this invariably has benefits for their relationship with their child. The opposite entrenches difficulties at all levels. Parents who see their child happier in school are likely to feel better about themselves and less weighed down. • In many instances in this study, positive interactions with families also led to the perception of more positive outcomes for students. These outcomes were also accumulative and circular, and included: raised self-esteem, inability to manipulate home school differences, improved relationships at school and with parents at home. For some pupils, attendance improved and for many learning attainments increased. • In this study, negativity, blame and inactions were seen as entrenching and exacerbating differences.

Sheridan, S. M., Bovaird, J. A., Glover, T. A., Garbacz, S. A., Witte, A., & Kwon, K. (2012). A Randomized Trial Examining the Effects of Conjoint Behavioral Consultation and the Mediating Role of the Parent-Teacher Relationship. School Psychology Review, 41(1), 23-46.	
Aim	The was a large-scale randomised trial testing the efficacy of conjoint behavioural consultation (CBC) for promoting behavioural competence and decreasing problem behaviours of students identified by their teachers as disruptive. It also examined its effects on parent-teacher relationships, and the role of these as a possible mediating factor in the effectiveness of CBC.
Theoretical assumptions and underpinnings	This research design appears to reflect a more realist position than many of those already discussed. This is evidenced by the research design i.e. randomised control trial, and discussions of the limitations of the research, in which the authors refer to teacher and parent report as being less preferable than independent observation. The authors make no comment on their own positions as researchers. CBC itself has roots in ecological systems theory (Bronfenbrenner, 1979). The theory of change is that healthy and supportive systems in children's lives, and positive interactions and relationships among them result in enhanced developmental outcomes.
Participants	• The families and teachers of 207 students in kindergarten through to third grade (aged between 5-9 years old, average age 6.52 years. Most of the parents were female. 113 of the children and families were in the experimental group and 94 in the control group. • 82 class teachers. • Eight consultants (clinicians/graduate students trained in school or counselling psychology who has also participated in 64-hr criterion-based training programmes conducted over four weeks).

Nature of collaborative activity	Conjoint behavioural consultation is a family-school partnership model that builds on positive parent-teacher relationships, integrates structured data-based problem solving and collaboration, and implements evidence-based interventions across home and school settings. The three interrelated goals of CBC are to: 1) Address student concerns that interfere with learning or development 2) Build the capacity of families and schools to support children's goals 3) Strengthen relationships between families and schools. As joint consultees, parents and teachers together participate in the entire consultation process. Problems are identified, defined, analysed and treated through mutual and collaborative interactions between parents and teachers with the guidance and assistance of an educational consultant. It promotes a strengths-based, partnership model that creates opportunities for families and schools to work together around a common interest, and to build on and promote capabilities and strengths of family members and school personnel. CBC implementation occurred in a series of stages composed of meeting and between-session assessment and intervention support. Consultations took place within small groups consisting of the class teacher, and two to three parents of students within the same classroom, and the consultant. Typically, the consultant met with the group four to five times over eight weeks, and each session lasted between 45 and 60minutes. The first session's purpose was for needs identification/ analysis; the second session was to develop a plan for intervention; the third session was to evaluate how the plan had gone. Interventions included four types of evidence-based intervention e.g. positive reinforcement/ consequences; environmental structuring and antecedent control; skills training; reductive techniques (removal of rewards).
Where it was conducted	USA, in a mid-western city and its surrounding communities.

Methods of data collection	• Dependant variables included parent- and teacher-reported adaptive behaviour, social skills and disruptive behaviours, both at home and school. This was measured using the Behaviour Assessment System for Children Second edition (Reynolds & Kamphaus, 2004) (Using different scale within this deepening on the age of the child). Two of the subscales (Adaptive Skills and Externalizing Problems) were used as the primary outcome measures. In addition, the Social Skills Rating System, another standardized questionnaire, was used to measure frequency of social skills across three sub-domains (cooperation, assertion, and self-control). • Parent-teacher perceptions of the parent-teacher relationship was also measured using the Parent-Teacher Relationship Scale -II (Vickers & Minke, 1995), completed by both the parents and teachers. • As well as these variables, the authors decided to also measure a range of pre-treatment 'covariates' which were considered to be meaningful. These included 'pre-treatment behaviour severity' (as rated by teacher on scale 1-9), 'cumulative risk' (the total number of factors experiences by a child that may place them at risk e.g. EAL, single-parenthood, low maternal education, living 1.5 x below poverty threshold), 'presence of a disability' (clinical diagnosis as reported by parents, or if the chid received special education services as reported by their teacher). • The authors also looked at the acceptability of CBC, using a revised version of the Acceptability factor of the Behaviour Intervention Rating Scale (Elliott & Von Brock Treuting, 1991).
Methods of data analysis	• Data for experimental group was compared to matched-control group, which accessed 'tradition school support' but not the CBC intervention. Statistical comparisons were made between the groups before and after the interventions took place, controlling for the various covariates. • Behaviour at home and behaviour at school were seen as two distinct concepts for analysis. • The authors also tested for a mediating effect of parent-teacher relationship on the measured outcomes.

Major findings/ conclusions	• Relative to the control group, students in the experimental conjoint behavioural consultation condition demonstrated significantly greater in their reported relationships with parent. • Compared to those in the control groups, students receiving CBC demonstrated greater improvements on social skills as reported by both parents and teachers. Teachers also reported significantly greater improvements in adaptive skills relative to controls. Thus, the greatest effects were found on positive responses intended to replace disruptive behaviour. • There was a lack of significant decreases in disruptive behaviour. • Improvements in teacher-reported relationships with parents mediated the effects of conjoint behavioural consultation on positive changes in children's behaviours. • Teachers in the CBC group reported statistically significant increase in relationship between them and parent, but this was not reported by the parents in that condition. The data might suggest that this is not just from an increased in the positivity, but that in control group, scores actually; went down. The authors concluded that CBC not only has a positive impact on teacher reports of parent-teacher relationship, but also a preventative one. • Both parents and teachers rated the intervention to have relatively high acceptability. • The authors conclude the results of the study provide evidence for the efficacy of CBC in promoting positive behaviours in the primary grades.
Sheridan, S. M., Ryoo, J. H., Garbacz, S. A., Kunz, G. M., & Chumney, F. L. (2013). The efficacy of conjoint behavioral consultation on parents and children in the home setting: Results of a randomized controlled trial. Journal of School Psychology, 51(6), 717-733.	
Aim	This paper is part of the same study described above (Sheridan et al., 2012) i.e. a large-scale randomised trial testing the efficacy of conjoint behavioural consultation for promoting behavioural competence and decreasing problem behaviours of students identified by their teachers as disruptive. The emphasis on this paper was to explore the effect of CBC family variables that are commonly associated with important

	outcomes among school-aged children (i.e., family involvement and parent competence in problem solving), as well as child outcomes at home. Research questions: 1) What is the effect of CBC on family involvement (home–school communication, home-based involvement, and school-based involvement) and parent competence in problem solving? 2) What is the effect of CBC on disruptive child behaviours at home (arguing, defiance, noncompliance, teasing, and tantrums)? 3) Are the effects of CBC on parent and child outcomes moderated by child (i.e., age and presence of disability) or family variables (i.e., cumulative risk)?
Theoretical assumptions and underpinnings	Again, this paper is similar to that just discussed (Sheridan et al., 2012). This research design appears to reflect a more realist position. This is evidenced by the research design, and medicalised language used in the paper e.g. "the vast majority of children with behavioural or social-emotional concerns go untreated".
Participants	• The same children and families that were participants in Sheridan et al (2012) were involved in this study also i.e. the families of 207 students in kindergarten through to third grade (aged between 5-9 years old, average age 6.52 years. Most of the parents were female. 113 of the children and families were in the experimental group and 94 in the control group. • This study involved 90 teachers from 90 classrooms (49 experimental, 41 control) • 8 consultants (clinicians/graduate students trained in school or counselling psychology who has also participated in 64-hr criterion-based training programmes conducted over 4 weeks).

Nature of collaborative activity	Conjoint behavioural consultation is a family-school partnership model that builds on positive parent-teacher relationships, integrates structured data-based problem solving and collaboration, and implements evidence-based interventions across home and school settings. The three interrelated goals of CBC are to: 1) Address student concerns that interfere with learning or development 2) Build the capacity of families and schools to support children's goals 3) Strengthen relationships between families and schools. As joint consultees, parents and teachers together participate in the entire consultation process. Problems are identified, defined, analysed and treated through mutual and collaborative interactions between parents and teachers with the guidance and assistance of an educational consultant. It promotes a strengths-based, partnership model that creates opportunities for families and schools to work together around a common interest, and to build on and promote capabilities and strengths of family members and school personnel. CBC implementation occurred in a series of stages composed of meeting and between-session assessment and intervention support. Consultations took place within small groups consisting of the class teacher, and two to three parents of students within the same classroom, and the consultant. Typically, the consultant met with the group four to five times over eight weeks, and each session lasted between 45 and 60minutes. The first session's purpose was for needs identification/ analysis; the second session was to develop a plan for intervention; the third session was to evaluate how the plan had gone. Interventions included four types of evidence-based intervention e.g. positive reinforcement/ consequences; environmental structuring and antecedent control; skills training; reductive techniques (removal of rewards).
Where it was conducted	USA, in a mid-western city and its surrounding communities.

Methods of data collection	The dependant variables in this study were: • Child behaviours in their home settings as reported by parents using the Parent Daily Report (Chamberlain & Reid, 1987). • Parent competence in problem solving, using the Parent Competence in Problem Solving Scale (Sheridan, 2004). • Family involvement at home, at school, and in home–school communication using the Family Involvement Questionnaire- Elementary Version (Manz, Fantuzzo, & Power, 2004)**.** • Child outcomes were assessed approximately once a week over 10 weeks, and parent outcomes were assessed one week before the CBC, and approximately 12 weeks later. A range of co-variates were measured: • Cumulative risk**:** defined as the number of family factors potentially placing children at educational disadvantage (i.e., fewer than two adults in the home, maternal education less than high school diploma, and living on a household income less than 150% of the poverty threshold) • Various child-related variables (i.e., age and presence of disability).
Methods of data analysis	Statistical analysis followed a pre-post intervention design. It included controlling for pre-existing differences and examined change between the pre- and post- intervention scores of the various measures used. A sub-section of items from the Parent Daily Report were analysed separately as they were most closely related to the behaviours targeted in the CBC. These included: arguing, defiance, noncompliance, teasing, and tantrums.
Major findings/ conclusions	• Compared to children in the control group, children in the CBC group showed significantly greater decreases in arguing, defiance, noncompliance, and tantrums.

	• CBC was found to have a statistically significant effect on child behaviour in the home setting: they showed greater decreases in arguing, defiance, noncompliance and tantrums. They also showed greater decrease in teasing but this wasn't statistically significant. • The CBC group showed statistically significant increase in home-school communication compared to the control group post-test. • No significant differences were found for parent competence at pre-test. CBC parents reported significantly greater increased in problem solving post-test. • No significant differences were found on family involvement overall, or on any of the sub-domains at pre-test. • Family risk was found to be statistically significant moderator of the effects of CBC on parent competence in problem solving but not parent involvement. Parents in the CBC group showed greater increase in these measures compared to control group. • Family risk was also found to be a significant moderator of the effects of CBC on total behaviour problems, teasing, and tantrums. The frequency of these behaviours showed a greater decrease in the CBC group who experienced greater levels of cumulative family risk both on control group, and CBC group with less risk. Family risk was not found to moderate the effects on arguing, defiance or noncompliance.
Thornberg, R. (2012). A Grounded Theory of Collaborative Synchronizing in Relation to Challenging Students. Urban Education, 47(1), 312-342.	
Aim	To investigate multi-professional collaboration, as well as collaboration between professionals and challenging students and their parents, where the focus of collaboration was on managing the students' academic and social behaviour.

Theoretical assumptions and underpinnings	The concept of "challenging students" is seen from a socioecological and critical sociological perspective. The author contend that the school system creates constructs of most “challenging students” as a result of taken-for-granted norms and discourses embedded in the politics and institutions of the society in which it exists. The author states that children's development, behaviour, health and well-being are a function of complex interactions between biological components, psychological states and processes, as well as the processes and characteristics of the environments in which they function (Gutkin, 2009; Sun & Stewart, 2007). They describe their epistemological stance as ‘constructivist’.
Participants	30 individuals participated in the research, all of whom had been involved in the resource team initiative in some way. This included: • The four resource team members (two trained social workers and two special educators) • The principles of all the schools that took part • Eight teachers • Seven parents • Four students
Nature of collaborative activity	This study was part of a resource team initiative, set up to counteract the prevalent trend of a "within-child" explanation of challenging behaviour. The research team project was designed to: 1) Provide immediate assistance to challenging students with psychosocial problems and their parents, 2) Employ problem solving and collaborative consultation with teachers, 3) Develop interventions and changes in school that address the needs of the students and their teachers,

	4) And thus help to maintain at-risk students in the regular classroom and curriculum. The team consisted of four members; two trained social workers and two special educators. In each case, they worked as a pair (one of each) where one would visit the school to work with the target student and teachers for an extended period of time. This included relationship building work with the students, their parents, and their teacher.
Where it was conducted	Sweden, in a medium-sized Swedish town, with five elementary schools. The schools were in either a socially disadvantaged district, or in a socially mixed district.
Methods of data collection	Qualitative methods were used, guided by a grounded theory approach to investigate the processes and sense-makings of collaboration between different professionals, parents, and challenging students. This included individual qualitative interviews with parents and students, and a series of focus groups with the different groups of professionals. The author argues for this approach due to the "opportunity to develop deeper understanding of participants' perspectives".
Methods of data analysis	"Constructivist Grounded Theory": assumes that neither data nor theories are discovered but are co-constructed by the researcher and participants as a result of their interactions, and interpreted through the researcher's perspectives, values, privileges, positions, interactions, and geographical locations (Charmaz, 2006, 2008, 2009; Mills, Bonner, & Francis, 2006). Grounded theory methods involve coding, constant comparison, memo-ing, and memo storing. The author undertook three phases of coding: initial, focussed, and theoretical. Due to the focus of the study, the analysis is mostly grounded in data derived from the professionals, and data from parents and students is used as a background and complementary source.

Major findings/ conclusions

- The grounded theory in this study proposes that **goal setting**, **responsibility**, **professional cultures**, and **relations** are core elements in how well human resources are synchronised (included and coordinated) to bring about positive change for the student in question:

Successful human resource synchronising	**Unsuccessful human resource synchronising**
Dynamic goal setting	Static goal setting
Responsibility sharing	Responsibility transferring
Coordinating professional cultures	Counteracting professional cultures
Positive relations	Aversive relations

- Involving teacher, principals, parents, and the students themselves in the ongoing process of formulating and decision making of goals appears to be a highly relevant strategy for successful human resource synchronising.
- Responsibility transferring, in which teachers sought relief instead of collaboration and so transferred all responsibility to the resource team members lead to resource desynchronising, consultation loss, diffuse and passive teacher roles, and delayed and less effective intervention.
- The process of counteracting professional cultures promoted cohesion and belongingness within the resource team as well as within teacher groups, but it blocked or undermined professional collaboration between team members and school staff. Here “us and them” thinking had been generated in which each professional group had negative social representations or stereotypes about each other.

	• Team members in this study strove to establish and maintain positive relations with target students as well as with parents. The students and parents reported that this helped them listen to and trust the team members and engage in the interactions with them, in contrast to how they had approached the teachers and the school settings in the past.
McConaughy, S. H., Kay, P. J., & Fitzgerald, M. (1999). The achieving, Behaving, Caring project for preventing ED: Two-year outcomes. Journal of Emotional and Behavioral Disorders, 7(4), 224-239.	
Aim	This study aimed to assess the long-term impact (two years on) of a school-based early intervention programme for children at risk of emotional disturbance. Measured outcomes for the children included teacher-reported externalising behaviour and delinquent behaviour, observed internalising behaviour in the classroom, parent-reported cooperation, self-control and competence. The study also explored parental empowerment in obtaining school-based services for their child.
Theoretical assumptions and underpinnings	This research methodology appears to reflect a more realist position, aspiring to achieve objectivity and making use of quantitative research methods and design. The authors make no comment on their own positions as researchers. The authors' discussion of interventions for children with 'emotional disturbance' cites the importance of collaboration, and equal status between teachers and parents. This is consistent with the person-centred methods that were used within the intervention, which assume a level of partnership from family and friends (Joseph, 2008; Sanderson, 2000; Sanderson et al., 2013). Overall, they seem to be viewing behaviour from a psycho-social perspective, referring to the mediating effect of different types of classroom environments.

Participants	The research included 41 participants, made up of the kindergarten teachers and parents of young children identified (by their teachers) as being at risk of emotional or behavioural problems.
Nature of collaborative activity	The "Achieving, Behaving, Caring" (ABC) project was designed to test Parent-Teacher Action Research (PTAR) as a school-based secondary prevention strategy for elementary students at risk for ED. In PTAR teams, parents worked with classroom teachers as equal partners, or co-practitioners, using the action research cycle to design and implement interventions and accommodations for an individual child who had been identified by their teacher as at risk for behavioural or emotional problems (using a graduated series of screening tools). Parents were supported by parent liaison partners from the local community, who came to and facilitated the PTAR meetings, and visited the homes of the children and parents to aid collection of data and implementation of action plans. Facilitators were there to clarify and connect observations to goals, and lead partners through the action research cycle. Their contributions involved frequent praise and recognition of the efforts of the parents and teachers. At times, teams may also have included relevant professionals e.g. speech and language therapist, when it was felt their expertise was needed. The initial meetings involved using MAPS to identify the child's strengths and the parent's and teacher's hopes and fears for the child, mutual goals and indicators of progress. Ground rules included parents speaking first, freedom to pass or stop, recording of ideas in the speaker's own words, and for ideas to be expressed as positively as possible. Subsequent meetings followed an agenda based on previously established goals and began with summary of previous meeting, followed by a sharing of observations made since. The frequency of meetings was usually once a month, for one hour.
Where it was conducted	USA- In rural or semi-rural schools.

Methods of data collection	Dependant variables were measured using various tools: • Parent reports of internalising and externalising problem behaviours were assessed using the Child Behaviour Checklist (Achenbach, 1991a). • Teacher reports of academic performance, adaptive functioning, and problem behaviours were assessed using the Teacher's Report Form (Achenbach, 1991b). • Observations of behavioural problems was conducted by independent observers using the Direct Observation Form (Achenbach, 1986; McConaughy, Achenbach, & Gent, 1988). • Parents and teachers were both asked to assess the children's social skills using the Social Skills Rating System (F. M. Gresham & Elliott, 1990). • Parents' their sense of empowerment in obtaining school-based services for their child was assessed using the Family Empowerment Scale- School Version (an adaptation of another tool by Koren, DeChillo, & Friesen, 1992). Data was collected at two points throughout each year.
Methods of data analysis	The study used a matched controls design to compare the outcomes for those children who were subject to the intervention (n= 41) with those who were not (n=41), at the start and end of the 2-year period using various statistical tests of significance.
Major findings	Problematic behaviours: • On the TRF, the PTAR group showed significantly greater reductions in TRF Internalizing than the matched control group, producing a small interaction effect (5.1 % of the variance). • The authors found small to medium significant interaction effects for classroom observations scored on the DOF Internalizing (6.3% of the variance), Nervous-Obsessive (7.7% of the variance),

and Depressed (4.9% of the variance) scales. On all three scales, scores for the PTAR group decreased over time, whereas scores for the control group increased. The DOF results thus corroborated teachers' reports of greater reductions in internalizing problems for the PTAR group versus the control group.

- The PTAR group showed significantly greater decreases in SSRS-P Externalizing scores than the control group, a small interaction effect (5.5% of the variance).
- Teachers reported a significant decrease in TRF Delinquent Behaviour for the PTAR group, in contrast to an increase in Delinquent Behaviour for the control group, a medium interaction effect (6.9% of the variance).
- On CBCL Delinquent Behaviour, the PTAR group's scores decreased, whereas the control group's scores increased, a medium interaction effect (9.7% of the variance).
- The differences in findings for Year 1 versus Year 2 suggest that decreases in PTAR children's delinquent, or rule-breaking, behaviour were evident earlier to teachers than to parents, but that by the end of second grade both teachers and parents observed reductions in such behaviour. The authors state their findings suggest a period longer than 1 year may be needed for PTAR teams to produce additional reductions in parent-reported problems.
- On CBCL Total Problems, the PTAR group showed a greater decrease than the control group, producing a small interaction effect (5.7% of the variance).

Adaptive behaviour:

- Unlike teachers, PTAR group parents reported significantly greater improvements than control parents on SSRS-P Cooperation and Self-Control and CBCL Total Competence, all medium effects (7.5 to 9.8% of the variance). These results demonstrated incremental benefits of PTAR teams for improving children's competencies as reported by their parents.

Parental sense of empowerment:

	• PTAR group parents obtained higher total scores than control group parents on the FES-S, a medium effect (6.2% of the variance), indicating that they felt a greater sense of empowerment in obtaining school services for themselves significantly higher than control parents for systems advocacy, knowledge base, and feelings of competence. Overall: • The interaction effects on the TRF, CBCL, and SSRS-P demonstrated incremental benefits of PTAR teams over and above benefits of whole-class social skills instruction for reducing teacher and parent-reported delinquent behaviour, teacher-reported internalizing problems, and parent-reported externalizing problems. • Findings suggest that, for many parents of young children at risk, collaboration with teachers must span more than the child's first year in school to produce significant changes in their perceptions of their children's behaviour or in their feelings of empowerment in acquiring school services.

Appendix C: Themes and coding structures

Overarching Themes	Themes	Sub-themes	Refined Codes/ Constructs
Varying approaches to understanding and responding to challenging behaviour	Approaches which are more focussed on the individual		Attachment-based approach to understanding challenging behaviour Psycho-social approach to challenging behaviour Therapeutic nature to intervention
	Approaches which are less focussed on the individual		Education professionals focussed on the importance of school policies and structures Explored the role of potentially relevant risk factors in mediating interventions Focus of intervention range across different life domains, not just school Socioecological approach to challenging behaviour Understanding children's and families' contexts
Hoped-for change	Child-centred outcomes		Maintain at-risk children in regular classroom and curriculum (reduced exclusion) Decreases in negative behaviours were found for target children Increases in positive behaviours were found for target children Positive impact on academic outcomes
		Knowledge and capacity in	Accessing and integrating appropriate services

	Non-child-centred outcomes	the systems and stakeholders around the child	Increase the capacity of parents and families Increase the capacity of schools and education professionals Intervention did not lead to alterations in education programme delivered to children Positive impact on parents' confidence in understanding and problem-solving skills Standardised measure of parent empowerment for accessing school-based services for their child Training and support for school staff is needed
		Strengthening home-school relationships	Aims to strengthen parent-teacher relationships Establishing parental engagement Positive impact on home-school relationship Positive relationships were an importance element of collaboration
		Parental involvement in child's education	Aims to increase parental involvement in education Parent report of quality and involvement in child's education
		Strengthening parent-child relationships	Positive impact on child-parent relationship
			Inconsistent response to intervention

	Inconsistent impact of intervention across areas of focus	Intervention might be more effective for higher risk families Intervention might need to run for longer than one year for both parents and teachers to notice a difference in the children's behaviour No impact on academic outcomes No impact on access to mental health services No impact on emotional measures No impact on home-school relationship
Instigating and maintaining effective interventions	Inconsistent acceptability and ease of implementation of interventions	Acceptability of intervention measured Both parents and teachers rated the intervention to have relatively high acceptability Fidelity to the intervention assessed High dropout rate High take-up by parents of children eligible for the intervention Intervention fidelity was inconsistent
	Rich and relevant knowledge and experience in intervention team	Consultations with intervention teams led to specific, targets interventions with child Intervention facilitators have relevant background and training Intervention team member's knowledge assessed

			Intervention teams established with a range of partners Role of facilitator helped to ensure fidelity to programme Specific facilitator role established
	Supporting collaboration	Balance of power and responsibility between parents and teachers	Avoiding blame Emphasises the importance of equal participation Shared responsibility between home and school Sharing responsibility important element of collaboration The impact of power in parent-school relationships The importance of communication The need to listen to parents
		Developing shared understanding and expectations as a basis for collaboration	Agreeing expectations Collaborative approach to problem solving and decision making was an important factor Collaborative planning and problem solving Developing shared understanding of concerns and behaviour Negotiating professional cultures was an important element of collaboration Shared understanding and prioritization of goals was an important factor

		Facilitative processes and structures for collaboration	Importance of data collection for evidence-based decision making Intervention provided structure for effective partnerships to develop, which in turn led to positive outcomes for children and families Ongoing support between meetings was in important factor Person centred approach used in planning Regular meetings as part of the intervention process Strengths focus Value of data collection to inform planning

Appendix D: Applying the principles of quality in qualitative research (adapted from Yardley, 2000)

Principle	**Description**	**How this principle was applied**
Sensitivity to context	Sensitivity is shown to the context of the research, where 'context' refers to that which is: theoretical, relevant literature and empirical data, sociocultural setting, participant's perspectives, and ethical issues.	• A systematic literature review relating to the topic of interest i.e. how schools and parents work together to support the inclusion of children who have been identified as demonstrating challenging behaviour. • Further exploration of other relevant literature e.g. children and young people's voices and agency, managed moves, how challenging behaviour has been understood within the realm of education policy and discourse, eco-systemic theory. • Time was taken to understand more about the situation the family was currently in, the process of managed moves in the local area, as well wider agendas regarding managed moves and systems for supporting schools to support children and young people who are demonstrating challenging behaviour. • Ethical considerations regarding my relative power and limited capacity to effect change in this particular context were considered and acted upon in the way recruitment was conducted, how informed consent was gained, during the process of data generation, and throughout interactions following the interviews. • Methodological choices were made in order to seek out and respect participant's perspectives e.g. the use of flexible interview guides, checking understandings during interviews, and how the

		data were analysed and presented.
Commitment and rigour	In-depth engagement with the topic, methodological competence, and thoroughness in data generation and analysis.	• The topic of interest is one in which I had previous experience of as a professional. • A considerable amount of time was given to understanding the theoretical grounding of CIS, IPA, and case study approaches to ensure I had enough understanding of their assumptions and requirements in order to apply their methods. • Participants were chosen carefully to ensure their appropriateness for the research. • The interview schedule I developed was shared with my tutors and fellow TEPS for checking, and subsequent revisions were made. • During analysis, I spent time immersing myself in the data, examined in detail how the participants communicate their experiences, and then combined this with my own subjective interpretation in an attempt to elicit an understanding of how their experiences relate to each other, within a wider context.
Transparency and coherence	Clarity and power of description/argument, transparent methods and data presentation, coherence between theoretical and methodological decisions, reflexivity.	• A considerable amount of time was given to understanding the theoretical grounding of CIS, IPA, and case study approaches to ensure their compatibility with my research aims as well as each other. • Detailed descriptions of the methods used in data generation and analysis, based on outlines given in the literature, are provided in order to be as transparent as possible whilst maintaining confidentiality. • I have attempted to take a reflexive stance during this project, considering how my own

		personal experiences, values, and beliefs will have influenced my understandings and decisions (see p.27).
Impact and importance	The capacity of the research to contribute to society, the academic field, or policy and practice.	• This research has provided an opportunity to explore the insights and experiences of a young person and a member of staff involved in supporting the young person during and after a managed move, and consider how much agency the young person was afforded in those practices. • It should encourage local authorities, school systems and adults involved in supporting young people who demonstrate challenging behaviour to consider how they approach working with the young people themselves, as well as their families, and review their policies and practice. • Many of the relevant issues raised by the participants in this research are within the scope for EPs to offer support, for example: supporting collaboration through developing shared understandings of behaviour which reflect the child's strengths and agency, and respects their and their families' views; using assessment to gather and evaluate information in relation to behaviour change; and supporting collaboration between school staff in the context of challenging behaviour through consultation, supervision, and training.

Appendix E: Information forms

Parent Cover Letter & Information sheet

Dear _____ (insert parent's/carer's name),

My name is Rachel Cant and I am a Trainee Educational Psychologist working with [redacted].

I am currently carrying out research into how people work together to support the inclusion of children and young people who have been identified as demonstrating 'challenging behaviour'. I'm interested in the views and perspectives of parents, school staff and the pupils themselves. The aim of this research is to develop our understanding of what practices of working together effective, based on the views of those involved. This would then help to develop a model of working to support the Local authority's practice in supporting children and young people who have been identified as demonstrating 'challenging behaviour'.

I am contacting you to see if you and your child would be interested in taking part in this research. The research would involve:

For you:

- An interview in which we will discuss your experiences of working with school staff and your child around the issue of 'challenging behaviour'. This will last approximately 45-60 minutes. The questions are largely-open ended and there are no right or wrong answers. Responses are voluntary, if there is something you feel uncomfortable sharing you do not have to. I'll be asking about what practices you've been involved with, and how you found these. I'm particularly interested in what's worked well, and times when this has been easier.

For your child:

- An initial meeting, approximately 10 minutes long, to discuss the research and provide your child with a consent form. I will also explain that they have the right to withdraw and what consent means within this research. I will also offer them the option of having a key adult present for the interview if that would make them feel more comfortable.
- An interview in which we will discuss their experiences of being involved in discussions and planning around their behaviour, and when this has gone well or been easier. This will last approximately 30-45 minutes. The questions are largely-open ended and there are no right or wrong answers. They will be reminded that their responses are voluntary, and if there is something they don't feel comfortable sharing they don't have to.

For both you and your child:

- Interviews will be audio recorded to ensure accurate transcription.
- Following the interview there will an opportunity to debrief. This will involve discussing your and your child's right to withdraw, how to contact me or my supervisor should you have any questions, and whether you would like to receive feedback about

the findings of the research. There will also be the opportunity to discuss any issues that have arisen as a result of being part of the research, and signposting to relevant services that may be helpful.

Use of Data and Data Protection

The data collected would be used within my thesis but also may be shared within Local authority Services or published – however, you and your child will be anonymous within this. All data gathered will be stored in accordance with GDPR. The audio recordings will be deleted after transcription to electronic format (word document). All data will be stored on an encrypted drive.

Privacy and safeguarding

Within the research you and your child will be anonymous, there will be no mention of your names, the name of anyone discussed in the interview, or school within the research write up. However, if information provided is a safeguarding concern (i.e. information which suggest you, your child, or another child are at serious risk of harm), I will have to follow the safeguarding procedure for [redacted] Local authority to ensure the right people are involved to ensure your and their safety.

Right to Withdraw

You have the right to withdraw your consent for you and/or your child at any time. This may include after the data collection has taken place. However, from April 2019 this data will have been collated and analysed and therefore will not be able to be removed.

Contact details

If at any point you would like to contact me about the research, please do not hesitate to get in touch. My contact information is: [redacted]. I can also be contacted by phone at [redacted]

If you have concerns you do not feel I can answer, please feel free to contact my Supervisor, Billy Peters, at: [redacted]

Child Cover Letter and Information Sheet

Dear _____ (insert young person's name),

My name is Rachel Cant I am a Trainee Educational Psychologist working with [redacted]. I understand that _____ (insert Parents/teachers names as appropriate) have spoken to you recently about possibly taking part in my research.

I'm interested in speaking to pupils, parents, and school staff about how they work together when they are worried about the child's behaviour. I hope that this research will help us to understand what helps to make this as effective as possible, so that we can help to develop a way of working which makes it better for people in similar situations in the future. This information will form part of my thesis for university, but also may be shared within the local authority services such as the educational psychology service, it may also be published. However, within my research you will be anonymised to ensure your privacy.

I have included within this letter an information sheet that describes the research. I would like to meet you to discuss whether you think you'd like to take part, and so you can ask me any questions you might have. This would only take about 10 minutes, and would happen at school.

If you are happy to meet me to discuss this research I would be grateful if you could return this letter to _____ (Point of Contact within School). They will then contact me to let me know you have returned this information.

If at any point you would like to contact me about the research, please do not hesitate to get in touch. If you contact _____ (an identified member of staff within school) I will be arrange a way of discussing this with you either face to face or over the phone.

Looking forward to hearing from you and possibly working with you the near future,

Kind regards,

Rachel Cant (Trainee Educational Psychologist)

Information Sheet

My name is Rachel Cant and I am a Trainee Educational Psychologist working with [redacted]. I am currently carrying out research into how pupils, parents and school staff work together to support the inclusion of children and young people who have been identified as demonstrating 'challenging behaviour'. I hope that this research will help us to understand what helps to make this as effective as possible, so that we can help to develop a way of working which makes it better for people in similar situations in the future.

The research involves:

- An initial meeting, approximately 10 minutes long, to discuss the research and ask for your consent. I will also explain your right to withdraw and what consent means within this research.
- A 30-45 minute long interview. Within this we will talk about your experiences of being involved in discussions and planning around your behaviour, and when this has gone well or been easier. There are no right or wrong answers, I'm interested in YOUR views. You don't have to answer every question, if there is something you don't feel comfortable sharing you don't have to.
- If you would feel more comfortable having a key adult present for the interview this can be arranged.
- This interview will be audio recorded to ensure I don't miss anything you say.
- Following the interview there will an opportunity to debrief. This will involve discussing your right to withdraw, and who you might be able to speak to about anything that comes up as a result of our discussion, if you would like that.

<u>How I will use and look after your data</u>

The information collected would be used within my thesis but also may be shared within Local authority Services or published – however, you will be anonymous within this. All information will be stored in accordance with the data protection act. The audio recordings will be deleted after they have been typed out into a word document. All data will be stored on an encrypted drive.

<u>Privacy and safeguarding</u>

Within the research you will be anonymous; there will be no mention of your name, the name of anyone discussed in the interview, or your school within the research write up. However, if your share anything with me that makes me concerned that you or another child is at risk of harm, I will have to pass that information on to the right people so that we can make sure that you and they are safe. This is called safeguarding and is part of the job of all adults that work with children.

<u>Right to Withdraw</u>

You have the right to withdraw from the research at any time. This may include after the data collection has taken place. However, from April 2019 this data will have been collated and analysed and therefore will not be able to be removed.

<u>Contact information</u>

If at any point you would like to contact me about the research, please do not hesitate to get in touch. If you contact _____ (an identified member of staff within school) I will be arrange a way of discussing this with you either face to face or over the phone. If you have concerns you do not feel I can answer they can also provide you the contact information for my Supervisor, Billy Peters.

Staff Cover Letter & Information sheet

Dear _____ (insert school staff member's name),

My name is Rachel Cant and I am a Trainee Educational Psychologist working with [redacted].

I am currently carrying out research into how people work together to support the inclusion of children and young people who have been identified as demonstrating 'challenging behaviour'. I'm interested in the views and perspectives of parents, school staff and the pupils themselves.

The aim of this research is to develop our understanding of what practices of working together effective, based on the views of those involved. This would then help to develop a model of working to support the Local authority's practice in supporting children and young people who have been identified as demonstrating 'challenging behaviour'.
I am contacting you to see if you would be interested in taking part in this research. The research would involve:

- An interview in which we will discuss your experiences of working with parents and pupils around the issue of 'challenging behaviour'. This will last approximately 45-60 minutes. The questions are largely-open ended and there are no right or wrong answers. Responses are voluntary, if there is something you feel uncomfortable sharing you do not have to. I'll be asking about what practices you've been involved with, and how you found these. I'm particularly interested in what's worked well, and times when this has been easier.
- This interview will be audio recorded to ensure accurate transcription.
- Following the interview there will an opportunity to debrief. This will involve discussing your right to withdraw, how to contact me or my supervisor should you have any questions, and whether you would like to receive feedback about the findings of the research. There will also be the opportunity to discuss any issues that have arisen as a result of being part of the research, and signposting to relevant services that may be helpful.

Use of Data and Data Protection

The data collected would be used within my thesis but also may be shared within Local authority Services or published – however, you will be anonymous within this. All data gathered will be stored in accordance with GDPR. The audio recordings will be deleted after transcription to electronic format (word document). All data will be stored on an encrypted drive.

Privacy

Within the research you will be anonymous, there will be no mention of your name, the name of anyone discussed in the interview, or school within the research write up. However, if information provided is a safeguarding concern, I will have to follow the safeguarding procedure for Durham Local authority.

Right to Withdraw

You have the right to withdraw your consent at any time. This may include after the data collection has taken place. However, from April 2019 this data will have been collated and analysed and therefore will not be able to be removed.

Contact details

If at any point you would like to contact me about the research, please do not hesitate to get in touch. My contact information is: [redacted] I can also be contacted by phone at [redacted]

If you have concerns you do not feel I can answer, please feel free to contact my Supervisor, Billy Peters, at: [redacted]

Appendix F: Consent forms

Consent Form for your child to take part

I understand that this research involves _____ (insert young person's name) speaking with Rachel Cant, Trainee Educational Psychologist, in an initial meeting and in a further interview which will last approximately 30-45 minutes. This interview is about _____'s views and perspectives of being involved in discussions and planning around their behaviour. The desired outcome of the research is to develop a model of working to support the Local authority's practice in supporting children and young people who have been identified as demonstrating 'challenging behaviour', based on the views of those involved.

I understand that as part of the research Rachel needs to retain the information discussed, and that it will be kept anonymous. However, I understand that if information provided is a safeguarding concern in which case Rachel will have to follow the safeguarding procedure for [redacted] Local authority.

I understand that the information _____ (insert young person's name) provides will form part of her thesis and this may be shared within Local authority Services or published – however _____ (insert young person's name) will be anonymous within this.

I understand that both I and _____ (insert young person's name) have the right to withdraw consent at any time up until April 2019.

I understand that I can contact Rachel or her Supervisor, Billy Peters about the research at any point via the contact details provided on the information sheet.

I confirm that I would like (insert young person's name) to take part in research exploring the views of parents and teachers and pupils of working together to support the inclusion of children and young people who have been identified as demonstrating 'challenging behaviour'.

Name: _____

Relationship to child: _____

Signature: _____

Date: _____

Consent Form for parent/carer to take part

I understand that this research involves speaking with Rachel Cant, Trainee Educational Psychologist, in a 45-60 minutes long interview. This interview is about my experiences of working with school staff and my child around the issue of 'challenging behaviour'. The desired outcome of the research is to develop a model of working to support the Local authority's practice in supporting children and young people who have been identified as demonstrating 'challenging behaviour', based on the views of those involved.

I understand that as part of the research Rachel needs to retain the information discussed. However, this will be kept anonymous. However, I understand that if information provided is a safeguarding concern in which case Rachel will have to follow the safeguarding procedure for [redacted] Local authority.

I understand that the information I provide will form part of her thesis and this may be shared within Local authority Services or published – however I will be anonymous within this.

I understand that I can contact Rachel or her Supervisor, Billy Peters about the research at any point via the contact details provided on the information sheet.

I confirm that I would like to take part in research exploring the views of parents, teachers and pupils of working together to support the inclusion of children and young people who have been identified as demonstrating 'challenging behaviour'.

Name: _____

Signature: _____

Date: _____

Child Consent Form

I understand that this research involves speaking with Rachel Cant, Trainee Educational Psychologist, about my experiences of being involved in discussions and planning around my behaviour, and when this has gone well or been easier. The hoped-for outcome of this research is that it will help us to understand what helps to make this as effective as possible, so that we can help to develop a way of working which makes it better for people in similar situations in the future.

I understand that as part of the research Rachel needs to keep the information discussed, and that it will be kept anonymous. However, I understand that if information provided is a safeguarding concern in which case Rachel will have to follow the safeguarding procedures for [redacted] Local authority.

I understand that the information I provide will form part of her thesis and this may be shared within Local authority Services or published – however I will be anonymous within this.

I understand that I have the right to withdraw my consent at any time up until April 2019.

I understand that I can contact Rachel, or her Supervisor, Billy Peter about the research at any point by asking (*identified member of staff*) to arrange this.

I would/would not like a key adult present during the interview (delete as appropriate)

Their name is: _____

I confirm that I would like to take part in research exploring the views of parents and teachers and pupils of working together to support the inclusion of children and young people who have been identified as demonstrating 'challenging behaviour'.

Name: _____

Signature: _____

Date: _____

Consent Form for school staff member

I understand that this research involves speaking with Rachel Cant, Trainee Educational Psychologist, in a 45-60 minute long interview. This interview is about my experiences of working with parents and pupils around the issue of 'challenging behaviour'. The desired outcome of the research is to develop a model of working to support the Local authority's practice in supporting children and young people who have been identified as demonstrating 'challenging behaviour', based on the views of those involved.

I understand that as part of the research Rachel needs to retain the information discussed. However, this will be kept anonymous. However, I understand that if information provided is a safeguarding concern in which case Rachel will have to follow the safeguarding procedure for [redacted] Local authority.

I understand that the information I provide will form part of her thesis and this may be shared within Local authority Services or published – however I will be anonymous within this.

I understand that I can contact Rachel or her Supervisor, Billy Peters about the research at any point via the contact details provided on the information sheet.

I confirm that I would like to take part in research exploring the views of parents, teachers and pupils of working together to support the inclusion of children and young people who have been identified as demonstrating 'challenging behaviour'.

Name: _____

Role in school : _____

Signature: _____

Date: _____

Appendix G: Debriefing forms

Parent Debriefing Form

Thank you for taking part in my research. I hope you have found it interesting. If you would like to hear about my findings I am happy to send you a letter explaining these with you once I've finished.

I would like to hear about the research findings (YES/NO)

Right to Withdraw

You have the right to withdraw your consent for yourself, and/or your child at any time. This may include after the data collection has taken place. However, from April 2019 this data will have been collated and analysed and therefore will not be able to be removed.

If at any point you would like to contact me about the research, please do not hesitate to get in touch via the contact details provided. If you have concerns you do not feel I can answer, please feel free to contact my Supervisor, Billy Peters.

Name: _____

Signature: _____

Date: _____

Child Debriefing Form

Thank you for taking part in my research. I hope you have found it interesting. If you would like to hear about my findings I am happy to send you a letter explaining these with you once I've finished.

I would like to hear about the research findings (YES/NO)

Right to Withdraw

You and you parent(s) have the right to withdraw your consent at any time. This may include after the data collection has taken place. However, from April 2019 this data will have been collated and analysed and therefore will not be able to be removed.

If at any point you would like to contact me about the research, please do not hesitate to get in touch. If you contact _____ (an identified member of staff within school) I will be arrange a way of discussing this with you either face to face or over the phone. If you have concerns you do not feel I can answer they can also provide you the contact information for my Supervisor, Billy Peters

Name: _____

Signature: _____

Date: _____

Debriefing Form

Thank you for taking part in my research. I hope you have found it interesting. If you would like to hear about my findings I am happy to send you a letter explaining these with you once I've finished.

I would like to hear about the research findings (YES/NO)

Right to Withdraw

You have the right to withdraw your consent at any time. This may include after the data collection has taken place. However, from April 2019 this data will have been collated and analysed and therefore will not be able to be removed.

If at any point you would like to contact me about the research, please do not hesitate to get in touch via the contact details provided. If you have concerns you do not feel I can answer, please feel free to contact my Supervisor, Billy Peters.

Name: _____

Signature: _____

Date: _____

Appendix H: Interview Schedules

Interview- Young person

Question	Prompts	Type of question
Clarify what year in, how long been attending School D, where she was before.		Descriptive
What led to you coming to School D	• What did you think when it came about that you'd be moving school? • What was your understanding of what that meant?	Narrative
What was it like going through the managed move process?	• Did you know what it meant? • Who was involved? • How much of a say do you feel you had in the process? (how did you feel) • Was there anyone who you feel made it better? What did they do? (how did that make you feel?)	Structural Descriptive Evaluative
What was it like turning up at School D?	• Main differences between now and before? • How did you feel when it was signed off? • What do you think was the most helpful part/aspect/contribution? • Who else was important in getting to where you are now? • What helped it to work? • How do you think your life would have been if you'd not come here?	Descriptive Contrast Evaluative Comparative
If things started to go wrong again, what do you think you would do?	• (can you imagine them going wrong again?) • Who would you go to? • Who might help? • What would be different to before?	Descriptive Comparative

Interview- Family

Question	Prompts	Type of question
Clarify what year Amy's in, how long she's been attending School D, where she was before.		Descriptive

What led to Amy coming to School D?	• What did you think when it came about that she'd be moving school? • What was your understanding of what that meant?	Narrative
What was it like going through the managed move process?	• Did you know what it meant? • Who was involved? • How much of a say do you feel you had in the process? (how did you feel) • Was there anyone who you feel made it better? What did they do? (how did that make you feel?) • How do you feel Amy felt about it?	Structural Descriptive Evaluative Circular
What is it like now Amy's at School D?	• Main differences between now and before? • How did you feel when it was signed off? • How do you think Amy felt? • What do you think was the most helpful part/aspect/contribution? • Who else was important in getting to where you are now? • What helped it to work? • How do you think your/Amy's life would have been if Amy had not come here?	Descriptive Contrast Evaluative Circular Comparative
If things started to go wrong again, what do you think you would do?	• (can you imagine them going wrong again?) • Who would you go to? • Who might help? • What would be different to before?	Descriptive Comparative

Interview- Staff

Question	**Prompts**	**Type of question**
What has your role been in Amy's move/ ongoing support?	• Had you done something similar before?	Descriptive
What was it like going through the managed move process?	• What's your understanding of the process? • Who was involved? • How much of a say do you feel you had in the process? (how did you feel) • What about the family?	Structural Descriptive Evaluative Circular

	• Was there anyone who you feel made it better? What did they do? (how did that make you feel?) • How do you feel Amy felt about it? • How much involvement did you have with Amy and her family?	
How has Amy taken to Amy?	• How did she settle in? • How were you involved? • What was it like to be in that role? • How did you feel when it was signed off? • How do you think Amy felt?	Descriptive Evaluative
What is it like now Amy's at School D?	• What changes have you seen over time? When first arrived and now? • What helped it to work? • What's been important in getting to where you are now? • What do you think was the most helpful part/aspect/ contribution/person? • How do you think Amy/ her family would have answered that? • How do you think your/Amy's life would have been if Amy had not come here?	Contrast Evaluative Circular Comparative
If things started to go wrong again, what do you think you would do?	• (can you imagine them going wrong again?) • Who would you go to? • Who might help? • What would be different to before?	Descriptive Comparative

Appendix I: Example of initial notes and emergent themes

Amy		
Emergent themes	**Original transcript**	**Exploratory comments** Descriptive Linguistic Conceptual Personal reflections
Feeling scared Feeling excited Mixed emotions Making her family proud Caring what he family thinks Passing versus failing- a test Trying hard Demonstrating effort and commitment Change of support and a change of attitude Being left- neglected Teachers are committed Being asked, not told Offers of support- demonstrating they care Things can improve People have confidence in her? Valuing education	Amy: well I felt like scared to come here but then like I felt excited as well like just to like make my family proud again (mm) like... feels like better when like, my grandparents are really proud of me. Like I've passed this managed move after all the schools that I've been to and *failed*, and carried on being naughty, they're proud that I've like- like I go to after school clubs here, I do rugby, I try hard, I catch up on my work (mm) stay behind whenever I can.. but at [School A] I'd be like "oh I don't care" (yeah) but like they'll be like "Oh well you've got a detention for doing this and you can sit and try and catch up by yourself" that's what they would say at [School A], but here Miss in creative art and media, she was like "right Amy, we're gonna- will you come here after school please and I'll sit down and have a 1:1 With you and we'll catch up on your work" (right). Like basically they try and help you more- they actually care about your education here.	Mixed feelings. Feeling scared to come here- why? Lessons hard? Peer groups? Also feeling excited. Wanting to make her family proud again (implying that she hadn't done that for a while). Values her grandparents' opinion "after all the schools"- gone through a lot to get to this point. Again, "passed" "failed"- judgement, as a test. "proud" repeated 3 times. "I try hard"- Going to clubs after school, rugby, homework- part of the fitting in/ belonging? Demonstration of her effort and commitment? Showing she cares too. Caring coming from both sides now? Previously, would have detention, and stay and finish work- unaided. Here teachers make the effort to spent time with her and work through things together. "will you…please" being asked, not told. The way she talks about how teacher interact with her is so much more respectful- she feels respected I think. Something can be done- there is hope things will get better? Feels people care about her education. Invested in her.

Someone to turn to- not on her own	Rachel: right, and that's kind of- it sounds like you care more about your education now Amy: yeah it makes you feel more like- I dunno, just pleased really that you've got like someone to turn to when your lessons aren't going good.	I got quite emotional reading this over again when analysing- really feel for her- the effort she's put in, the stark contrast to how she feels teachers care for her now. Wanting to make her family proud. Has had the effect of her caring more. Has someone to turn to when things aren't good. Feels supported through those more difficult times. Not left on her own to fail? Something can be done? More hope?

Appendix J: Theme structures

Amy		
Theme clusters	Themes	Emergent themes
Themes relating to Amy's introspection	Emotional experiences of managed moves and challenging behaviour	Confusion Conflicted Overwhelmed Negative emotions Positive emotions
	Sense of self in relation to her behaviour	Not wanting to be seen as naughty Knowing she's not perfect Recognising the positive aspects of her self Caring about what others think of her Wanting to be a better person
	Understanding her own behaviour	Taking responsibility Wanting to change Negative influence of peers Using behaviour as a way to rebel
	Putting in effort	Trying It taking effort Making sacrifices Getting on with things
	Importance of family	Caring for her family Doing it for her family Being supported Making them proud

		Being trusted
	A sense of future	Going down a different (preferred) path Valuing education Caring for her future Consequences of behaviour have had a negative impact on her chances Stress caused by having to catch-up on missed learning
Themes relating to the process having to move schools because of challenging behaviour	Agency in the managed move process	Presence rather than participation Decisions were made without her School having power over her Being overruled Being informed Having more of a say
	Involvement of family	Need to recognise the impact of the move of family life Needing to respect the family's situation
	Rejection versus acceptance	Being rejected Finding it hard to fit in Wanting to fit in Being accepted
	A fresh start	Not being given a genuine chance Being given a genuine chance Wanting a new start Being treated the same as everyone else People not knowing your history
	Having to adjust	Multiple school changes

		Not being happy about the changes Uncertainty of trial period Difficult starts Positive periods Impact on learning
	Impact on peer relationships	Experiences of loss Comfortable in old peer group Feeling less comfortable in new peer group Having to make new friends
	Sense of scrutiny	Being judged (by peers and staff) Having to perform Having to be perfect Under scrutiny
Themes relating to how school staff work with pupils	Support to see change as possible	Recognising when things go wrong Feelings of hopelessness School responses different to previous experiences Feelings of hopefulness Things aren't perfect
	The importance of feedback	Formal feedback Constructive feedback Honesty Positive feedback Listening to advice
	Moving beyond mistakes	Not letting go of the past It's ok to make mistakes

		Moving on from the past Can't ever completely move on
	Giving credit where it's due	Just focussing on the negatives Recognition of effort Staff noticing positives Recognising both the positives and negatives
	Facilitative role of the link person	Available when needed Someone she could talk to Acting as a messenger Someone familiar
	Relationships with staff	Being paid attention to Not being on your own Having people to turn to Being cared about Being asked Being listened to Positive interactions Staff making an effort

Mr N		
Theme clusters	Themes	Emergent themes
Themes relating to Mr N's view of his role	The importance of the pastoral role	Valuing children Making a difference Having the right skills and knowledge Part of his identity
	Understanding challenging behaviour	Negative behaviours becoming engrained Limited hope for change for some individuals Needing to understand the family's context Needing the right school context Understanding the interaction between individual and contextual factors
	Tension between internal values and external pressures	Tension between ideals and practicalities Managing risk Financial implications if placements fail Reputational implications if judgements are 'wrong' Opportunity cost of choosing where to place resources
Themes relating to within-school processes and practices	Providing nurture and boundaries	Consistency Clear expectations Encouraging resilience Providing nurture Balancing a supportive but firm approach
	A process of supporting behaviour change	Starting from a crisis point

		A fresh start Giving children a chance Giving time for change to happen A sense of belonging Allowing for mistakes Having realistic expectations of outcomes The importance of children having aspirations School taking (some) responsibility for supporting change Facilitative role of the link person A hierarchical system of support
	The importance of staff-pupil relationships and interactions	Getting to know pupils Being available Being supportive Caring for and about children Establishing an emotional connection Forming positive relationships Having mutual respect Active listening Fairness Honesty Trust
	School culture	Teaching and learning are valued Inclusive culture Culture of care

		Culture of fairness Positive interactions (between everyone) The influence of management Sense of community
Themes relating to local authority systems for managing placements for children who demonstrate challenging behaviour	Working with colleagues	Positive relationships with colleagues Reliant on honesty The role of stakeholders in decision making Shared values
	Practices and processes in neighbouring schools	Similar practices Individual differences
	Long term outcomes	Aim to avoid permanent exclusion Containment versus change Wanting to ensure best practice
Themes relating to factors outside the school's immediate control	Readiness of the child to make changes	Hopeful for Amy Child has (some) responsibility for their success Valuing opportunity to learn Taking responsibility for mistakes Able to self-reflect Wanting a new start Responding positively
	Working with families to support change	The importance of the home-school relationship The importance of communication Contact with families depends on context Potential positive influence of families Potential negative influence of families

		Sympathy for how hard parenting can be Limited influence over families Difficulties engaging with some parents Frustration when efforts to engage aren't well received Challenging conversations Working with those acting in lieu of parents
	Wider contextual factors	Negative impact of austerity on preventative services Negative impact of austerity on employers Negative impact of austerity on families The impact of deprivation on the cohorts coming into school Schools are fighting against the odds

References

Achenbach, T. M. (1986). *Direct observation form of the Child Behavior Checklist (Rev. ed.)*. Burlington: University of Vermont, Department of Psychiatry.

Achenbach, T. M. (1991a). *Manual for the Child Behavior Checklist/4-18 and 1991 profile*. Burlington: University of Vermont, Department of Psychiatry.

Achenbach, T. M. (1991b). *Manual for the Teacher's Report Form and 1991 Profile*. Burlington: University of Vermont, Department of Psychiatry.

Achenbach, T. M., McConaughy, S. H., & Howell, C. T. (1987). Child/adolescent behavioral and emotional problems: implications of cross-informant correlations for situational specificity. *Psychological Bulletin, 101*(2), 213.

Aguirre, R. T., & Bolton, K. W. (2014). Qualitative interpretive meta-synthesis in social work research: Uncharted territory. *Journal of Social Work, 14*(3), 279-294.

Ainscow, M. (2005). Developing inclusive education systems: what are the levers for change? *Journal for Educational Change, 6*, 106-124.

Ainscow, M., & Sandill, A. (2010). Developing inclusive education systems:the role of organisational cultures and leadership. *International Journal of Inclusive Education, 14*(4), 401-416.

Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London: Sage.

Ashton, R., & Roberts, E. (2006). What is Valuable and Unique about the Educational Psychologist? *Educational Psychology in Practice, 22*(2), 111-123. doi:10.1080/02667360600668204

Aston, H. J., & Lambert, N. (2010). Young people's views about their involvement in decision-making. *Educational Psychology in Practice, 26*(1), 41-51. doi:10.1080/02667360903522777

Atkinson, C., Corban, I., & Templeton, J. (2011). Educational psychologists' use of therapeutic interventions: issues arising from two exploratory case studies. *Support for Learning, 26*(4), 160-167.

Atkinson, C., Squires, G., Bragg, J., Muscutt, J., & Wasilewski, D. (2014). Facilitators and barriers to the provision of therapeutic interventions by school psychologists. *Sch Psychol Int, 35*(4), 384-397. doi:10.1177/0143034313485849

Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration / inclusion: a review of the literature. *European Journal of Special Needs Education, 17*(2), 129-147. doi:10.1080/08856250210129056

Bandura, A. (2006). Toward a Psychology of Human Agency. *Perspect Psychol Sci, 1*(2), 164-180. doi:10.1111/j.1745-6916.2006.00011.x

Barnett-Page, E., & Thomas, J. (2009). Methods for the synthesis of qualitative research: a critical review. *BMC Medical Research Methodolgy, 9*, 59.

Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report, 13*(4), 544-559.

Beltman, S., Mansfield, C. F., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review, 6*(3), 185-207.

Bessant, J. (2014). A dangerous idea? Freedom, children and the capability approach to education. *Critical Studies in Education, 55*(2), 138-153. doi:10.1080/17508487.2014.873368

Booth, T., & Ainscow, M. (2002). *Index for Inclusion: developing learning and participation in schools.* . Bristol: Centre for Studies on Inclusive Education.

Boyle, C., & Lauchlan, F. (2009). Applied psychology and the case for individual casework: some reflections on the role of the educational psychologist. *Educational Psychology in Practice, 25*(1), 71-84. doi:10.1080/02667360802697639

Bozic, N. (2013). Developing a strength-based approach to educational psychology practice: a multiple case study. *Educational & Child Psychology, 30*(4), 18-29.

Bozic, N., Lawthom, R., & Murray, J. (2018). Exploring the context of strengths – a new approach to strength-based assessment. *Educational Psychology in Practice, 34*(1), 26-40.

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.

Brinkmann, S., & Kvale, S. (2008). Ethics in qualitative psychological research. *The SAGE handbook of qualitative research in psychology, 24*(2), 263-279.

Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge MA: Harvard University Press.

Brown, E. L., Powell, E., & Clark, A. (2012). Working on what works: Working with teachers to improve classroom behaviour and relationships. *Educational Psychology in Practice, 28*(1), 19-30.

Bruner, J. S. (2004). Life as narrative. *Social Research, 71*(3), 691-710.

Buhler, C. (1971). Basic theoretical concepts of humanistic psychology. *American Psychologist, 26*(4), 378-386.

Burns, B. J., Angold, A., Magruder-Habib, K., Costello, E. J., & Patrick, M. K. S. (1996). *Child and Adolescent Services Assessment (CASA) manual*. Durham, NC: Duke University Medical Center, Developmental Epidemiology Program.

Burton, S. (2006). 'Over To You': Group work to help pupils avoid school exclusion. *Educational Psychology in Practice, 22*(3), 215-236.

Catalano, D., Holloway, L., & Mpofu, E. (2018). Mental Health Interventions for Parent Carers of Children with Autistic Spectrum Disorder: Practice Guidelines from a Critical Interpretive Synthesis (CIS) Systematic Review. *International Journal of Environmental Research and Public Health, 15*, 341.

Chamberlain, P., & Reid, J. B. (1987). Parent observation and report of child symptoms. *Behavioral Assessment, 9*, 97-109.

Charmaz, K. (2006). *Constructing grounded theory*. London: Sage.

Charmaz, K. (2008). Constructionism and the grounded theory method. In J. A. Holstein & J. F. Gubrium (Eds.), *Handbook of constructionist research* (pp. 397-412). New York, NY: Guildford Press.

Charmaz, K. (2009). Shifting the grounds: Constructivist grounded theory methods. In J. M. Morse, P. N. Stern, J. Corbin, B. Bowers, K. Charmaz, & A. E. Clarke (Eds.), *Developing grounded theory: The second generation* (pp. 127-154). Walnut Creek, CA: Left Coast Press.

Cheney, D., & Barringer, C. (1995). Teacher competence, student diversity, and staff training for the inclusion of middle school students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 3*, 174-182.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge.

Cooper, J., & Stone, J. (2000). Cognitive Dissonance and the Social Group. In D. J. Terry & M. A. Hogg (Eds.), *Attitudes, Behaviour and Social Context: The Role of Norms and Group Membership* (pp. 227-244). New Jersey: Erlbaum.

Cooper, P., & Jacobs, B. (2011). *Evidence of best practice models and outcomes in the education of children with emotioanl disturbance/behavioural difficulites: An international review*. County Meath: National Council for Special Education Research.

Cooper, P., & Upton, G. (1991). Controlling the urge to control: An ecosystemic approach to problem behaviour in schools. *Support for Learning, 6*(1), 22-26.

Cox, D. D. (2005). Evidence-based interventions using home-school collaboration. *School Psychology Quarterly, 20*, 473-497.

Cunningham, H. (1995). *Children and childhood in western society since 1500*. Harlow, Essex: Pearson Education Limited.

D'Cruz, H., Gillingham, P., & Melendez, S. (2007). Refelxivity, its meanings and relevance for social work: A critical review of the literature. *British Journal of Social Work, 37*, 73-90.

Daniels, H. (2006). Rethinking intervention: Changing the cultures of schooling. *Emotional and Behavioural Difficulties, 11*(2), 105-120.

David, T., Tonkin, J., Powell, S., & Anderson, C. (2005). Ethical aspects of power in research with children. In A. Farrell (Ed.), *Ethical research with children* (pp. 124-137). Maidenhead: Open University Press.

Denscombe, M. (2008). Communitites of practice: a research paradigm for the mixed methods approach. *Journal of Mixed Methods Research, 2*(3), 270-283.

Department for Education. (1994). *The Education of Children with Emotional and Behavioural Difficulties Circular 9/94*. London: DfE.

Department for Education. (2011). *Getting the simple things right: Charlie Taylor's behaviour checklist*. London: DfE.

Department for Education. (2014). *Special Educational Needs and Disability Code of Practice: 0 – 25 years*. London: DfE.

Department for Education. (2015a). *Behaviour and discipline in schools: Guidance for governing bodies.* . London: DfE.

Department for Education. (2015b). *Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exlcusion*. London: DfE.

Department for Education. (2016a). *Behaviour and discipline in schools: Advice for headteachers and school staff*. London: DfE.

Department for Education. (2016b). *Mental health and behavior in schools*. London: DfE.

Department for Education. (2017a). *Case studies of behaviour management practices in schools rated Outstanding*. London: DfE.

Department for Education. (2017b). *Creating a culture: How school leaders can optimise behaviour*. London: DfE.

Department for Education and Skills. (2001). *Special Educational Needs Code of Practice* London: DfES.

Department for Education and Skills. (2006). *A review of the functions and contribution of educational psychologists in England and Wales in light of "Every child matters: Change for children"*. London: DfES.

Department of Health, & Department for Education. (2017). *Transforming children and young people's mental health provision: A Green Paper*. London: DoH & DfE.

Department of Health & NHS. (2015). *Future in mind: Promoting, protecting and improving our children and young people's mental health and wellbeing*. London: DoH & NHS.

di Gregoria, S. (1999, February 25th). Paper presented at the QSR NUD*IST Conference, Institute of Education, London University.

Dixon-Woods, M., Bonas, S., Booth, A., Jones, D. R., Miller, T., Sutton, A. J., . . . Young, B. (2006). How can systematic reviews incorporate qualitative research? A critical perspective. *Qualitative Research, 6*(1), 27-44.

Dixon-Woods, M., Cavers, D., Agarwal, S., Annandale, E., Arthur, A., Harvey, J., . . . Sutton, A. J. (2006). Conducting a critical interpretive synthesis of the literature on access to healthcare by vulnerable groups. *BMC Medical Research Methodolgy, 6*(1), 35.

Duncombe, J., & Jessop, J. (2002). "Doing rapport" and the ethics of "faking friendship". In T. Miller, M. Birch, M. Mauthner, & J. Jessop (Eds.), *Ethics in qualitative research*. London: Sage.

Dyson, A., Beresford, E., & Splawnyk, E. (2007). *The Manchester Transition Project: Implications for the Development of Parental Involvement in Primary Schools*. London: DfES.

Early, T. J., & GlenMaye, L. F. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work, 45*(2), 118-130.

Earnshaw, O. (2014). Learning to be a child: A conceptual analysis of youth empowerment. *Educational & Child Psychology, 31*(1), 13-20.

Edelman, M. (1964). *The Symbolic Uses of Politics*. Chicago, Illinois: University of Illinois Press.

Elliott, S. N., & Von Brock Treuting, M. (1991). The Behavior Intervention Rating Scale: Development and validation of a pretreatment acceptability and effectiveness measure. *Journal of School Psychology, 29*, 43-51.

Elton, B. R. (1989). *Discipline in Schools: report of the Committee of Enquiry chaired by Lord Elton.* London: HMSO.

Farrell, P., & Tsakalidou, K. (1999). Recent Trends in the Re-integration of Pupils with Emotional and Behavioural Difficulties in the United Kingdom. *School Psychology International, 20*(4), 323-337.

Faulconbridge, J., Hickey, J., Jeffs, G., McConnellogue, D., Patel, W., Picciotto, A., & Potte, H. (2017). What good looks like in psychological services for schools and colleges: Primary prevention, early intervention and mental health provision. *Child & Family Clinical Psychology Review, 5*.

Faupel, A., & Hardy, J. (2013). 'Challenging behaviour' and the challenges for educational psychologists. In C. Arnold & J. Hardy (Eds.), *British Educational Pscyhology: The first hundred years* (pp. 38-46). Leicester: The British Psychological Society.

Fernet, C., Guay, F., Senécal, C., & Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education, 28*(4), 514-525. doi:10.1016/j.tate.2011.11.013

Fox, M. (2015). “What sort of person ought I to be?” – Repositioning EPs in light of the Children and Families Bill (2013). *Educational Psychology in Practice, 31*(4), 382-396. doi:10.1080/02667363.2015.1079700

Gearing, R. (2004). Bracketing in research: A typolgy. *Qualitative Health Research, 14*(10), 1429-1452.

George, M. (2018). 'Dumping grounds': Eight key points from today's alternative-provision hearing. Retrieved from https://www.tes.com/news/dumping-grounds-eight-key-points-todays-alternative-provision-hearing?mc_cid=3c34d3c8e3&mc_eid=97d955a107

Gersch, I. (2009). A positive future for educational psychology - if the profession gets it right. *Educational Psychology in Practice, 25*(1), 9-19.

Gersch, I., Dowling, F., Panagiotaki, G., & Potton, A. (2008). Listening to children's views of spiritual and metaphysical concepts: A new dimension to educational psychology practice? *Educational Psychology in Practice, 24*(3), 225-236. doi:10.1080/02667360802256782

Gersch, I., Lipscomb, A., & Potton, A. (2017). The history of research by educational psychologists into ascertaining the voice of the child and young person. In J. Hardy & C. Hobbs (Eds.), *Using qualitative research to hear the voice of children and young people* (pp. 33-45). Leicester: The British Psychological Society (BPS).

Gibbs, S. (2018). *Immoral Education: The Assault on Teachers' Identities, Autonomy and Efficacy*. London: Routledge.

Gibbs, S., & Miller, A. (2014). Teachers' resilience and well-being: a role for educational psychology. *Teachers and Teaching, 20*(5), 609-621. doi:10.1080/13540602.2013.844408

Gibbs, S., & Powell, B. (2012). Teacher efficacy and pupil behaviour: the structure of teachers' individual and collective beliefs and their relationship with numbers of pupils excluded from school. *Br J Educ Psychol, 82*(Pt 4), 564-584. doi:10.1111/j.2044-8279.2011.02046.x

Gillham, B. (2000). *Case study research methods (Real world research)*. London: Continuum.

Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2004). Collective Efficacy Beliefs:Theoretical Developments, Empirical Evidence, and Future Directions. *Educational Researcher, 33*(3), 3-13.

Graham, B., White, C., Edwards, A., Potter, S., & Street, C. (2019). *School exclusion: a literature review on the continued disproportionate exclusion of certain children*. DfE.

Greig, A., Hobbs, C., & Roffey, S. (2014). Empowering children and young people. *Educational & Child Psychology, 31*(1), 6-12.

Gresham, F., & Elliott, S. (2008). *Social skills improvement system: Rating scales*. Minneapolis, MN: Pearson Assessments.

Gresham, F. M., & Elliott, S. N. (1990). *Social skills rating system: Manual*: American Guidance Service.

Guillemin, M., & Gillam, L. (2004). Ethics, reflexivity, and "ethically important moments" in research. *Qualitative Inquiry, 10*(2), 261-280.

Gutkin, T. B. (2009). Ecological school psychology: A personal opinion and a plea for change. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology* (4th ed., pp. 463-496). Hoboken, NJ: John Wiley.

Hannen, E., & Woods, K. (2012). Narrative therapy with an adolescent who self-cuts: A case example. *Educational Psychology in Practice, 28*(2), 187-214.

Harding, E., & Atkinson, C. (2009). How EPs record the voice of the child. *Educational Psychology in Practice, 25*(2), 125-137. doi:10.1080/02667360902905171

Hardy, J., & Hobbs, C. (Eds.). (2017). *Using qualitative research to hear the voice of children and young people*. Leicester: The British Psychological Society.

Hargreaves, A. (2004). Inclusive and exclusive educational change: emotional responses of teachers and implications for leadership. *School Leadership & Management, 24*, 287-309.

Hart, R. (2010). Classroom behaviour management: Educational psychologists' views on effective practice. *Emotional and Behavioural Difficulties, 15*(4), 353-371.

Hastings, R. P., & Oakford, S. (2003). Student Teachers' Attitudes Towards the Inclusion of Children with Special Needs. *Educational Psychology, 23*(1), 87-94. doi:10.1080/01443410303223

Hayes, B., Hindle, S., & Withington, P. (2007). Strategies for developing positive behaviour management: Teacher behaviour outcomes and attitudes to the change process. *Educational Psychology in Practice, 23*(2), 161-175.

Hayes, B., Richardson, S., Hindle, S., & Grayson, K. (2011). Developing teaching assistants' skills in positive behaviour management: an application of Video Interaction Guidance in a secondary school. *Educational Psychology in Practice, 27*(3), 255-269. doi:10.1080/02667363.2011.603532

Hayes, M., & Stringer, P. (2016). Introducing Farouk's process consultation group approach in Irish primary schools. *Educational Psychology in Practice, 32*(2), 145-162.

Health and Care Professions Council. (2016). *Standards of conduct, performance and ethics*: Health and Care Professions Council.

Hodges, K. (1994). *Child and Adolescent Functional Assessment Scale–Parent report*. Ypsilanti: Eastern Michigan University, Department of Psychology.

Hopia, H., Latvala, E., & Liimatainen, L. (2016). Reviewing the methodology of an integrative review. *Scandinavian Journal of Caring Sciences, 30*, 662-669.

Horton, P. (2016). Portraying monsters: framing school bullying through a macro lens. *Discourse: Studies in the Cultural Politics of Education, 37*(2), 204-214.

House of Commons Education and Health Committees. (2017). *Children and young people's mental health- the role of education*. London: HoC.

House of Commons Education Committee. (2018). *Forgotten children: alternative provision and the scandal of ever increasing exclusions*. (HC 342). House of Commons Education Committee.

Hughes, C., Maclean, G., & Stringer, P. (2018). How person-centred planning can contribute to organisational change in a school. *Educational Psychology in Practice*, 1-10. doi:10.1080/02667363.2018.1557599

Jalali, R., & Morgan, G. (2017). 'They won't let me back.' Comparing student perceptions across primary and secondary Pupil Referral Units (PRUs). *Emotional & Behavioural Difficulties*, 1-14. doi:10.1080/13632752.2017.1347364

Janzen, M., & Schwartz, K. (2018). Behaving Badly: Critiquing the Discourses of "Children" and Their (Mis) Behaviours. *McGill Journal of Education, 53*(1), 109-127.

Joseph, S. (2008). Positive psychology as a framework for practice. In B. Kelly, L. Woolfson, & J. Boyle (Eds.), *Frameworks for practice in educational psychology* (pp. 185-196). London: Jessica Kingsley Publishers.

Kennedy, H., Landor, M., & Todd, L. (Eds.). (2011). *Video Interaction Guidance*. London: Jessica Kinglsey Publishes.

Kirkevold, M. (1997). Integrative nursing research- an important strategy to futher the development of nursing science and nursing practice. *Journal of Advanced Nursing, 25*, 977-984.

Komesaroff, P. (1995). From bioethics to microethics: Ethical debate and clinical medicine. In P. Komesaroff (Ed.), *Troubled bodies: Critical perspectives on postmodernism, medical ethics and the body* (pp. 62-86). Melbourne: Melbourne University Press.

Koren, P. E., DeChillo, N., & Friesen, B. J. (1992). Measuring empowerment in families whose children have emotional disabilities: A brief questionnaire. *Rehabilitation Psychology, 37*, 305-321.

Krol, N., Morton, J., & De Bruyn, E. (2004). Theories of conduct disorder: A causal modelling analysis. *Journal of Child Psychology and Psychiatry, 45*, 727-742.

Kuhn, M., Marvin, C. A., & Knoche, L. L. (2017). In It for the Long Haul: Parent-Teacher Partnerships for Addressing Preschool Children's Challenging Behaviors. *Topics in Early Childhood Special Education, 37*(2), 81-93.

Kutash, K., Duchnowski, A., & Rudo, Z. (1997). *Knowledge inventory*. Tampa: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children's Mental Health.

Kutash, K., Duchnowski, A. J., Sumi, W. C., Rudo, Z., & Harris, K. M. (2002). A School, Family, and Community Collaborative Program for Children Who Have Emotional Disturbances. *Journal of Emotional and Behavioral Disorders, 10*(2), 99-107. doi:10.1177/10634266020100020401

Larkin, M., & Thompson, A. R. (2012). Interpretative Phenomenological Analysis in Mental Health and Psychotherapy Research. In D. Harper & A. R. Thompson (Eds.), Qualitative Research Methods in Mental Health and Psychotherapy: A Guide for Students and Practitioners (pp. 99-116). Oxford: John Wiley & Sons, Ltd. .

Lave, J., & Wenger, E. (1991). Situated Learding- Legitimate Peripheral Participation. In R. Pea & J. S. Brown (Eds.), *Learning in Doing: Social, Cognitive and Computational Perspectives* (pp. 27-43). Cambridge: Cambridge University Press.

Law, C. E., & Woods, K. (2018). The representation of the management of behavioural difficulties in EP practice. *Educational Psychology in Practice, 34*(4), 352-369.

Lloyd Bennett, P. (2005). Development and management of young people's behavioural difficulties. *Educational and Child Psychology, 22*(3), 6-16.

Lloyd Bennett, P. (2016). Evidence-based practice: A tall order for educational psychologists? *Debate CP, 161*, 21-27.

Locke, T., Alcorn, N., & O'Neill, J. (2013). Ethical issues in collaborative action research. *Educational Action Research, 21*(1), 107-123.

Lodge, C. (2005). From hearing voices to engaging in dialogue: problematising student participation in school improvement. *Journal of Educational Change, 6*(2), 125-146. doi:10.1007/s10833-005-1299-3

Lyons, C. W., & O'Connor, F. (2006). Constructing an integrated model of the nature of challenging behaviour: a starting point for intervention. *Emotional and Behavioural Difficulties, 11*(3), 217-232.

Macdonald, T., & Thomas, G. (2003). Parent's reflections on their children being excluded. *Emotional and Behavioural Difficulties, 8*(2), 108-119.

MacFarlane, K., & Woolfson, L. M. (2013). Teacher attitudes and behavior toward the inclusion of children with social, emotional and behavioral difficulties in mainstream schools: An application of the theory of planned behavior. *Teaching & Teacher Education, 29*, 46-52. doi:10.1016/j.tate.2012.08.006

Manz, P. H., Fantuzzo, J. W., & Power, T. J. (2004). Multidimensional assessment of family involvement among urban elementary students. *Journal of School Psychology, 42*, 461-475.

McCartan, D., & Todd, L. (2011). Narrative theory and VIG: Windows into preferred identities. In H. Kennedy, M. Landor, & L. Todd (Eds.), *Video Interaction Guidance* (pp. 255-266). London: Jessica Kingsley Publishers.

McConaughy, S. H., Achenbach, T. M., & Gent, C. L. (1988). Multiaxial empirically based assessment: Parent, teacher, observational, cognitive, and personality correlates of child behavior profiles for 6-11- year-old boys. *Journal of Abnormal Child Psychology, 16*, 485-509.

McConaughy, S. H., Kay, P. J., & Fitzgerald, M. (1999). The achieving, Behaving, Caring project for preventing ED: Two-year outcomes. *Journal of Emotional and Behavioral Disorders, 7*(4), 224-239. doi:http://dx.doi.org/10.1177/106342669900700405

Mercieca, D., & Mercieca, D. P. (2014). EPs becoming ignorant: Questioning the assumption of listening and empowerment in young children. *Educational & Child Psychology, 31*(1), 22-31.

Miller, A. (2003). *Teacher, parents and classroom behaviour: a psychosocial approach*. Maidenhead: Open University Press.

Mills, M., Bonner, A., & Francis, K. (2006). Adopting a constructivist approach to grounded theory: Implications for research design. *International Journal of Nursing Practice, 12*, 8-13.

Minckler, C. H. (2014). School Leadership that Builds Teacher Social Capital. *Educational Management Administration & Leadership, 42*(5), 657-679.

Mockler, N., & Groundwater-Smith, S. (2014). *Engaging with student voice in research, education, and community: beyond legitimation and guardianship*. In.

Monsen, J., & Frederickson, N. (2008). The Monsen et al. Problem-Solving Model Ten Years On. In B. Kelly, L. Woolfson, & J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology* (pp. 69-93). London: Kingsley Publishers.

Morgan, A. (2000). *What is narrative therapy?: A easy-to-read introduction*. Adelaide: Dulwich Centre Publications.

Morgan, G. (2016). Organisational change: a solution-focused approach. *Educational Psychology in Practice, 32*(2), 133-144.

Nickerson, A. B., & Fishman, C. E. (2013). Promoting mental health and resilience through strength-based assessment in US schools. *Educational & Child Psychology, 30*(4), 7-17.

Noblit, G., & Hare, R. (1988). *Meta-ethnography: Synthesising qualitative studies*. Newbury Park, CA: Sage.

O'Callaghan, P., & Cunningham, E. (2015). Can a targeted, group-based CBT intervention reduce depression and anxiety and improve self-concept in primary age children? . *Educational Psychology in Practice, 31*(3), 341-326.

Pattoni, L. (2010). *Strengths-based approaches for working with individuals*: The institute for research and innovation in social services.

Paxton, C. L. C., Leis, M., Rimm-Kaufman, S. E., & Society for Research on Educational, E. (2014). *Collective Efficacy and Adult Community: Teacher and Principal Perceptions after Two Years of Implementing "Leading Together" in Schools*. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED562716&site=ehost-live

Payne, R. (2015). Using rewards and sanctions in the classroom: Pupils' perceptions of their own responses to current behaviour management strategies. *Educational Review, 67*(4), 483-504.

Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using interpretative phenomenological analysis in qualitative research psychology. *Psychological journal, 20*(1), 7-14.

Postholm, M., & Skrøvset, S. (2013). The researcher reflecting on her own role during action research *Educational Action Research, 21*(4), 506-518.

Prelli, G. E. (2016). How School Leaders Might Promote Higher Levels of Collective Teacher Efficacy at the Level of School and Team. *English Language Teaching, 9*(3), 174-180.

Pritchard, C., & Cox, M. (1998). The criminality of former 'special educational provision' permanently 'excluded from school' adolescents as young adults [16-23]: Costs and practical implications. *Journal of Adolescence, 21*(5), 609-620.

Pyett, P. M. (2003). Validation of qualitative research in the “real world”. *Qualitative Health Research, 13*(8), 1170-1179.

Radley, A., & Chamberlain, K. (2012). The study of the case: conceptualising case study research. *Journal of Community and Applied Social Psychology, 22*, 390-399.

Rees, I. (2008). A systemic solution-oriented model. In B. Kelly, L. Woolfson, & J. Boyle (Eds.), *Framworks for practice in Educational Psychology* (pp. 162-181). London: Kingsley Publishers.

Regan, H., & Howe, J. (2017). Video self-modelling: An intervention for children with behavioural difficulties. *Educational Psychology in Practice, 33*(1), 93-102.

Reynolds, C. R., & Kamphaus, R. W. (2004). *Behavior Assessment System for Children, Second Edition (BASC-2)*. Circle Pines, MN: AGS Publishing.

Roffey, S. (2004). The home-school interface for behaviour: A conceptual framework for co-constructing reality. *Educational & Child Psychology, 21*(4), 95-108.

Roffey, S., Williams, A., Greig, A., & MacKay, T. (2016). Mental health and wellbeing in schools: Concerns, challenges and opportunities. *Educational & Child Psychology, 33*(4), 5-7.

Rosa, E. M., & Tudge, J. (2013). Urie Bronfenbrenner's theory of human development: Its evolution from ecology to bioecology. *Journal of Family Theory & Review, 5*(4), 243-258.

Sampson, R. J., Morenoff, J. D., & Earls, F. (2000). Beyond Social Capital: Spatial Dynamics of Collective Efficacy for Children. *American Sociological Review, 64*(5), 633-660.

Sandelowski, M. (2004). Using qualitative research. *Qualitative Health Research, 14*(10), 1366-1386.

Sanderson, H. (2000). *Person centred planning: Key features and approaches*. York: Joseph Rowntree Foundation.

Sanderson, H., Goodwin, G., & Kinsella, E. (2013). *A guide to using person-centred practices in schools*. Stockport: HAS Press.

Sarantakos, S. (2005). *Social Research* (3rd ed.). New York: Pelgrave Macmillan.

Schein, E. H. (1990). A General Philosophy of Helping: Process Consultation *Sloan Management Review, 31*(3), 57-64.

Scottish Executive Education Department. (2002). *Review of provision of educational psychology services in Scotland*. Edinburgh: Scottish Executive Education Department.

Sellman, E., Bedward, J., Cole, T., & Daniels, H. (2002). Thematic Review: A sociocultural approach to exclusion. *British Educational Research Journal, 28*(6), 889-900.

Shapiro, E. S., Miller, D. N., Sawka, K., Gardill, M. C., & Handler, M. W. (1999). Facilitating the Inclusion of Students with EBD into General Education Classrooms. *Journal of Emotional and Behavioural Disorders, 7*(2), 83-93.

Sharp, R. (2014). Ready, steady, action: what enables young people to perceive themselves as active agents in their lives? *Educational Psychology in Practice, 30*(4), 347-364. doi:10.1080/02667363.2014.939143

Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 22*, 63-75.

Sheridan, S. M. (2004). *Parent competence in problem solving scale*. Unpublished scale.

Sheridan, S. M., Bovaird, J. A., Glover, T. A., Garbacz, S. A., Witte, A., & Kwon, K. (2012). A Randomized Trial Examining the Effects of Conjoint Behavioral Consultation and the Mediating Role of the Parent-Teacher Relationship. *School Psychology Review, 41*(1), 23-46.

Sheridan, S. M., Eagle, J. W., Cowan, R. J., & Mickelson, W. (2001). The effects of conjoint behavioral consultation: Results of a four-year investigation. *Journal of School Psychology, 39*, 361–385.

Sheridan, S. M., Ryoo, J. H., Garbacz, S. A., Kunz, G. M., & Chumney, F. L. (2013). The efficacy of conjoint behavioral consultation on parents and children in the home setting:

Results of a randomized controlled trial. *Journal of School Psychology, 51*(6), 717-733. doi:http://dx.doi.org/10.1016/j.jsp.2013.09.003

Simons, H. (2009). *Case study research in practice*. London: Sage.

Simpson, G. A., Bloom, B., Cohen, R. A., Blumberg, S., & Bourdon, K. H. (2005). *U.S. Children with Emotional and Behavioral Difficulties: Data from the 2001, 2002, and 2003 National Health Interview Surveys*. Retrieved from Hyattsville, MD:

Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education, 26*(4), 1059-1069. doi:10.1016/j.tate.2009.11.001

Smith, B. (2018). Generalizability in qualitative research: misunderstandings, opportunities and recommendations for the sport and exercise sciences. *Qualitative Research in Sport, Exercise and Health, 10*(1), 137-149.

Smith, C., & Cooke, T. (2000). Collaboratively managing the behaviour of a reception class pupil. *Educational Psychology in Practice, 16*(2), 235-242.

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research*. London: Sage.

Squires, G. (2001). Using cognitive behavioural psychology with groups of pupils to improve self control of behaviour. *Educational Psychology in Practice, 17*(4), 317-335.

Suldo, S. M., Friedrich, A., & Michalowski, J. (2010). Personal and systems-level factors that limit and facilitate school psychologists' involvement in school-based mental health services. *Psychology in the Schools*, n/a-n/a. doi:10.1002/pits.20475

Sun, J., & Stewart, D. (2007). Development of population-based resilience measures in the primary school setting. *Health Education, 107*, 575-599.

Swinson, J., & Cording, M. (2002). Focus on practice: Assertive discipline in a school for pupils with emotional and behavioural difficulties. *British Journal of Special Education, 29*(2), 72-75.

Tangaard, L. (2013). Troubling methods in qualitative inquiry and beyond. *Europe's Journal of Psychology, 9*(3), 409-418.

Tavares de Souza, M., Dias da Silva, M., & de Carvalho, R. (2010). Integrative review: waht is it? How to do it? *Einstein (São Paulo), 8*(1), 102-106.

The British Psychological Society. (2014). *Code of Human Research Ethics*. Leicester: The British Psychological Society.

The British Psychological Society. (2017). *Practice Guidelines* (3rd ed.). Leicester: The British Psychological Society.

Theriot, M. T., Craun, S. W., & Dupper, D. R. (2010). Multilevel evaluation of factors predicting school exclusion among middle and high school students. *Children and Youth Services Review, 32*, 13-19.

Thomas, A. M., Forehand, R., Armistead, L., Wierson, M., & Fauber, R. (1990). Cross-informant consistency in externalizing and internalizing problems in early adolescence. *Journal of Psychopathology and Behavioral Assessment, 12*(3), 255-262.

Thomas, G., & Loxley, A. (2007). *Deconstructing Special Education and Constructing Inclusion* (2nd ed.). Berkshire: Open University Press.

Thornberg, R. (2012). A Grounded Theory of Collaborative Synchronizing in Relation to Challenging Students. *Urban Education, 47*(1), 312-342.

Timpson, E. (2019). *Timpson review of school exclusion*. (CP 92). DfE.

Todd, L. (2012). Critical dialogue, critical methodology: bridging the research gap to young people's participation in evaluating children's services. *Children's Geographies, 10*(2), 187-200.

Tyler, K., & Jones, B. D. (1998). Using the ecosystemic approach to change chronic problem behaviour in primary schools. *Pastoral Care in Education, 16*(4), 11-20.

Tyler, K., & Jones, B. D. (2000). Implementing the ecosystemic approach to changing chronic problem behaviour in schools. *Educational Psychology, 20*(1), 85-98.

United Nations (UN). (1989). *United Nations Convention of the Rights of the Child*. Brussels: The UN General Assembly.

Vickers, H. S., & Minke, K. M. (1995). Exploring parent-teacher relationships: Joining and communication to others. *School Psychology Quarterly, 10*, 133-150.

Vincent, C. (1996). *Parents and teachers: Power and participation*. London: The Falmer Press.

Visser, J. (2005). Key factors that enable the successful management of difficult behaviour in schools and classrooms. *Education 3-13, 33*(1), 26-31.

Visser, J., Cole, T., & Daniels, H. (2002). Inclusion for the difficult to include. *Support for Learning, 17*, 23-26.

Visser, J., Daniels, H., & MacNab, N. (2005). Missing: Children and Young People with SEBD. *Emotional & Behavioural Difficulties, 10*(1), 43-54.

Vulliamy, G., & Webb, R. (2000). Stemming the tide of rising school exclusion: problems and possibilities. *British Journal of Educational Studies, 48*(2), 119-133.

Wagner, P. (2000). Consultation: Developing a comprehensive approach to service delivery. *Educational Psychology in Practice, 16*(1), 9-18. doi:10.1080/026673600115229

Wagner, P. (2008). Consultation as a framework for practice. In B. Kelly, L. Woolfson, & J. Boyle (Eds.), *Frameworks for practice in Educational Psychology* (pp. 139-161). London: Kingsley Publishers.

Walker, C., Speed, E., & Taggart, D. (2018). Overrated: Our capacity to impact policy. *The Psychologist, 31,* 40-45.

Waters, T. (2014). Story links: Working with parents of pupils at risk of exclusion. *Support for Learning, 29*(4), 298-318. doi:http://dx.doi.org/10.1111/1467-9604.12072

Wenger, E. (2000). Communities of practice and social learning systems. *Organization, 7*(2), 225-246.

Wenger, E. (2010). Communities of practice and social learning systems: the career of a concept. In C. Blackmore (Ed.), Communities of practice and social learning systems (pp. 179-198). London: Springer.

Whittemore, R., & Knafl, K. (2005). The integrative review: updated methodology. *Journal of Advanced Nursing, 52*(5), 546-553.

Wilkinson, G. S. (1993). *The Wide Range Achievement Test–Third Edition*. Wilmington, DE: Wide Range.

Williams, H. (2012). Fair pairs and three part praise – developing the sustained use of differential reinforcement of alternative behaviour. *Educational Psychology in Practice, 28*(3), 299-313.

Willig, C. (2008). *Introducing qualitative research in psychology: adventure in theory and method* (2nd ed.). UK: McGraw-hill education.

Yardley, L. (2000). Dilemmas in qualitative health research. *Psychology and health, 15*(2), 215-228.

Yin, R. K. (2009). How to do better case studies. In L. Bickman & D. J. Rog (Eds.), *The SAGE handbook of applied social reseach methods* (pp. 254-282). Thousand Oaks: SAGE Publications.